

Course Syllabus

1	Course title	The English Novel
2	Course number	2201701
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 only
16	Electronic platform(s)	<input checked="" type="checkbox"/> E - Learning <input type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....
17	Issuing/revision Date	December 2023

18 Course Coordinator

Name:

Office number:

Phone number:

Course Syllabus

Email:

Office Hours:

19 Other instructors:

Name:

Office number:

Phone number:

Email:

Office Hours:

20 Course Description:

This course begins from the early 18th century in England focusing on the beginning of the rise of the novel and ends its survey of English novels in the late 20th century. Students must study key texts in the 18th century written by important authors such as Defoe, Richardson, Fielding and Behn. Students will also be introduced to the cultural and theoretical history of the novel in the late 17th and early 18th centuries as well as the development of the aesthetic principle of realism in 19th century. Texts from the 19th century will focus mainly on canonical writers such as Bronte, Dickens, Eliot and Hardy, while texts from the 20th century will be by Woolf, Conrad, Orwell, Coetzee, Forster, and Greene. Students will attend closely to the historical and social background of the 18th century and the literary history of the novel in its early development. The 19th century also known as the Victorian period will focus on the different facets of Realism. While the early 20th century will introduce students to the Modernist movement and its innovative and expressive techniques in narration and will eventually lead into Postmodernism with key texts by Coetzee, Greene.

21 Course aims and outcomes:

A- Aims: Program learning outcomes (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.

Course Syllabus

		Novel, and other selections from Michael McKeon and Paul. J. Hunter.				
3	3.1	<i>Pamela</i> Samuel Richardson Selections from Ian Watt's book <i>The Rise of the Novel</i> , and other selections from Michael McKeon and Paul. J. Hunter.	1,2,3			In-class tasks Main textbook
4	4.1	<i>Pamela</i> Samuel Richardson Selections from Ian Watt's book <i>The Rise of the Novel</i> , and other selections from Michael McKeon and Paul. J. Hunter.	1,2,3			In-class tasks Main textbook
5	5.1	<i>Mansfield Park</i> Jane Austen Selections from <i>Reading the Nineteenth Century novel: Austen to Eliot</i> . Alison Case and Harry Shaw. Other selections from Moretti's <i>The Novel</i> .	1,2,3			In-class tasks Main textbook

Course Syllabus

6	6.1	<p><i>Mansfield Park</i> Jane Austen</p> <p>Selections from Reading the Nineteenth Century novel: Austen to Eliot. Alison Case and Harry Shaw.</p> <p>Other selections from Moretti's The Novel.</p>	5, 6, 7		In-class tasks	Main textbook
7	7.1	<p><i>Great Expectations</i> Charles Dickens</p> <p>Selections from Reading the Nineteenth Century novel: Austen to Eliot. Alison Case and Harry Shaw.</p> <p>Other selections from Moretti's The Novel.</p>	1-6		In-class tasks	Main textbook
8	8.1	<p><i>Great Expectations</i> Charles Dickens</p> <p>Selections from Reading the Nineteenth Century novel: Austen to Eliot. Alison Case and Harry Shaw.</p> <p>Other selections from Moretti's The Novel.</p>	1-6		In-class tasks	Main textbook
9	9.1	<p><i>Heart of Darkness</i> Joseph Conrad</p> <p>Selections from Achebe and Said</p>	1-6		In-class tasks	Main textbook

Course Syllabus

10	10.1	<i>Heart of Darkness</i> Joseph Conrad Selections from Achebe and Said	1-6		In-class tasks	Main textbook
11	11.1	<i>To the Lighthouse</i> Virginia Woolf	1-6		In-class tasks	Main textbook
12	12.1	<i>To the Lighthouse</i> Virginia Woolf	1-6		In-class tasks	Main textbook
13	13.1	<i>The Heart of the Matter</i> Graham Greene	1-6		In-class tasks	Main textbook
14	14.1	<i>The Heart of the Matter</i> Graham Greene	1-6		In-class tasks	Main textbook
15	15.1	<i>Foe</i> J.M. Coetzee Articles on the novel will be provided via Microsoft teams. Selections by Spivak .	1-6		Discussion	Main textbook

- **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 ILOs are provided through the following assessment methods and requirements:

Evaluation Activity	Mark	Topic(s)	Intended Learning outcome	Period (Week)	Platform
Project	10	Response papers as well as an annotated		1-14	Microsoft Team+ E-

Course Syllabus

		bibliography and a 20 page term paper.	1-6		Learning
Assignment	10	Response papers as well as an annotated bibliography and a 20 page term paper.	1-6	1-14	Microsoft Team+ E-Learning
Participation& Presentation	10	Response papers as well as an annotated bibliography and a 20 page term paper.	1-6	1-14	Microsoft Team+ E-Learning
Midterm Exam	30	The material for this exam will be assigned before the exam	1-6	1-7	On campus
Final Exam	40	The material for this exam will be assigned before the exam	1-6	1-14	On campus

Rubric for presentation tasks:

Criteria	10	8	6	4	2-0
Subject Mastery	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.
Organization	It is presented in a logical, interesting sequence, and effective way that can be followed	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.

Course Syllabus

	easily.				
Delivery	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.
Creativity	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

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:

Course Syllabus

26 References:

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

Oroonoko Aphra Behn

Robinson Crusoe Daniel Defoe

Pamela Samuel Richardson

Mansfield Park Jane Austen

Great Expectations Charles Dickens

Heart of Darkness Joseph Conrad

To the Lighthouse Virginia Woolf

The Heart of the Matter Graham Greene

Foe J.M.Coetzee

Recommended books, materials, and media:

Selections of articles, books, and chapters on the theory and literary history of the novel are located in the schedule. Key books are

Ian Watt's *The Rise of the Novel*

Michael McKeon's *The Origins of the English Novel*

Guido Mazzoni's *Theory of the Novel*

Franco Moretti's *The Novel*

Franco Moretti's *The Way of the World: The Bildungsroman in European Culture*.

More suggested books, articles and chapters will be provided at the instructor's discretion.

27 Additional information:

Course Syllabus

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

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

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

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

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