



1	Course title	Major Author
2	Course number	2201937
3	Credit hours	3
	Contact hours (theory, practical)	3
4	Prerequisites/corequisites	
5	Program title	PhD in English Literature
6	Program code	
7	Awarding institution	University of Jordan
8	School	School of Foreign Languages
9	Department	Department of English Language and Literature
10	Level of course	First Year & Second Year students
11	Year of study and semester (s)	2023/2024, First Semester
12	Final Qualification	PhD
13	Other department (s) involved in teaching the course	
14	Language of Instruction	English
15	Teaching methodology	Blended Online
16	Electronic platform(s)	E-learning
10	Electronic platform(s)	□Others
17	Date of production/revision	October 2023
18 Co	ourse Instructor:	



19 Other instructors:

20 Course Description:

The course explores in depth the works of a major writer in English. Featured authors are rotated and are chosen by instructors. Examples are included Geoffrey Chaucer, Laurence Sterne, Mary Shelly, George Eliot, Herman Melville, Theodor Dreiser, James Joyce, John Fowels, and others. The course also deals with critical articles and books written on the said author and his/her works.

21 Course aims and outcomes:

A- Aims: (PLOs)

- 1. Providing in-depth study of a wide range of literary topics and genre across the field of English literature.
- 2. Offering high-quality education that enables students to attain the highest level of professional and personal development.
- 3. Ensuring that students acquire full understanding of their professional and ethical responsibilities as future academics and researchers.
- 4. Responding through the graduate programs to the needs of the public and private sectors.
- 5. Equipping students with the advanced knowledge as well as general transferable skills that enable them to play leading and effective roles in a wide range of occupations.
- 6. Preparing students to pursue their PhD education in different disciplines within the humanities and social sciences.
- 7. Exposing students to the impact of cross-cultural exchange on the national and global levels.
- 8. Enabling faculty members to upgrade the teaching materials and methods by providing them with up-to-date technology, training, and resources.
- 9. Providing further opportunities for faculty members to pursue personal development, research, and





professional consultancy in accordance with the agreed procedures of the University.

B- Intended Learning Outcomes (ILOs):

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

				Pı	rogi	ram	Ou	tco	m	es		Assessment Tools									
No.	Course Learning Outcomes	1	2	3	4	5	6	7	8	9	1 0	1	2	3		5	6	7	8	9	10
1	Students will develop advanced skills in analyzing the literary works of James Joyce, including an in-depth understanding of his innovative narrative techniques, use of symbolism, and exploration of modernist themes	X	X			X	X						X	X							X
2	Demonstrate a deep understanding of the historical, cultural, and social contexts in which James Joyce wrote, and explore how these factors influenced his works, such as "Ulysses" and "A Portrait of the Artist as a Young Man."		X			X	X					X	X	X							X
3	Foster critical thinking skills through the examination of Joyce's intricate narrative structures, non-linear timelines, and use of stream-of-consciousness, encouraging students to		X			X	X						X								





	engage with complex literary forms and styles.															
4	Explore interdisciplinary connections by examining how Joyce's works intersect with other fields such as philosophy, psychology, and linguistics, fostering a holistic understanding of his impact on literature.	X			X	X					X		X	X	X	X
5	Develop the ability to compare and contrast James Joyce's works with those of his contemporaries, as well as with earlier and later literary movements, to situate his contributions within the broader literary canon.	X		X	X	X					X	X		X	X	X
6	Demonstrate research skills by exploring critical analyses, biographical information, and scholarly interpretations of Joyce's works, enabling students to contribute to the ongoing academic discourse surrounding this major English author.	X			X	X	X	X	X	X	X					X
7	Develop a proficiency in applying various literary theories and critical approaches to Joyce's works, fostering an appreciation for the diverse ways in which his texts can be interpreted and analyzed.	X			X	X	X		X	K	X	X				X
8	Engage in discussions about the ethical dimensions present in Joyce's works, considering issues such as identity, morality, and societal norms, and exploring how these themes resonate on a global scale.	X	X		X	X			X	K	X					X







22. Topic Outline and Schedule:

Week	Lectur e	Topic	Intended Learning Outcomes	Teaching Methods*/ platform	Evaluation Methods**	Reference s
	1.1	Orientation/ James Joyce and his works	1,2,3,5,6,7	In-class	In-class tasks	Main textbook
1	1.2	Orientation/ James Joyce and his works	1,2,3,5,6,7	In-class	In-class tasks	Main textbook
	1.3	Orientation/ James Joyce and his works	1,2,3,5,6,7	In-class	In-class	Main textbook





	2.1		2, 5, 6,8		In-class	Main
	2.1	Ulysses		In-class	tasks	textbook
2	2.2		2, 5, 6,8			Main
2	2.2	Ulysses		In-class		textbook
	2.3		2, 5, 6,8			Main
	2.3	Ulysses		In-class	In-class	textbook
	3.1		2, 5, 6,8			Main
				In-class		textbook
3	3.2		2, 5, 6,8, 9,		In-class	Main
	3.2	Ulysses	10	In-class	tasks	textbook
	3.3		2, 5, 6,8			Main
		Ulysses		In-class	In-class	textbook
			2, 5, 6,8	Online/Mi		
	4.1	III		crosoft	In-class	Main
		Ulysses		Teams	tasks	textbook
4	4.2	D 111	2, 5, 6,8	T 1	In-class	Main
		Dubliners		In-class	tasks	textbook
	4.3	D 111	2, 5, 6,8	T 1	T 1	Main
		Dubliners		In-class	In-class	textbook
	5.1	5.14	5, 6, 7		In-class	Main
		Dubliners		In-class	tasks	textbook
5	5.2		5, 6, 7		In-class	Main
		Finnegans Wake		In-class	tasks	textbook
	5.3		5, 6, 7			Main
		Finnegans Wake		In-class	In-class	textbook
	6.1	Finnegans Wake	5, 6, 7	In-class	In-class	Main
						textbook
		A Portrait of the	5, 6, 7	In-class	In-class	Main
6	6.2	Artist as a Young				textbook
		Man				
	6.2	A Portrait of the	5, 6, 7	In-class	In-class	Main
	6.3	Artist as a Young Man				textbook
		IVIUII				





		A Portrait of the	5, 6, 7, 8, 9	In-class	In-class	Main
	7.1	Artist as a Young Man	3, 0, 7, 8, 9	III-Class	tasks	textbook
7	7.2	The Dead	5, 6, 7	In-class	In-class	Main textbook
	7.3	The Dead/Araby	5, 6, 7	In-class	In-class	Main textbook
	8.1	The Dead/ Araby	1-10	In-class	In-class tasks	Maintextb ook
8	8.2	Midterm Exam			•	
	8.3	Exiles		In-class	In-class tasks	Maintextb ook
	9.1	Exiles	5, 6, 7	In-class	In-class tasks	Main textbook
9	9.2	Exiles	5, 6, 7	In-class	In-class tasks	Main textbook
	9.3	Chamber Music	5, 6, 7	In-class	In-class	Main textbook
	10.1	Chamber Music Chamber Music	5, 6, 7, 8	In-class	In-class tasks	Main textbook
	10.2	Brave New World by Aldous Huxley online	5, 6, 7	In-class	In-class tasks	Main textbook
10	10.3	Giacomo Joyce	5, 6, 7	In-class	Watch a video on writing a personal statement+ Assignment	Main textbook
11	11.1	Giacomo Joyce	5, 6, 7	In-class	In-class tasks	Main textbook





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				1	1	
	11.2	Giacomo Joyce	5, 6, 7	In-class	In-class tasks	Main textbook
	11.3	The Cat and the Devil	5, 6, 7	In-class	In-class	Main textbook
	12.1	The Cat and the Devil	5, 6, 7, 8, 9	In-class	In-class	Main textbook
12	12.2	The Cat and the Devil	5, 6, 7	In-class	In-class tasks	Main textbook
	12.3	Stephen Hero	5, 6, 7	In-class	In-class	Main textbook
	13.1	Stephen Hero	5, 6, 7	In-class	In-class	Main textbook
13	13.2	Stephen Hero	5, 6, 7	In-class	In-class	Main textbook
	13.3	Collected Poems of James Joyce	5, 6, 7	In-class	In-class	Main textbook
	14.1	Collected Poems of James Joyce	1-10	In-class	In-class	Main textbook
14	14.2	Collected Poems of James Joyce	1-10	In-class	In-class	Main textbook
	14.3	Collected Poems of James Joyce	1-10	In-class	In-class	Main textbook
	15.1	Revision	1-10	In-class	Discussion	Main textbook
15	15.2	Revision	1-10	In-class	Discussion	Main textbook
	15.3	Revision	1-10	In-class	Discussion	Main textbook

Teaching methods include: Synchronous lecturing/meeting; Asynchronous lecturing/meeting; discussion





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• **Assessment methods include**: 1. quizzes, 2. assignments, 3. midterm, 4. presentation, 5. final exam

24 Course Requirements

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

25 Course Policies:

- A- Attendance policies:
- B- Absences from exams and submitting assignments on time:
- C- Health and safety procedures:
- D- Honesty policy regarding cheating, plagiarism, misbehavior:
- E- Grading policy:
- F- Available university services that support achievement in the course:

26 References:





	1. Attridge, Derek. (2004) The Cambridge Companion to James Joyce. Cambridge Companions to
	Literature: Cambridge University Press.
	2. , Sheehan Sean. (2009) Joyce's <i>Ulysses</i> : A Reader's Guide. Bloomsbury,
	3. O'Hanlon, John and Rose, Danis . (1982) Understanding Finnegans Wake First Edition, Garland
	Pub
	5. Eric, Bulso. (2006). The Cambridge Introduction to James Joyce. Cambridge University Press.
2′	7 Additional information:

Name of Course Coordinator: Aseel Zibin Signature: -	Date:
Head of Curriculum Committee/Department:	Signature:
Head of Department:	Signature:
Head of Curriculum Committee/Faculty:	Signature:
Dean:	Signature: