





1	Course title	Language through Literature
2	Course number	2201345
3	Credit hours	3
	Contact hours (theory, practical)	3
4	Prerequisites/corequisites	Introduction to English Literature (2201111)
5	Program title	Bachelor's Degree in English Language and Literature
6	Program code	010
7	Awarding institution	The University of Jordan
8	School	Faculty of Foreign Languages
9	Department	English
10	Level of course	3 <sup>rd</sup> year
11	Year of study and semester (s)	-
12	Final Qualification	BA
13	Other department (s) involved in	-
	teaching the course	
14	Language of Instruction	English
15	Teaching methodology	□Blended □Online □Face to face
16	Electronic plotforms(s)	⊠Moodle ⊠Microsoft Teams □Skype □Zoom
16	Electronic platform(s)	□Others
17	Date of production/revision	
	1	

## **18 Course Coordinator:**

Name:		
Office number:		





	Syllabus
Phone number:	
Email:	
19 Other instructors:	
Name:	
Office number:-	
Phone number:	
Email:	
Name:	
Office number:	
Phone number:	
Email:	
20 Course Descriptio	n:
from different perio	develop the students' linguistic skills through engaging them with a range of texts ods, styles, and cultures. The course will also help students to understand the en studies in language, literature and other disciplines.
21 Course aims and o	outcomes:
- Aims: (PLOs)	



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## **Syllabus**

- 1. Analyze major literary works, genres, periods, and critical approaches to British, American, and World literature.
- 2. Develop English language skills by engaging students in a wide range of communicative tasks and activities in academic and non-academic contexts.
- 3. Analyze critically literary works based on essential facts, historical contexts, literary theories and principles, and critical approaches to British, American and World literature.
- 4. Describe and discuss characteristics of literature in English from diverse literary periods and cultures, applying correct terminology for literary genres.
- 5. Discuss general issues concerning the nature and function of natural human language and language acquisition including the domains of phonetics, phonology, morphology, syntax, semantics, discourse analysis and pragmatics.
- 6. Analyze the grammatical system of natural human languages, with special focus on English, based on the domains of Phonetics, Phonology, Morphology, Syntax, Semantics, Pragmatics and Discourse Analysis.
- 7. Show respect of cultural diversity, ethics, and professional behavior through interacting with and demonstrating appreciation of different literary works from a variety of cultures.
- 8. Utilize key concepts and theories in literary criticism to generate original analysis of texts.
- 9. Utilize scientific research methodologies, higher order thinking skills, critical thinking, and creativity in analyzing and observing issues related to the knowledge and skills of the English language and literature.
- 10. Use information and communication technology to access databases and international information to develop knowledge, skills, and to generate new knowledge in English literary and linguistic texts.

#### B- Intended Learning Outcomes (CLOs):

Upon successful completion of this course, students will be able to:

	No.	Course Learning Outcomes			Pı	rogi	am	Ou	tco	m	es				Ass	sess	sme	ent	To	ols	S		
				2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	11
	1	Interpret a range of texts, works and/or performances, and their meanings and implications.	X		X			X					X	X	X							X	





2	Analyze ways in which the use of language creates meaning in literature.	X	X		X		X	X	X			X	
3	Recognize the effects of literary, stylistic, rhetorical, visual or theatrical techniques		X		X		X	X	X			X	
4	Identify the contexts in which texts are written and/or received.	X	X		X		X	X	X			X	

- **Teaching methods include**: Synchronous lecturing/meeting; Asynchronous lecturing/meeting, Quizzes and assignments, and forums.
- Assessment methods include: 1. quizzes, 2. assignments, 3. midterm, 4. projects, 5. Interviews, 6. presentation, 7. field study 8. term papers, 9. student portfolio, 10. final exam, 11. Case study

### 22. Topic Outline and Schedule:

Week	Lecture	Topic	Teaching Methods*/platform	Evaluation Methods**	References
1	1.1	Orientation and Introduction	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
1	1.2	Linguistics and literature	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)





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	1.3	Linguistics and literature	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
	2.1	Linguistics and literature	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
2	2.2	Linguistics and literature	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
	2.3	Linguistics and literature	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
3	3.1	Linguistics and literature	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative





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					Literature and Culture)
	3.2	Linguistics and literature	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
	3.3	Linguistics and literature	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
	4.1	Problematizing the linguistic status quo + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
4	4.2	Problematizing the linguistic status quo + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
	4.3	Problematizing the linguistic status quo + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive





1	1		Synabus		
					Language Use (Comparative Literature and Culture)
	5.1	Problematizing the linguistic status quo + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
5	5.2	Problematizing the linguistic status quo + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
	5.3	Problematizing the linguistic status quo + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
6	6.1	Problematizing the linguistic status quo + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
	6.2	Problematizing the linguistic status quo + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts





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						Can Promote Inclusive Language Use (Comparative Literature and Culture)
		6.3	Problematizing the linguistic status quo + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
		7.1	Midterm	Face-to-face		
	7	7.2	Proposing linguistic neutrality + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
		7.3	Proposing linguistic neutrality + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
	8	8.1	Proposing linguistic neutrality + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)





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	8.2	Proposing linguistic neutrality + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
	8.3	Proposing linguistic neutrality + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
	9.1	Proposing linguistic neutrality + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
9	9.2	Proposing linguistic neutrality + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
	9.3	Proposing linguistic neutrality + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative





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					Literature and Culture)
	10.1	Proposing linguistic neutrality + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
10	10.2	Proposing linguistic neutrality + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
	10.3	Proposing linguistic neutrality + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
11	11.1	Proposing linguistic neutrality + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
	11.2	Proposing linguistic neutrality + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive





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					Language Use (Comparative Literature and Culture)
	11.3	Proposing linguistic neutrality + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
	12.1	Proposing linguistic neutrality + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
12	12.2	Proposing linguistic neutrality + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
	12.3	Proposing linguistic neutrality + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
13	13.1	Reversing the linguistic status quo + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts





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					Can Promote Inclusive Language Use (Comparative Literature and Culture)
	13.2	Reversing the linguistic status quo + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
	13.3	Reversing the linguistic status quo + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
14	14.1	Reversing the linguistic status quo + a text	Face-to-face	Assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
	14.2	Reversing the linguistic status quo + a text	Face-to-face	Assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)





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		Reversing the		Assignments	Rewriting
		linguistic status			Language: How
		quo + a text			Literary Texts
					Can Promote
	14.3				Inclusive
					Language Use
					(Comparative
					Literature and
			Face-to-face		Culture)
		Reversing the		Assignments	Rewriting
		linguistic status		1 10018	Language: How
		quo + a text			Literary Texts
		que a cent			Can Promote
	15.1				Inclusive
					Language Use
					(Comparative
					Literature and
			Face-to-face		Culture)
		D : 1			D :::
		Reversing the		Assignments	Rewriting
		linguistic status			Language: How
		quo + a text			Literary Texts Can Promote
15	15.2				Inclusive
	13.2				Language Use
					(Comparative
					Literature and
			Face-to-face		Culture)
			1 400 10 1400		,
		Reversing the		Assignments	Rewriting
		linguistic status			Language: How
		quo + a text			Literary Texts
					Can Promote
	15.3				Inclusive
					Language Use
					(Comparative
					Literature and
			Face-to-face		Culture)

## 23 23 Evaluation Methods:

<b>Evaluation Activity</b>	Mark	Topic(s)	Period (Week)	Platform	





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Quizzes	10	As assigned each week	Every week	Moodle
Classwork and assignments	10	As assigned each week	Every week	On campus
Midterm	30	Midterm material	As assigned in the plan	On campus
Final	50	All of the topics	As assigned by the registration unit	On campus

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

#### 24 Course Requirements

Students should have a computer, internet connection, webcam, and account on a Microsoft Teams.

#### **25 Course Policies:**

#### A- Attendance policies:

As per the University Regulations.

#### B- Absences from exams and submitting assignments on time:

As per the University Regulations.

#### C- Health and safety procedures:

Please attend all exercise and follow the safety instructions on the walls and the student's booklet.

#### D- Honesty policy regarding cheating, plagiarism, misbehavior:

As per the University Regulations.

#### E- Grading policy:

As explained above in 23.

#### F- Available university services that support achievement in the course:

Please ask me or your academic advisor for any help or support.





## 26 References:

•	Luck, C. (2020). Rewriting Language: How Literary Texts Can Promote Inclusive Language
	Use (Comparative Literature and Culture) (New edition). UCL Press.

• A selection of literary works

Additional information:		
Name of Course Coordinator:	Signature: Date:	
Head of Curriculum Committee/Department:	Signature:	
Head of Department:	Signature:	
Head of Curriculum Committee/Faculty:	Signature:	
Dean:	Signature:	