Syllabus

1	Course title	American Literature to 1800
2	Course number	2201234
3	Credit hours (theory, practical)	3
	Contact hours (theory, practical)	3
4	Prerequisites/corequisites	Introduction to English Literature
5	Program title	English Language and Literature
6	Program code	010
7	Awarding institution	The University of Jordan
8	School	Faculty of Foreign Languages
9	Department	Department of English Language and Literature
10	Level of course	Second Year
11	Year of study and semester (s)	Spring 2021/2022
12	Final Qualification	
13	Other department (s) involved in teaching the course	None
14	Language of Instruction	English
15	Teaching methodology	☒Blended ☐Online ☐Face to face
16	Electronic platform(s)	☒Moodle ☒Microsoft Teams ☐Skype ☐Zoom ☐Others…………
17	Date of production/revision	2021

18 Course Coordinator:

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19 Other instructors:

Dr. Mahmoud Zidan

Dr. Hussein AlHawamdeh

Dr. Eman Mukatash

20 Course Description:

This course focuses on regional and social variation of language. It also deals with the standard language theory and other topics such as bilingualism, diglossia, languages in contact, language maintenance and language shift and finally language ethnicity, ethnography of communication and language change. This course adopts a blended-learning (flipped classroom) approach, which is more student-cantered compared to traditional teaching methods. It provides students with the opportunity to find, examine and critically analyze online material on their own, then attend online class to discuss the material. Students will be required to engage in online discussions and complete assignments online; thus, this course is characterized by interactive learning. The teacher performs the role of facilitator, who supervises students' activities online and discusses any points that may arise either online or inside the classroom.

21 Course aims and outcomes:

A- Aims: (PLOs)

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	Program Outcomes										Assessment Tools										
		1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	11
1	Demonstrate a good comprehension of how both the intellectual climate and	X		X				X					X	X				X				X	

#	Outcome															
	social milieu affect literary texts.															
2	Detect and recognize the style and range of the language used depending upon the social and cultural context in which it is used certain situations and not in another		X	X	X					X	X			X		X
3	Determine how literary texts are impacted by context whether cultural, historical, or political	X		X	X					X	X			X		X
4	Distinguish affinities and continuities within the period itself and other earlier periods			X			X			X	X			X		X

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

22. Topic Outline and Schedule:

Week	Lecture	Topic	Course Learning Outcomes	Teaching Methods*/ platform	Evaluation Methods**	References
1	1.1	Introduction to the course	1-5	On Campus	In-class tasks	*The Norton Anthology of American Literature*

			1		In-class tasks+ Assignment	*The Norton Anthology of American Literature*	
	1.2	Introduction to the course		On Campus			
	1.3	Introduction to the course	1	Blended (flipped classroom)/ E-Learning Platform	In-class tasks+ Assignment	*The Norton Anthology of American Literature*	
2	2.1	Introduction /Background Information	4-5	On Campus	In-class tasks	*The Norton Anthology of American Literature*	
	2.2	Introduction /Background Information	4-5	On Campus	In-class tasks	*The Norton Anthology of American Literature*	
	2.3	Introduction /Background Information	2-4-5	Blended (flipped classroom)/ E-Learning Platform	In-class tasks+ Assignment	*The Norton Anthology of American Literature*	
3	3.1	Native American Narratives Portfolio: European Conquest of America	4-5	On Campus	In-class tasks	*The Norton Anthology of American Literature*	

	3.2	Native American Narratives Portfolio: European Conquest of America	4-5	On Campus	In-class tasks	*The Norton Anthology of American Literature*
	3.3	Native American Narratives Portfolio: European Conquest of America	1-5	Blended (flipped classroom)/ E-Learning Platform	In-class tasks+ Assignment	*The Norton Anthology of American Literature*
4	4.1	Christopher Columbus Bartolome De Las Casas *Devastation of Indies*	1-5	On Campus	In-class tasks	*The Norton Anthology of American Literature*
	4.2	Christopher Columbus Bartolome De Las Casas *Devastation of Indies*	1-5	On Campus	In-class tasks	*The Norton Anthology of American Literature*
	4.3	Christopher Columbus Bartolome De Las Casas *Devastation of Indies*	1-5	Blended (flipped classroom)/ E-Learning Platform	In-class tasks+ Assignment	*The Norton Anthology of American Literature*
5	5.1	Powhatan Captain John Smith	1-2-5	On Campus	In-class tasks	*The Norton Anthology of*

		From *A Description of New England*				*American Literature*
	5.2	Powhatan Captain John Smith From *A Description of New England*	1-2-4	On Campus	In-class tasks	*The Norton Anthology of American Literature*
	5.3	Powhatan Captain John Smith From *A Description of New England*	4-5	Blended (flipped classroom)/ E-Learning Platform	In-class tasks+ Assignment	*The Norton Anthology of American Literature*
6	6.1	The Literature of Colonial America William Bradford From *Of Plymouth Plantation*	1-2	On Campus	In-class tasks	*The Norton Anthology of American Literature*
	6.2	The Literature of Colonial America William Bradford From *Of Plymouth Plantation*	1-2	On Campus	In-class tasks	*The Norton Anthology of American Literature*
	6.3	The Literature of Colonial America William Bradford From	1-2	Blended (flipped classroom)/ E-Learning Platform	In-class tasks+ Assignment	*The Norton Anthology of American Literature*

		Of Plymouth Plantation				
7	7.1	Anne Bradstreet "To My Dear and Loving Husband"	3	On Campus	In-class tasks	*The Norton Anthology of American Literature*
	7.2	Anne Bradstreet "To My Dear and Loving Husband"	3	On Campus	In-class tasks	*The Norton Anthology of American Literature*
	7.3	Anne Bradstreet "To My Dear and Loving Husband"	3	Blended (flipped classroom)/ E-Learning Platform	In-class tasks+ Assignment	*The Norton Anthology of American Literature*
8	8.1	"Upon the Burning of Our House"	1-5	On Campus	In-class tasks	*The Norton Anthology of American Literature*
	8.2	"Upon the Burning of Our House"		On Campus		*The Norton Anthology of American Literature*
	8.3	Midterm Exam		On Campus	In-class tasks	*The Norton Anthology of American Literature*

9	9.1	Cultural Portfolio: Witchcraft Trials Anne Hutchinson's Trial	1-4	On Campus	In-class tasks	*The Norton Anthology of American Literature*
	9.2	Cultural Portfolio: Witchcraft Trials Anne Hutchinson's Trial	1-4	On Campus	In-class tasks	*The Norton Anthology of American Literature*
	9.3	Cultural Portfolio: Witchcraft Trials Anne Hutchinson's Trial	4	Blended (flipped classroom)/ E-Learning Platform	In-class tasks+ Assignment	*The Norton Anthology of American Literature*
10	10.1	Mary Rowlandson *A Narrative of the Captivity* Jonathan Edwards "Personal Narrative" From *Sinners in the Hands of an Angry God*	1-3-5	On Campus	In-class tasks	*The Norton Anthology of American Literature*
	10.2	Mary Rowlandson *A Narrative of the Captivity* Jonathan Edwards	1-3-5	On Campus	In-class tasks	*The Norton Anthology of American Literature*

		"Personal Narrative" From *Sinners in the Hands of an Angry God*				
	10.3	Mary Rowlandson *A Narrative of the Captivity* Jonathan Edwards "Personal Narrative" From *Sinners in the Hands of an Angry God*	1-3-5	Blended (flipped classroom)/ E-Learning Platform	In-class tasks+ Assignment	*The Norton Anthology of American Literature*
11	11.1	Benjamin Franklin From *The Autobiography* Cultural Portfolio: Native Americans The Literature of the New Republic	2-5	On Campus	In-class tasks	*The Norton Anthology of American Literature*
	11.2	Benjamin Franklin From *The Autobiography* Cultural Portfolio: Native Americans	2-4-5	On Campus	In-class tasks	*The Norton Anthology of American Literature*

		The Literature of the New Republic				
	11.3	Benjamin Franklin From *The Autobiography* Cultural Portfolio: Native Americans The Literature of the New Republic	1-2	Blended (flipped classroom)/ E-Learning Platform	In-class tasks+ Assignment	*The Norton Anthology of American Literature*
12	12.1	Thomas Jefferson The Declaration of Independence Thomas Paine From *Common Sense* Crevecoeur *Letters From an American Farmer*	1-4	On Campus	In-class tasks	*The Norton Anthology of American Literature*
	12.2	Thomas Jefferson The Declaration of Independence Thomas Paine From *Common Sense* Crevecoeur *Letters From an American Farmer*	4	On Campus	In-class tasks	*The Norton Anthology of American Literature*

	12.3	Thomas Jefferson The Declaration of Independence Thomas Paine From *Common Sense* Crevecoeur *Letters From an American Farmer*	4	Blended (flipped classroom)/ E-Learning Platform	In-class tasks+ Assignment	*The Norton Anthology of American Literature*
13	13.1	Cultural Portfolio: Slavery, Freedom and Identity Olaudah Equiano (Gustavas Vassa) Wheatley "On being Brought from Africa"	11-2	On Campus	In-class tasks	*The Norton Anthology of American Literature*
	13.2	Cultural Portfolio: Slavery, Freedom and Identity Olaudah Equiano (Gustavas Vassa) Wheatley "On being Brought from Africa"	1-2	On Campus	In-class tasks	*The Norton Anthology of American Literature*
	13.3	Cultural Portfolio: Slavery, Freedom and Identity	1-2	Blended (flipped classroom)/ E-Learning Platform	In-class tasks+ Assignment	*The Norton Anthology of American Literature*

		Olaudah Equiano (Gustavas Vassa) Wheatley "On being Brought from Africa"				
14	14.1	Revision	1-2	On Campus	In-class tasks	*The Norton Anthology of American Literature*
	14.2	Revision	1-2	On Campus	In-class tasks	*The Norton Anthology of American Literature*
	14.3	Revision	4-5	Blended (flipped classroom)/ E-Learning Platform	Watch a video on Sapir-Whorf+ assignment	*The Norton Anthology of American Literature*
15	15.1	Revision	1-5	On Campus	Discussion	*The Norton Anthology of American Literature*
	15.2	Revision	1-5	On Campus	Discussion	*The Norton Anthology of American Literature*
	15.3	Revision	1-5	On Campus	Discussion	*The Norton Anthology of*

						American Literature

23 Evaluation Methods:

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

Evaluation Activity	Mark	Topic(s)	Intended Learning outcome	Period (Week)	Platform
Assignments	10	The main textbook	1-5	1-15	Microsoft Team+ E-Learning
presentation	10	The main textbook	1-4-5	9	
Midterm Exam	30	The main textbook	1-5	8	On campus
Final Exam	50	The main textbook	1-5	15	On campus

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:

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

The Harper American Literature, 3rd ed., ed. Donald McQuade, et al. (New York: 1999)

The Norton Anthology of American Literature, seventh edition. 2007. Volume A

B- Recommended books, materials and media:

An Outline of American Literature

Stein, Joshua B., and Sargon Donabed. *Religion and the State: Europe and North America in the Seventeenth and Eighteenth Centuries*. Lexington Books, 2012.

Woodward, Walter W., and Staff, Omohundro Institute of Early American History and Culture. *Prospero's America: John Winthrop, Jr., Alchemy, and the Creation of New England Culture, 1606-1676*. The University of North Carolina Press, 2013.

Ruland, Richard, and Malcolm Bradbury. *From Puritanism to Postmodernism: A History of American Literature*. New York: Penguin, 1991.

Hart, James D. *The Oxford Companion to American Literature*. New York: Oxford UP, 1986.

27 Additional information:

Name of Course Coordinator: ----------------------------------Signature: ------------------
Date: ------------

Syllabus

Head of Curriculum Committee/Department: -------------------------- Signature: ----------
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Head of Department: -- Signature: --------

Head of Curriculum Committee/Faculty: -------------------------------------- Signature: ----
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Dean: -- Signature: --------------------------