Course Syllabus

1	Course title	Special Subject in English Literature
2	Course number	2201728
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 online
16	Electronic platforms(s)	☑E - Learning ☐Microsoft Teams☐Skype☐Zoom ☐Others…………
17	Issuing/Revision Date	December 2023

18 Course Coordinator

Name:Hussein AlhawamdehContact hours: 4-5 p.m. (Monday

Office number:Deputy Dean of Academic Affairs Office

Phone number:

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19 Other instructors:

Name:None

Office number:

Phone number:

Email:

20 Course Description:

This course delves into the exploration and analysis of war and battle scenes in the plays of two iconic Renaissance playwrights, William Shakespeare and Christopher Marlowe. Through close examination of their works, students will gain a deep understanding of how these literary giants depicted themes of conflict, warfare, power, and human nature within the context of their respective societies.

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	Examine the historical and cultural context of war and conflict during the Renaissance period.		X	X		X				X			X	X			X				X
2	Analyze various war and battle scenes in the plays of Shakespeare and Marlowe, identifying their themes, language, and dramatic techniques.	X	X	X					X				X	X			X				X
3	Investigate the portrayal of power dynamics, leadership, heroism, and masculinity in war-related contexts.		X	X	X			X					X	X			X				X
4	Explore the psychological and emotional impact of war on		X	X		X															

	characters and society as depicted in the plays.	X										X	X		X		X
5	Discuss the influence of political and social factors on the representation of war and battle scenes in Renaissance drama.			X	X							X	X		X		X
6	Compare and contrast the stylistic and thematic differences in the approach to war and conflict between Shakespeare and Marlowe					X						X	X		X		X

22 Topic Outline and Schedule:

Topic	Week	Instructor	Achieved ILOs	Evaluation Methods	Reference		
Introduction	Weeks 1	Dr. Hussein Alhawamdeh	1, 2, 3, 4 & 6	In-class assignment	Main reference		
Shakespeare's Antony and Cleopatra	Weeks 2	Dr. Hussein Alhawamdeh	1, 2, 3, 4 & 6	Presentation	Main reference		
Shakespeare's Cymbeline	Weeks 3	Dr. Hussein Alhawamdeh	1, 2, 3, 4 & 6	Presentation	Main reference		
Shakespeare's Troilus and Cressida	Weeks 4	Dr. Hussein Alhawamdeh	1, 2, 3, 4 & 6	Presentation	Main reference		
Shakespeare's Othello	Weeks 5	Dr. Hussein Alhawamdeh	1, 2, 3, 4 & 6	Presentation	Main reference		
Mid-term exam	Weeks 6	Dr. Hussein Alhawamdeh	1, 2, 3, 4 & 6	exam	Main reference		
Shakespeare's The Tempest	Weeks 7	Dr. Hussein Alhawamdeh	1, 2, 3, 4 & 6	Presentation	Main reference		
Shakespeare's The Tempest	Week 8	Dr. Hussein Alhawamdeh	1, 2, 3, 4 & 6	Discussion	-Main reference		
Shakespeare's Julies Caesar	Week 9	Dr. Hussein Alhawamdeh	1, 2, 3, 4 & 6	Presentation	Main reference		
Shakespeare's Julies Caesar	Week 10	Dr. Hussein Alhawamdeh	1, 2, 3, 4 & 6	Presentation	Main reference		
Christopher Marlowe's Tamburlaine the Great	Week 11	Dr. Hussein Alhawamdeh	1, 2, 3, 4 & 6	Presentation	Main reference		

Part One							
Christopher Marlowe's Tamburlaine the Great Part One	Week 12	Dr. Hussein Alhawamdeh	1, 2, 3, 4 & 6	Presentation	Main reference		
Christopher Marlowe's Tamburlaine the Great Part Two	Week 13	Dr. Hussein Alhawamdeh	1, 2, 3, 4 & 6	Presentation	Main reference		
Christopher Marlowe's Tamburlaine the Great Part Two	Week 14	Dr. Hussein Alhawamdeh	1, 2, 3, 4 & 6	Presentation	Main reference		
Presentations of term papers.	Week 15	Dr. Hussein Alhawamdeh	1, 2, 3, 4 & 6	Presentation	Main reference		

- **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
Presentation And participation	20	Shakespeare's and Marlowe's plays	1-6	2-14	
Assignments	10	Shakespeare's and Marlowe's plays	1-6	1-14	
Mid-term exam	30	Shakespeare's Antony and Cleopatra Shakespeare's Cymbeline Shakespeare's Troilus and Cressida	1-6	1-5	

		Shakespeare's Othello			
Final exam	40	Shakespeare's The Tempest Shakespeare's Julies Caesar Christopher Marlowe's Tamburlaine the Great Part One Christopher Marlowe's Tamburlaine the Great Part Two	1-6 7-14		

Rubric for presentation tasks:

Criteria	20	18	16	14	12-0
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	Maintains eye	Maintains eye	Occasional eye	No eye contact is made,

	eye contact, doesn't read from notes, speaks loud with inflection, pronounces all words correctly, and is very effective and engaging.	contact throughout, rarely reads from notes, speaks with inflection, pronounces most words correctly, and is somewhat effective and engaging.	contact, reads from notes occasionally, speaks loud enough, pronounces some words correctly, and is somewhat effective and engaging.	contact, mostly reads from notes, speaks quietly and mispronounces.	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:

The Norton Shakespeare, edited by Stephen Greenblatt et al. 2nd ed. New York: W. W. Norton, 2008.

White, Robert S. "Pacifist Voices in Shakespeare." Parergon, vol. 17, no. 1, 1999, pp. 135-162.

Marx, Steven. "Shakespeare's Pacifism." Renaissance Quarterly, vol. 45, no. 1, 1992, pp. 49-95.

Meron, Theodor. Bloody Constraint: War and Chivalry in Shakespeare. Oxford: Oxford UP, 1998.

Marlowe, Christopher ([1587] 1976a), 'Tamburlaine the Great, Part I', in R. A.

Fraser and N. Rabkin (eds), Drama of the English Renaissance I: The Tudor Period, New York: Macmillan. pp. 207–33.

Marlowe, Christopher ([1587] 1976b), 'Tamburlaine the Great, Part II', in R. A.

Fraser and N. Rabkin (eds), Drama of the English Renaissance I: The Tudor Period, New York: Macmillan, pp. 236–61.

Bartels, Emily C. (1992), 'The double vision of the east: Imperialist self-construction in Marlowe's Tamburlaine, "part one"', Renaissance Drama, 23, pp. 3–24.

Gaskell, Ian (1985), 'Tamburlaine, Marlowe's "war against the Gods"', English Studies in Canada, 11:2, pp. 178–92.

B- Recommended books, materials, and media:
Loomba, Ania and Orkin, Martin (eds) (1998), 'Introduction: Shakespeare and the post-colonial question', in Post-Colonial Shakespeares, New York: Routledge, pp. 1–19.

27 Additional information:

Name of Course Coordinator: Dr. Hussein Alhawamdeh   Signature: -----------------------

QF-AQAC-03.02.01

Date: 1/10/2023

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

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

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

Dean: --- Signature: --