

Syllabus

1	Course title	Language through Literature
2	Course number	2201345
3	Credit hours	3
	Contact hours (theory, practical)	3
4	Prerequisites/corequisites	Introduction to English Literature (2201111)
5	Program title	Bachelor's Degree in English Language and Literature
6	Program code	010
7	Awarding institution	The University of Jordan
8	School	Faculty of Foreign Languages
9	Department	English
10	Level of course	3 rd year
11	Year of study and semester (s)	-
12	Final Qualification	BA
13	Other department (s) involved in teaching the course	-
14	Language of Instruction	English
15	Teaching methodology	<input type="checkbox"/> Blended <input type="checkbox"/> Online <input checked="" type="checkbox"/> Face to face
16	Electronic platform(s)	<input checked="" type="checkbox"/> Moodle <input checked="" type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....
17	Date of production/revision	

18 Course Coordinator:

Name:

Office number:

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Phone number:

Email:

19 Other instructors:

Name:

Office number:-

Phone number:

Email:

Name:

Office number:

Phone number:

Email:

20 Course Description:

This course aims to develop the students' linguistic skills through engaging them with a range of texts from different periods, styles, and cultures. The course will also help students to understand the relationships between studies in language, literature and other disciplines.

21 Course aims and outcomes:

A- Aims: (PLOs)

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2	Analyze ways in which the use of language creates meaning in literature.	X	X		X						X	X	X							X
3	Recognize the effects of literary, stylistic, rhetorical, visual or theatrical techniques	X		X		X					X	X	X							X
4	Identify the contexts in which texts are written and/or received.	X		X		X					X	X	X							X

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

22. Topic Outline and Schedule:

Week	Lecture	Topic	Teaching Methods*/platform	Evaluation Methods**	References
1	1.1	Orientation and Introduction	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
	1.2	Linguistics and literature	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)

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	1.3	Linguistics and literature	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
2	2.1	Linguistics and literature	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
	2.2	Linguistics and literature	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
	2.3	Linguistics and literature	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
3	3.1	Linguistics and literature	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative

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					Literature and Culture)
	3.2	Linguistics and literature	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
	3.3	Linguistics and literature	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
4	4.1	Problematizing the linguistic status quo + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
	4.2	Problematizing the linguistic status quo + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
	4.3	Problematizing the linguistic status quo + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive

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					Language Use (Comparative Literature and Culture)
5	5.1	Problematizing the linguistic status quo + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
	5.2	Problematizing the linguistic status quo + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
	5.3	Problematizing the linguistic status quo + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
6	6.1	Problematizing the linguistic status quo + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
	6.2	Problematizing the linguistic status quo + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts

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					Can Promote Inclusive Language Use (Comparative Literature and Culture)
	6.3	Problematizing the linguistic status quo + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
	7.1	Midterm	Face-to-face		
7	7.2	Proposing linguistic neutrality + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
	7.3	Proposing linguistic neutrality + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
8	8.1	Proposing linguistic neutrality + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)

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	8.2	Proposing linguistic neutrality + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
	8.3	Proposing linguistic neutrality + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
9	9.1	Proposing linguistic neutrality + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
	9.2	Proposing linguistic neutrality + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
	9.3	Proposing linguistic neutrality + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative

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					Literature and Culture)
10	10.1	Proposing linguistic neutrality + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
	10.2	Proposing linguistic neutrality + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
	10.3	Proposing linguistic neutrality + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
11	11.1	Proposing linguistic neutrality + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
	11.2	Proposing linguistic neutrality + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive

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					Language Use (Comparative Literature and Culture)
	11.3	Proposing linguistic neutrality + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
	12.1	Proposing linguistic neutrality + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
12	12.2	Proposing linguistic neutrality + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
	12.3	Proposing linguistic neutrality + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
13	13.1	Reversing the linguistic status quo + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts

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					Can Promote Inclusive Language Use (Comparative Literature and Culture)
	13.2	Reversing the linguistic status quo + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
	13.3	Reversing the linguistic status quo + a text	Face-to-face	Quizzes and assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
14	14.1	Reversing the linguistic status quo + a text	Face-to-face	Assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
	14.2	Reversing the linguistic status quo + a text	Face-to-face	Assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)

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	14.3	Reversing the linguistic status quo + a text	Face-to-face	Assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
15	15.1	Reversing the linguistic status quo + a text	Face-to-face	Assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
	15.2	Reversing the linguistic status quo + a text	Face-to-face	Assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)
	15.3	Reversing the linguistic status quo + a text	Face-to-face	Assignments	Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)

23 23 Evaluation Methods:

Evaluation Activity	Mark	Topic(s)	Period (Week)	Platform
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Quizzes	10	As assigned each week	Every week	Moodle
Classwork and assignments	10	As assigned each week	Every week	On campus
Midterm	30	Midterm material	As assigned in the plan	On campus
Final	50	All of the topics	As assigned by the registration unit	On campus

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

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.

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26 References:

- Luck, C. (2020). *Rewriting Language: How Literary Texts Can Promote Inclusive Language Use (Comparative Literature and Culture)* (New edition). UCL Press.
- A selection of literary works

27 Additional information:

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

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

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

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

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