

## Course Syllabus

1	<b>Course title</b>	Comparative Literature
2	<b>Course number</b>	2201716
3	<b>Credit hours</b>	3
	<b>Contact hours (theory, practical)</b>	3
4	<b>Prerequisites/Co-requisites</b>	--
5	<b>Program title</b>	Master`s Degree in English Literature
6	<b>Program code</b>	220
7	<b>Awarding institution</b>	The University of Jordan
8	<b>School</b>	School of Foreign Languages
9	<b>Department</b>	Department of English Language and Literature
10	<b>Course level</b>	Graduate
11	<b>Year of study and semester (s)</b>	First semester 2023/2024
12	<b>Final Qualification</b>	MA
13	<b>Other department (s) involved in teaching the course</b>	
14	<b>Language of Instruction</b>	English
15	<b>Delivery method</b>	<input checked="" type="checkbox"/> Face to Face learning <input type="checkbox"/> Blended <input type="checkbox"/> Fully online
16	<b>Electronic platforms(s)</b>	<input checked="" type="checkbox"/> E - Learning <input type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....
17	<b>Issuing/Revision Date</b>	December, 2023

### 18 Course Coordinator

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### 19 Other instructors:

Name:

Office number:

Phone number:

Email:

### 20 Course Description:

The course aims at acquainting the students with the definition, function, and methodology of comparative literature. It considers several problems, such as terminology, literary influences, borrowings, common-places, the distinction between comparative, general, and world literature as well as the contrast between the French and the American schools. In addition, it deals with the relationships of literature to other disciplines such as philosophy, psychology, and the other arts. The role and use of translation and genre theory are also considered. The course concludes with a thorough investigation of the mutual influence between Arabic literature and the Western tradition, particularly English and American literature.

### 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	Grasp the definition and function of comparative literature as a discipline.	X	X	X	X	X	X	X							X			X		X		X
2	Acquire a deep understanding of the relationship between literary texts and their comparative			X	X				X	X	X											

	contexts.																	X			X	X		X
3	Discuss and analyze a variety of ideas, principles, and notions within the critical comparative canon.		X	X	X	X			X	X	X							X			X	X		X
4	Distinguish between general, comparative, and world literature.	X	X	X		X			X	X								X			X	X		X
5	Think critically and express analytically	X	X		X	X			X	X								X			X	X		X
6	Produce coherent, thoughtful, and persuasive research essays.	X	X	X	X	X			X	X	X							X			X	X		X

## 22. Topic Outline and Schedule:

Week	Lecture	Topic	Course Learning Outcome	Learning Methods (Face to Face/Blended/ Fully Online)	Platform	Synchronous/ Asynchronous Lecturing	Evaluation Methods	Resources
1	1	Orientation & Introduction	1, 2, 3, 5	F/F	Lecture Hall – Korean (1)	Asynchronous/ Moodle Enrichment videos uploaded whenever relevant	Participation	--
2	2	1 <sup>st</sup> video on Moodle Wellek & Warren: <i>Theory of Literature</i>	1, 2, 3, 4, 5	F/F			Participation + presentations	Relevant Readings from References

Week	Lecture	Topic	Course Learning Outcome	Learning Methods(Face to Face/Blended/ Fully Online)	Platform	Synchronous/ Asynchronous Lecturing	Evaluation Methods	Resources
		Sahin: On Comparative Literature						
3	3	2nd Video on Moodle Bassnett, <i>Comparative Literature: Intro &amp; the first 3 chapters</i>	1, 2, 3, 5,6	F/F			Participation + presentations	Relevant Readings from References
4	4	3 <sup>rd</sup> video on Moodle Bassnett, <i>Comparative Literature: Chapters 4, 5, 6, &amp;7</i> Saussy, <i>Comparative Literature in the Age of Globalization</i>	1, 2, 3, 4, 5	F/F			Participation & Presentations	Relevant Readings from References
5	5	Bloom's <i>The Anxiety of Influence</i>	1, 2, 3, 4, 5,6				Participation & Presentations	Relevant Readings from References
6		Edward Said: <i>Beginnings</i>	1, 2, 3, 4, 5	F/F			Participation & Presentations	Relevant Readings from

	6	<i>Gilgamesh</i>						References
7	7	Homer, <i>The Odyssey</i>	1, 2, 3, 4, 5	F/F			Participation & Presentations	Relevant Readings from References
8	8	<i>Beowulf</i>	1, 2, 3, 4, 5	F/F			Participation + presentations	Relevant Readings from References
9	9	Midterm Exam	All, with emphasis on 5 &6	F/F			Writing short answers and essays	
10	10	Tennyson, "Ulysses"; Joyce, <i>Ulysses</i>	1, 2, 3, 4, 5	F/F			Participation & Presentations	Relevant Readings from References
11	11	Ibn Tufail, <i>Hay Bin Yaqthan</i>	1, 2, 3, 4, 5	F/F			Participation & Presentations	Relevant Readings from References
12	12	Defoe, <i>Robinson Crusoe</i>	1, 2, 3, 4, 5	F/F			Participation & Presentations	Relevant Readings from References
13	13	Conrad, <i>Heart of Darkness</i>	1, 2, 3, 4, 5	F/F			Participation + presentations	Relevant Readings from References
14	14	Salih, <i>Season</i>	1, 2, 3, 4, 5	F/F			Participation + presentations	Relevant Readings from

								References
15 + 16	15	Voltaire, <i>Candide</i> ;	1, 2, 3, 4, 5	F/F			Participation + presentations	Relevant Readings from References
	16	Habiby, <i>The Pessoptimist</i>						
	Final Exam	All material with emphasis on material after Midterm	All with emphasis on 5 + 6	F/F			Writing short answers and essays	

- **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. field 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)	CLOs	Period (Week)	Platform
Participation & presentation	10	All	All	All	Lecture Hall/ Moodle
Term paper	20	To be assigned individually	3, 4, 5	Week 12	Lecture Hall
Midterm	30	Weeks 1- 9	All	Week 9	Lecture Hall
Final	40	All weeks	All	End of week 16	Lecture Hall

#### A. Evaluation Rubrics:



**B/1 Participation (5 marks):** The aim is to encourage students to be alert and active in class, and to enrich discussion and contribute to an interactive seminar.

Participate Always	Participate Most of the Time	Participate Sometimes	Minimal/N0 Participation	
4.25 -5	3.75 -4	3- 3.50	0 -2.75	

**B/2 Formal Presentation in Class (5 marks):** The aim is to encourage students to be confident speakers and presenters (up to 5 minutes), to think more deeply about an issue, and to exercise communication skills.

Excellent Ideas & Excellent Language and Communication Skills	Excellent Ideas & Very Good Language and Communication Skills or vice versa	Good Ideas & Good Communication Skills	Acceptable Ideas & Acceptable Communication Skills	Poor Ideas & Poor Communication Skills
4.5 – 5	4 – 4.25	3.25 – 3.75	2 – 3	0-1.75

**B/3 Term Paper (20 marks):** To encourage students to work on their own and to produce a thoughtful, perhaps publishable paper of 10-15 pages (4-6 thousand words) on a topic related to the course, reflecting a deep understanding of issues and scholarly analysis, and relying on a standard method of documentation.

Language Correctness	Thoughtfulness and precision of content	Analysis & Elaboration of Argument
5 marks	10	5

**B/4 Midterm Exam (30 Marks):** It covers the material taken in the first part of the term. The aim is to measure how much students have understood the material, how much they have thought deeply about it, and how correctly and effectively they are able to express their ideas in writing.

Exam Components	Language Correctness	Precision of Ideas	Presentation and elaboration of the information/argument
Three Questions (10 marks each) presenting the answer in the form of a short essay, commenting	One-third of the marks	One-third of the marks	One-third of the mark





<b>on quotations from texts or answering general questions</b>			
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**B/5 Final Exam (40 Marks):** It focuses on the material taken after the midterm, though students are encouraged to include references to the material included in the midterm. The aim is to measure how much students have understood the material, how much they link text to context, how much they have thought deeply about what they have studied, and how correctly and effectively they are able to express their ideas in writing.

<b>Exam Components</b>	<b>Language Correctness</b>	<b>Precision of Ideas</b>	<b>Presentation and elaboration of the information/argument</b>
<b>Four questions: (10 marks each) presenting the answer in the form of a short essay, commenting on quotations from texts or answering general questions</b>	<b>One-third of the marks</b>	<b>One-third of the marks</b>	<b>One-third of the marks</b>

## 24 Course Requirements

Students are required to have the text with them in class, hardcopy (preferably) or electronically.

## 25 Course Policies:

A- Attendance policies:

As per University regulations.

B- Absences from exams and submitting assignments on time:



Students should take exams on time and abide by assignment deadlines.

C- Health and safety procedures:

As per University regulations

D- Honesty policy regarding cheating, plagiarism, misbehavior:

As per University regulations

E- Grading policy:

Check the section on Evaluation Methods

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

Library, Online resources, enrichment videos

## 26 References:

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

Stated in the weekly readings

B- Recommended books, materials, and media:

1. Steven de Zepetnek, *Comparative Literature: Theory, Method, Application*. Amsterdam-Atlanta, GA: Rodopi, 1998.
2. Arzu Özyön, *Introduction to Comparative Literature*
3. Terry Eagleton, *Introduction to Literary Theory*, Oxford: Blackwell Publishing, 1983.
4. Abrams, M. H. & Geoffrey Galt Harpham. *A Glossary of Literary Terms*. Stamford, CT: Cengage Learning, 2015.
5. Further selected readings to be assigned as relevant.
6. Selected relevant videos.

## 27 Additional information:



1. Coming to class time on time is required.
2. Full attentiveness and participation in class are expected.
3. Reading assigned material prior to coming to class is a must.
4. Seriousness, diligence, and creativity are rewarded.
5. Solid, error-free English is expected

Name of Course Coordinator: Dr. Marwan Jarrah Signature: ----- Date: -----

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

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

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

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