

## Course Syllabus

|    |  |  |
|----|--|--|
| 1  | Course title   | World Literature   |
| 2  | Course number  | 2201712  |
| 3  | Credit hours   | 3  |
|    | Contact hours (theory, practical)                    | 3  |
| 4  | Prerequisites/Co-requisites                          | -  |
| 5  | Program title  | Master `s Degree in English Literature   |
| 6  | Program code   | 220  |
| 7  | Awarding institution                                 | The University of Jordan   |
| 8  | School   | School of Foreign Languages  |
| 9  | Department   | Department of English Language and Literature  |
| 10 | Course level   | Graduate   |
| 11 | Year of study and semester (s)                       | 2023/2024 first semester   |
| 12 | Final Qualification                                  | MA   |
| 13 | Other department (s) involved in teaching the course |  |
| 14 | Language of Instruction                              | English  |
| 15 | Delivery method                                      | <input checked="" type="checkbox"/> Face to Face learning <input type="checkbox"/> Blended <input type="checkbox"/> Fully online   |
| 16 | Electronic platforms(s)                              | <input checked="" type="checkbox"/> E - Learning <input type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom<br><input type="checkbox"/> Others..... |
| 17 | Issuing/revision Date                                | December 2023  |

### 18. Course Coordinator:

Name Dr. Hussein Alhawamdeh  
Office hours: 3-4 Sun/Tue  
Phone number:  
Email: h.hawamdeh@ju.edu.jo

### 19. Other instructors:

Name:  
Office number:-  
Phone number:  
Email:

### 20. Course Description:

Literature in this context means all sources of literary works and the world means literature in all parts of the world including Latin America Europe (excluding England), Africa and Asia. The course enables students to explore English and American literature from a new perspective that enhances their literary competence and knowledge.

## 21. Course aims and outcomes:

### A- Aims: Program learning out comes (PLO`s)

At the successful completion of the Master Program in English Literature the student should be able to:

- 1- Apply critical approaches, theories and methodologies to literary texts belonging to different literary periods.
- 2- Analyze and discuss the salient features of literary texts from a broad range of English and American literary periods.
- 3- Explain and discuss the functions of texts in relation to different historical, social, and political contexts.
- 4- Examine literary texts in a way that reflects insight into the distinctive historical, traditional and social situatedness of English literature as an academic discipline.
- 5- Employ knowledge of literary traditions to produce imaginative writing, demonstrating interpretive and analytical skills and the ability to close-read.
- 6- Apply critical and creative thinking to evaluate literature and improve practice in English studies, applying sound judgment in professional and personal situations.
- 7- Prepare and deliver specialized professional-level seminar, work efficiently both independently and as part of a team, collaborate with other, demonstrating commitment to social and professional responsibilities
- 8- Design, execute, interpret, and critique research in the specialization, and write master's theses or reports to professional standards equivalent to the quality of publishable papers. (Design and conduct linguistic research, interpret its results, demonstrating the ability to write a master's thesis proficiently and produce professionally publishable reports. Work efficiently both independently and/or as part of a team, committing to social and professional responsibilities).
- 9- Demonstrate an interest in learning and continuous professional growth, utilize information and data technology to develop his capabilities, knowledge, and skills. Express a commitment to acquiring and generating new knowledge and analyze and investigate issues related to English literature.

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

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

| No. | Course Learning Outcomes   | Program Outcomes |   |   |   |   |   |   |   |   |    | Assessment Tools |   |   |   |   |   |   |   |   |    |
|-----|--|------------------|---|---|---|---|---|---|---|---|----|------------------|---|---|---|---|---|---|---|---|----|
|     |  | 1                | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1                | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 1   | Display familiarity with the literary masterpieces of world literature                 |                  |   | X |   | X |   |   |   |   |    |                  |   | X |   | X |   | X |   |   | X  |
| 2   | Identify the contents of the literary works that form the foundation of major cultures |                  | X | X | X |   |   |   |   |   |    |                  |   | X |   | X |   | X |   |   | X  |
| 3   | Analyze texts and understand how they relate to each other                             | X                |   |   | X |   |   |   |   |   |    |                  |   | X |   | X |   | X |   |   | X  |
| 4   | Compare and contrast   | X                |   |   |   |   | X | X |   |   |    |                  |   | X |   | X |   | X |   |   | X  |

|   |   |   |  |   |   |   |   |   |  |  |  |   |  |   |   |  |  |  |   |
|---|---|---|--|---|---|---|---|---|--|--|--|---|--|---|---|--|--|--|---|
|   | different texts   |   |  |   |   |   |   |   |  |  |  |   |  |   |   |  |  |  |   |
| 5 | Explain how world literary texts write back against western canon   | X |  |   |   | X | X | X |  |  |  | X |  | X | X |  |  |  | X |
| 6 | Practice reading literary theory and apply it to all kinds of texts |   |  | X | X |   |   |   |  |  |  | X |  | X | X |  |  |  | X |

## 22. Topic Outline and Schedule:

| Topic   | Week | Instructor             | Achieved CLOs | Evaluation Methods       | Reference   |
|---|------|------------------------|---------------|--------------------------|---|
| Introduction to World literature Sophocles's <i>Oedipus the King</i>  | 1    | Dr. Hussein Alhawamdeh | 1, 2, 3       | Discussion Presentations | D'haen, Theo. <i>The Routledge Concise History of World Literature</i> . London: Routledge, 2011.                               |
| Tayeb Salih's <i>Season of Migration to the North</i>   | 2    | -----                  | 1, 3, 5,6     | Discussion Presentations | Tayeb Salih's <i>Season of Migration to the North</i>   |
| Chinua Achebe's <i>Things Fall Apart</i>  | 3    | ----                   | 1, 3,4,5      | Discussion Presentations | Chinua Achebe's <i>Things Fall Apart</i>  |
| Sahar Khalifeh's <i>The Inheritance</i> (first part)  | 4    | ---                    | 1, 3,4,6      | Discussion Presentations | Sahar Khalifeh's <i>The Inheritance</i>   |
| Sahar Khalifeh's <i>The Inheritance</i> (second part)   | 5    | ---                    | 1, 3,6        | Discussion Presentations | Sahar Khalifeh's <i>The Inheritance</i>   |
| Seán O'Casey's <i>Juno and the Paycock</i>  | 6    | ---                    | 1, 3,4,5      | Discussion Presentations | Seán O'Casey's <i>Juno and the Paycock</i>  |
| Mid-term exam   | 7    | ---                    |               | Exam                     |   |
| John Millington Synge's <i>The Playboy of the Western World</i>   | 8    | ---                    | 1, 3,4        | Discussion Presentations | John Millington Synge's <i>The Playboy of the Western World</i>   |
| Samuel Beckett's <i>Waiting for Godot</i>   | 9    | ---                    | 1, 2, 4, 6    | Discussion Presentations | Samuel Beckett's <i>Waiting for Godot</i>   |
| - Gabriel García Márquez's "A Very Old Man with Enormous Wings" - Guy de Maupassant's "The Necklace" - Anton Chekhov's "Misery" | 10   | ---                    | 1, 2, 3       | Discussion Presentations | - Gabriel García Márquez's "A Very Old Man with Enormous Wings" - Guy de Maupassant's "The Necklace" - Anton Chekhov's "Misery" |
| Franz Kafka's <i>The Metamorphosis</i>  | 11   | ---                    | 1, 2, 4, 6    | Discussion Presentations | Franz Kafka's <i>The Metamorphosis</i>  |
| J. M. Coetzee's <i>Waiting for the Barbarians</i>   | 12   | ---                    | 1, 2, 3       | Discussion Presentations | J. M. Coetzee's <i>Waiting for the Barbarians</i>   |

|   |    |     |            |                          |   |
|---|----|-----|------------|--------------------------|---|
| <i>Barbarians</i>   |    |     |            |                          |   |
| J. M. Coetzee's <i>Waiting for the Barbarians</i>         | 13 | --- | B. 1, 2, 4 | Discussion Presentations | J. M. Coetzee's <i>Waiting for the Barbarians</i>         |
| Samar Attar's <i>Lina: A Portrait of a Damascene Girl</i> | 14 | --- | 1, 5       | Discussion Presentations | Samar Attar's <i>Lina: A Portrait of a Damascene Girl</i> |
| Samar Attar's <i>Lina: A Portrait of a Damascene Girl</i> | 15 | --- | 1, 2, 3, 5 | Discussion Presentations | Samar Attar's <i>Lina: A Portrait of a Damascene Girl</i> |

- **Teaching methods include:** Synchronous lecturing/meeting; Asynchronous lecturing/meeting; discussion
- **Assessment methods include:** 1. quizzes, 2. assignments, 3. midterm, 4. projects, 5. interview, 5. case studies, 6. presentation, 7. filed study 8. term papers, 9. student portfolio, 10. final exam

### 23. Evaluation Methods

| Opportunities to demonstrate achievement of the CLOs are provided through the following assessment methods and requirements: |      |          |                         |               |           |
|--|------|----------|-------------------------|---------------|-----------|
| Evaluation Activity  | Mark | Topic(s) | Course Learning outcome | Period (Week) | Platform  |
| Term Paper   | 15   | 1-16     | 1-6                     | 1-15          | On campus |
| Presentations  | 15   | 1-16     | 1-6                     | 1-15          | On campus |
| Midterm Exam   | 30   | 1-16     | 1-6                     | 1-15          | On campus |
| Final Exam   | 40   | 1-16     | 1-6                     | 1-15          | On campus |

#### Rubric for presentation tasks:

| Criteria               | 15  | 12  | 8   | 6  | 4-0  |
|------------------------|---|---|---|--|--|
| <b>Subject Mastery</b> | Full knowledge of the topic is demonstrated and any questions from the audience are correctly answered and explained. A thesis is presented.                        | Understanding of the topic is demonstrated and most of the questions from the audience are answered correctly. A thesis is presented.                       | The content shows some understanding and comprehension of the topic, but questions from the audience aren't answered correctly. A thesis is somewhat presented.             | The presentation has some information about the topic, but is mostly based on clichés and basic knowledge. No thesis is presented.                       | The presentation doesn't show any knowledge of the topic, it's short and has basic or no foundation. No thesis is presented. |
| <b>Organization</b>    | It is presented in a logical, interesting sequence, and effective way that can be followed easily.  | It is presented in a logical sequence which can be followed fairly easily.  | The presentation is somewhat difficult to follow but the general idea and timeline is understood.   | The presentation is difficult to follow because it jumps back and forth and it is difficult to understand.   | The presentation has no sequence of information and is not understood.   |
| <b>Delivery</b>        | Maintains eye contact, doesn't read from notes, speaks loud with inflection, pronounces all words correctly, and is very effective and engaging.                    | Maintains eye contact throughout, rarely reads from notes, speaks with inflection, pronounces most words correctly, and is somewhat effective and engaging. | Maintains eye contact, reads from notes occasionally, speaks loud enough, pronounces some words correctly, and is somewhat effective and engaging.                          | Occasional eye contact, mostly reads from notes, speaks quietly and mispronounces.   | No eye contact is made, reads from notes, a lot of mumbling and mispronunciation, and speaks quietly.                        |
| <b>Creativity</b>      | Presentation is unique and innovative, with visual aids that are effectively used to support or demonstrate the content. The focus chosen is original and inspired. | Presentation's information is highlighted with visual aids that are used in an interesting way. The focus chosen is original.                               | Presentation is interesting, but unoriginal and there's a presence of visual aids that somewhat support the content. The focus chosen is somewhat interesting, but obvious. | Presentation is not unique or interesting, but uses of visual aids in a somewhat interesting way. Little or no interest is conveyed in the focus chosen. | There is no true focus which leads to poor or no creativity. There are no visual aids.                                       |

## 24. Course Requirements

data-show, library databases

## 25. Course Policies:

### A- Attendance policies:

The University allows students to be absent for two classes, including those in excuse. If you exceed this limit, you will not be allowed to sit for the final exam.

### B- Absences from exams and handing in assignments on time:

No make-up exams. In case of sickness, only reports issued directly from a public clinic or hospital will be accepted. Medical reports from private practiced doctors or private hospitals will not be accepted even if they are stamped by the university's clinic.

### C- Health and safety procedures:

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

Cases of plagiarism will not be tolerated

### E- Grading policy:

Mid-Term: 30%

Presentations: 15

Final paper: 15%

Final exam: 40%

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

Library and data-show

## 26. References:

### Required book (s), assigned reading and audio-visuals:

D'haen, Theo. *The Routledge Concise History of World Literature*. London: Routledge, 2011.

Pizer, John. *The Idea of World Literature: History and Pedagogical Practice*. Baton Rouge: Louisiana State University Press, 2006.

### Recommended books, materials, and media:

Damrosch, David. *How to Read World Literature*. Malden, MA: Wiley-Blackwell, 2009.

Gupta, Suman. *Globalization and Literature*. Cambridge, UK: Polity, 2009.

Puchner, Martin et al. *The Norton Anthology of World Literature*, 2012.

Harrington, John P. Modern and Contemporary Irish Drama. W. W. Norton & Company, Inc

Zamora, L. P., & Faris, W. B. (1995). Introduction. In L. P. Zamora & W. B. Faris (Eds.), *Magical realism: Theory, history, community* (pp. 1-11). Durham: Duke University Press.

Slemon, S. "Magic Realism as Post-colonial Discourse." *Canadian Literature* 116, 1988. 9- 24.

**27. Additional information:**

Name of Course Coordinator: Dr. Hussein Alhawamdeh Signature: ----- Date: 1/10/2023

Head of curriculum committee/Department: ----- Signature: -----

Head of Department: ----- Signature: -----

Head of curriculum committee/Faculty: ----- Signature: -----

Dean: -----Signature: -----