1	**Course title**	English Literature from 1660-1798
2	**Course number**	2201330
3	**Credit hours**	3
	Contact hours (theory, practical)	3
4	**Prerequisites/corequisites**	English Literature until 1660
5	**Program title**	English Language and Literature
6	**Program code**	010
7	**Awarding institution**	The University of Jordan
8	**School**	Foreign Languages
9	**Department**	Department of English Language and Literature
10	**Level of course**	Second Year Intermediate students
11	**Year of study and semester (s)**	Second Year
12	**Final Qualification**	B.A.
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)**	☐e-learning ☒Microsoft Teams ☐Skype ☐Zoom ☒Others (Microsoft forms, JU exams)
17	**Date of production/revision**	February 2022

18 Course Coordinator:

Name: Dina Salman

Email: dina.salman@ju.edu.jo

Office Hours: Every Monday from 9-10 or by appointment

19 Other instructors:

20 Course Description:

As stated in the approved study plan.

English Literature from 1660-1798 introduces students to the literature, history, and culture of what critics like to call "the long eighteenth century." In this course we will examine a variety of texts from the eighteenth century that demonstrate how the era was a turning point in British and European literature, history, and culture. Students will study a variety of genres such as drama, poetry, autobiography, short fiction, and novels — different texts that represent diverse political, social, and cultural facets of the century. There are several concerns that this course will focus on. First, the eighteenth century saw the expansion of British influence around the world. Students will study the political texts and debates that centered on British exploration and colonialism such as *Oroonoko, Robinson Crusoe* and *Gulliver's Travels*. Second, these themes segue into the literary texts and political debates that cover slavery, race, and emancipation, such as Equiano's autobiography. Third, this period also saw the rise of Enlightenment ideals and thought and explored the intricacies of human consciousness. This course will pay special attention of the construct of the human subject and the development of the Enlightenment figure. Finally, this course will pay special attention to women writers and the concerns of the era focused on sexuality and equality. We will read a range of different woman writers such as Margaret Cavendish, Eliza Haywood, and Aphra Behn.

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		1	2	3	4	5	6	7	8	9	10	11
1	Develop a mastery of the basic concepts and historical events of the 18th century.			X	X							X		X			X				X	
2	Examine important works in the 18th century and to situate them to the historical and cultural context.	X			X							X		X							X	
3	Demonstrate an in-depth knowledge of 18th century literature and culture	X							8			X		X			X				X	
4	Develop students critical thinking and reading skills		X							9		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	Intended Learning Outcome	Learning Methods* /platform	Evaluation Methods**	References
1	1.1	Orientation		Face-to-face learning		
	1.2	Orientation		Face-to-face learning		
	1.3	Orientation		Face-to-face learning		
2	2.1	Introduction to the Restoration and 18th century	1-5	Face-to-face learning	In class tasks	As Assigned Textbook
	2.2	Introduction to the Restoration and 18th century	1-5	Face-to-face learning	In class tasks and discussion	As Assigned Textbook
	2.3	Introduction to the Restoration and 18th century	1-5	Microsoft teams	Class discussions	As Assigned Textbook
3	3.1	Introduction to the Restoration and 18th century	1-5	Face-to-face learning	In class tasks	As Assigned Textbook
	3.2	Introduction to the Restoration and 18th century	1-5	Face-to-face learning	In class tasks	As Assigned Textbook
	3.3	Introduction to the Restoration and 18th century	1-5	Microsoft teams	Class discussions	As Assigned

						Textb ook
4	4.1	Margaret Cavendish's The Convent of Pleasure	1-5	Face-to-face learning	In class discussions	As Assig ned Textb ook
	4.2	Margaret Cavendish's The Convent of Pleasure	1-5	Face-to-face learning	In class discussions	As Assig ned Textb ook
	4.3	Margaret Cavendish's The Convent of Pleasure	1-5	Microsoft teams	Class discussions	As Assig ned Textb ook
5	5.1	John Dryden Mac Flecknoe	1-5	Face-to-face learning	In class tasks	As Assig ned Textb ook
	5.2	John Dryden Mac Flecknoe	1-5	Face-to-face learning	In class tasks	As Assig ned Textb ook
	5.3	John Dryden Mac Flecknoe	1-5	Microsoft teams	Discussions	As Assig ned Textb ook
6	6.1	Mind and God, Faith and Doubt	1-5	Face-to-face learning	In class tasks	As Assig ned Textb ook
	6.2	Mind and God, Faith and Doubt	1-5	Face-to-face learning	In class tasks	As Assig ned

					Textbook
	6.3	Mind and God, Faith and Doubt	1-5	Microsoft teams	Class discussions	As Assigned Textbook
7	7.1	Defoe's Robinson Crusoe	1-5	Face-to-face learning	In class tasks	As Assigned Textbook
	7.2	Defoe's Robinson Crusoe	1-5	Face-to-face learning	In class discussions	As Assigned Textbook
	7.3	Defoe's *Robinson Crusoe*	1-5	Microsoft teams	In class discussions	As Assigned Textbook
8	8.1	Holiday				As Assigned Textbook
	8.2	Midterm Exam Date	1-5	Face-to-face learning		As Assigned Textbook
	8.3	Gulliver's Travels + A Modest Proposal	1-5	Microsoft teams		As Assigned Textbook
9	9.1	Holiday				As Assigned

							Textbook
	9.2	Gulliver's Travels + A Modest Proposal	1-5		Face-to-face learning	In class tasks	As Assigned Textbook
	9.3	Gulliver's Travels + A Modest Proposal	1-5		Microsoft teams	Class discussions	As Assigned Textbook
10	10.1	Holiday					As Assigned Textbook
	10.2	Holiday					As Assigned Textbook
	10.3	Gulliver's Travels + A Modest Proposal	1-5		Microsoft teams	Class discussions	As Assigned Textbook
11	11.1	Elegy Written in a Country Churchyard Thomas Gray	1-5	Face-to-face learning		In class tasks	As Assigned Textbook
	11.2	Elegy Written in a Country Churchyard Thomas Gray	1-5	Face-to-face learning		In class tasks	As Assigned Textbook
	11.3	Elegy Written in a Country Churchyard Thomas Gray	1-5		Microsoft teams	Class discussions	As Assigned

						Textbook
12	12.1	Elegy Written in a Country Churchyard Thomas Gray	1-5	Face-to-face learning	In class discussions	As Assigned Textbook
	12.2	Pope's The Rape of the Lock	1-5	Face-to-face learning	In class discussions	As Assigned Textbook
	12.3	Pope's The Rape of the Lock	1-5	Microsoft teams	Class discussions	As Assigned Textbook
13	13.1	Pope's The Rape of the Lock	1-5	Face-to-face learning	In class discussions	As Assigned Textbook
	13.2	Pope's The Rape of the Lock	1-5	Face-to-face learning	In class tasks	As Assigned Textbook
	13.3	Pope's The Rape of the Lock	1-5	Microsoft teams	Class discussions	As Assigned Textbook
14	14.1	James Thomson Rule, Britannia	1-5	Face-to-face learning	In class tasks	As Assigned Textbook
	14.2	James Thomson Rule, Britannia	1-5	Face-to-face learning	Class discussions	As Assigned

						Textbook
	14.3	James Thomson Rule, Britannia	1-5	Microsoft teams		As Assigned Textbook
15	15.1					
	15.2					
	15.3	Last teaching Day				

- Teaching methods include: Synchronous lecturing/meeting; Asynchronous lecturing/meeting
- Evaluation methods include: Homework, Quiz, Exam, pre-lab quiz…etc

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
Quizzes	15	Quizzes will focus on the introduction of our book as well as Dryden's Mac Flecknoe and on Alexander Pope's The	1-5	1-15	Microsoft forms and on JU exams.

		Rape of the Lock			
Presentation	5	In class discussions	1-5	1-15	Face-to-face learning
Midterm Exam	30	Specific material that I will select before the exam	1-5	8	Face-to-face learning
Final Exam	50	All the material will be included	1-5	15	Face-to-face learning

24 Course Requirements

(e.g: students should have a computer, internet connection, webcam, account on a specific software/platform…etc): Students should have a computer and adequate internet. Access to Microsoft teams, Facebook and Moodle is necessary.

25 Course Policies:

A- Attendance policies:

I will follow whatever policies the University confirms when it comes to attendance and truancy.

B- Absences from exams and submitting assignments on time: All assignments and quizzes must be submitted on time. No exceptions whatsoever.

C- Health and safety procedures:

Students must follow all safety procedures the university requires. This means students must have face masks and gloves on at all times during the Midterm and Final exams and students must practice strict social distancing.

D- Honesty policy regarding cheating, plagiarism, misbehavior: Any assignment that is plagiarized will receive a zero. There will be no exceptions at all.

E- Grading policy: Students will be provided with a rubric before every assignment or quiz

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

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26 References:

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

Black, Joseph, ed, et al. *The Broadview Anthology of British Literature, Volume 3: The Restoration and the Eighteenth Century*. 2nd ed. Ontario: Broadview Press, 2012. Print.

Recommended books, materials, and media:

Black, Joseph, ed, et al. *The Broadview Anthology of British Literature, Volume 3: The Restoration and the Eighteenth Century*. 2nd ed. Ontario: Broadview Press, 2012. Print.

27 Additional information:

28. Rubrics

Assignment Score _____

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

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

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

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