1	**Course title**	Modern English and American Novel
2	**Course number**	2201715
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**	☑Face to Face learning ☐Blended ☐Fully only
16	**Electronic platform(s)**	☑E - Learning ☐Microsoft Teams ☐Skype ☐Zoom ☐Others……
17	**Issuing/revision Date**	December 2023

18 Course Coordinator:

Name:
Office number:
Phone number:
Email:
Office Hours:

19 Other instructors:

Name:
Office number:
Phone number:
Email:
Office Hours:

20 Course Description:

This course examines both British and American novels written in the 20th and 21st centuries. Students in this course will study novels from the England written with the modernist and postmodernist periods. Students will study authors such as Woolf, Conrad. Greene, Ishiguro, and Burgess, Amis, as well as Mc Ewan. As for American authors students will study authors such as Stein, Hemingway, Faulkner, Cather, Steinbeck, Bradbury, Franzen and Fitzgerald.

21 Course aims and outcomes:

A- Aims: Program learning out comes (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.

4- Examine literary texts in a way that reflects insight into the distinctive historical, traditional and social situatedness of English literature as an academic discipline.

5- Employ knowledge of literary traditions to produce imaginative writing, demonstrating interpretive and analytical skills and the ability to close-read.

6- Apply critical and creative thinking to evaluate literature and improve practice in English studies, applying sound judgment in professional and personal situations.

7- Prepare and deliver specialized professional-level seminar, work efficiently both independently and as part of a team, collaborate with other, demonstrating commitment to social and professional responsibilities

8- Design, execute, interpret, and critique research in the specialization, and write master's theses or reports to professional standards equivalent to the quality of publishable papers. (Design and conduct linguistic research, interpret its results, demonstrating the ability to write a master's thesis proficiently and produce professionally publishable reports. Work efficiently both independently and/or as part of a team, committing to social and professional responsibilities).

9- Demonstrate an interest in learning and continuous professional growth, utilize information and data technology to develop his capabilities, knowledge, and skills. Express a commitment to acquiring and generating new knowledge and analyze and investigate issues related to English literature.

B- Course 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
1	Introduce students to key authors in British and American canon	X	X			X	X							X		X						X
2	Demonstrate a thorough understanding of the cultural and social as well as political literary history of the 19th, 20th and 21st century		X			X	X					X	X	X								X
3	Recognize the various facets and characteristics of realism, modernism, and postmodernism. Students are expected to examine American theories on the		X			X	X					X										

	novel such as regionalism,																
4	Improve coherent and cohesive response papers, and research papers	X			X	X				X			X				X
5	Analyses critically and deeply and make thoroughly connections between the theoretical frameworks of the era alongside the novel	X		X	X	X				X	X		X				X
6	Improve their analytical and critical thinking skills when developing their arguments in writing.	X			X	X	X	X	X		X						X

22. Topic Outline and Schedule:

Week	Lecture	Topic	Course learning outcomes	Teaching Methods*/platform	Evaluation Methods**	References
1	1.1	Brief introduction to the novel	1 2 3			Main textbook
2	2.1	*A Farewell to Arms* ErnestHemingway	2, 5, 6,			Main textbook
3	3.1	*Absolom, Absolom* William Faulkner	1 2 3		In-class tasks	Main textbook
4	4.1	*Cannery Row* John Steinbeck	1,2,3		In-class tasks	Main textbook
5	5.1	*Heart of Darkness* Joseph Conrad	1,2,3		In-class tasks	Main textbook
6	6.1	*To the Lighthouse* Virginia Woolf	5, 6		In-class tasks	Main textbook

7	7.1	*The Heart of the Matter* Graham Greene	1-6		In-class tasks	Main textbook
8	8.1	Midterm Exam	1-6		In-class tasks	Maintextbook
9	9.1	*Tales of the Jazz Age* F. Scott Fitzgerald	1-6		In-class tasks	Main textbook
10	10.1	*A Good Man is Hard to Find* Flannery O'Connor	1-6		In-class tasks	Main textbook
11	11.1	*Freedom* Jonathan Franzen	1-6		In-class tasks	Main textbook
12	12.1	*The Great American Novel* Philip Roth	1-6		In-class tasks	Main textbook
13	13.1	*A Clockwork Orange* Anthony Burgess	1-6		In-class tasks	Main textbook
14	14.1	*Foe* J.M. Coetzee	1-6		In-class tasks	Main textbook
15	15.1		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
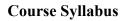
23 Evaluation Methods:

Opportunities to demonstrate achievement of the CLOs 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 bibliography and a 20 page term paper.	1-6	1-14	Microsoft Team+ E-Learning
Assignments	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 easily.	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.
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:

26 References:

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

American Novels:

A Farewell to Arms ErnestHemingway

Absolom, Absolom William Faulkner

Cannery Row John Steinbeck

Tales of the Jazz Age F. Scott Fitzgerald

A Good Man is Hard to Find Flannery O'Connor

Freedom Jonathan Franzen

The Great American Novel Philip Roth

British Novels:

Heart of Darkness Joseph Conrad

To the Lighthouse Virginia Woolf

The Heart of the Matter Graham Greene

A Clockwork Orange Anthony Burgess

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

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.*

Richard Chase's *The American Novel and it's Tradition*

Laura Bieger *Belonging and Narrative A Theory of the American Novel*

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

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: --