1	Course title	The Modern Critics
2	Course number	2201729
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 platform(s)	☑ E-learning ☐ Microsoft Teams ☐Skype ☐Zoom ☐Others…………
17	Issuing/Revision Date	December 2023

18 Course Coordinator

Course Syllabus

Name: Dr Zaydun Al-Shara,

Office number: 10

Phone number: 065355000/24724

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Office Hours:

Sun, Tues, Thurs 2:30 – 3:30

19 Other instructors:

Name:

Office number:

Phone number:

Email

20 Course Description:

The twentieth century may be considered the golden age of literary theory. Never in the history of literature has there been a comparable surge of interest in literary criticism, both theoretical m and practical. But the variable deluge of critical writings has become so vast, and sometimes so abstruse, that an attempt at disentangling the truly seminal ideas is absolutely necessary. This course, therefore, is intended to deal with the most basic concepts and the main theoretical trends in recent literary criticism in order to provide students with broad guidelines for further exploration of a field that is becoming increasingly demanding and highly specialized. Areas to be covered include: New Criticism, Myth Criticism, Structuralism, Deconstruction and Psychoanalysis. Whenever possible, theory should be tested by application to actual literary texts.

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	Implement the theories and ideas of modern critics in their critical essays	X			X		X		X	X					X			X		X		X
2	Construct theoretical frameworks in their research concentrating on the relationship between	X		X		X	X			X				X			X					X

	theorists, theory and literature.																
3	Attain the different literary movements through studying modern critics and contemporary critics and their schools.	X		X	X	X	X			X			X		X	X	X
4	Distinguish pivotal literary theories and philosophical figures in the twentieth-century.	X			X	X		X							X	X	X
5	Demonstrate pivotal historical literary theorists who contributed in establishing modern literary theories	X			X	X		X							X	X	X
6	Demonstrate through written work and in-class comments their ability to apply various theories to works of literature and literary texts	X	X	X	X	X	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	Sun	Orientation And Introduction Defining criticism, theory, and literature	1,2,3,5,6	Face to face Microsoft Teams Moodle/ E-learning	In-class discussions/ At-home Assignment posted to Moodle	Main textbook
2	Sun	Houston A. Baker, Jr (1943–) Mikhail	2, 5, 6	Face to face Microsoft Teams	In-class discussions/ At-home Assignment	Main textbook

		Mikhailovich Bakhtin (1895–1975) Roman Osipovisch Jakobson (1896–1982)		Moodle/ E-learning	posted to Moodle	
3	Sun	Roland Barthes (1915–1980) Jean Baudrillard (1929–)	2, 5, 6	Online/Microsoft Teams	In-class discussions/ At-home Assignment posted to Moodle	Main textbook
4	Sun	Harold Bloom (1930–) 36 Wayne C. Booth (1921–) 42	2, 5, 6	Face to face Microsoft Teams Moodle/ E-learning	In-class discussions/ At-home Assignment posted to Moodle	Main textbook
5	Sun	Judith Butler (1956–) 47 Helene Cixous (1937–)	5, 6	Face to face Microsoft Teams Moodle/ E-learning	In-class discussions/ At-home Assignment posted to Moodle	Main textbook
6	Sun	Simone de Beauvoir (1908–1986) 58 Pierre Felix Guattari (1930–1992)	5, 6	Face to face Microsoft Teams Moodle/ E-learning	In-class discussions/ At-home Assignment posted to Moodle	Main textbook
7	Sun	Paul (Adolph Michel) de Man (1919–1983) 68	5, 6	Face to face Microsoft Teams	In-class discussions/ At-home Assignment	Main textbook

		Jacques Derrida (1930–2004) 73		Moodle/ E-learning	posted to Moodle	
8	Sun	Terry (Terrence Francis) Eagleton (1943–) 78 (Sir) William Empson (1906–1984) Frantz Omar Fanon (1925–1961) 87	1-6	Face to face Microsoft Teams Moodle/ E-learning	In-class discussions/ At-home Assignment posted to Moodle	Maintextbook
9	Sun	Stanley Eugene Fish (1938–) 96 Wolfgang Iser (1926–) 168 (Paul-) Michel Foucault (1920–1984) 100	5, 6	Face to face Microsoft Teams Moodle/ E-learning	In-class discussions/ At-home Assignment posted to Moodle	Main textbook
10	Sun	Edward Wadie Said (1935–2003) 234 Ivor Armstrong Richards (1893–	5, 6	Face to face Microsoft Teams Moodle/ E-learning	In-class discussions/ At-home Assignment posted to Moodle	Main textbook
11	Sun	Sigmund Freud (1856–1939) 106 Northrop Frye (1912–1991) 111 Jacques–Marie Emile Lacan (1901–1981) 192	5, 6	Face to face Microsoft Teams Moodle/ E-learning	In-class discussions/ At-home Assignment posted to Moodle	Main textbook

12	Sun	Linda Hutcheon (1947–) 158 Gerard Genette (1930–) 126	5, 6	Face to face Microsoft Teams Moodle/ E-learning	In-class discussions/ At-home Assignment posted to Moodle	Main textbook
13	Sun	Vladimir Iakovlevich Propp (1895–1970) Lionel Trilling (1905–1975)	5, 6	Face to face Microsoft Teams Moodle/ E-learning	In-class discussions/ At-home Assignment posted to Moodle tasks	Main textbook
14	Sun	Paul Gilroy (1956–) 137 Stephen Greenblatt (1943–)	1-6	Face to face Microsoft Teams Moodle/ E-learning	In-class discussions/ At-home Assignment posted to Moodle	Main textbook
15	Sun	Julia Kristeva (1941–) Gayatri Chakravorty Spivak (1942–) 246	1-6	Face to face Microsoft Teams Moodle/ E-learning	In-class discussions/ At-home Assignment posted to Moodle	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. 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)	Period (Week)	Platform
Presentation & Participation	10	As assigned each week	Every week	On Campus/ JU E-learning platforms
Midterm Exam	30	Midterm Material	7	On Campus/ JU E-learning platforms
Research paper	20	All of the topics	3	On Campus/ JU E-learning platforms
Final Exam	40	All of the topics	15	On Campus/ JU E-learning platforms

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	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	The presentation is difficult to follow because it jumps back and forth and it is difficult to	The presentation has no sequence of information and is not understood.

	be followed easily.		understood.	understand.	
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 Policies:

A- Attendance policies:

You are expected to attend class on time. Only the number of absences allowed by the university is accepted.

B- Absences from exams and handing in assignments on time:

Mid-term and finals can be made up with an official excuse. Quizzes can **never** be made up no matter how justified your absence was.

C- Honesty policy regarding cheating, plagiarism, misbehavior:

Plagiarism (Copy & Paste, Not Including Sources, Not Citing Sources Correctly, Incorrectly Paraphrasing)

will not be tolerated. Any instance of plagiarism will result in 0 grade for that assignment.

D. Participation

Participation is an essential part of course works. It does not merely mean coming to class; it involves preparing beforehand and participating in class discussions.

Participation and students' involvement are crucial to the success of the course. All students are expected to have read the assigned materials before coming to class in order to fully engage in the discussions. In addition to in-class discussions, students are encouraged to post their comments and questions on E-Learning (Moodle) which can be accessed at http://elearning.ju.edu.jo/.

E- Grading policy:

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

25. Required equipment:

(Facilities, Tools, Labs, Training….)

26. References:

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

Online and Multimedia:

- elearning.ju.edu.jo

Textbook:

Lane, Richard. *Fifty Key Literary Theorists.* New York: Routledge,2006.

Castle, Gregory (2007) The Blackwell Guide to Literary Theory. Blackwell

Publishing

Bressler, Charles E. *Literary Criticism: An Introduction to Theory and Practice*. New

Jersey:Pearson,2007)

Barry, Peter, *Beginning Theory: An Introduction to Literary and Cultural Theory*

(Manchester: Manchester University Press, 2002)

Recommended books, materials, and media:

Eagleton, Terry, *Literary Theory: An Introduction* (London: Blackwells, 1997)

Selden, Raman, *Practicing Theory and Reading Literature* (London: Longman, 1989)

Lynn, Steven. *Texts and Contexts*

Reader 2: Excerpts from

Newton, K. M. *Theory into Practice*

Tyson, Lois. *Using Critical Theory*

Bartens, Hans. *Literary Theory: The Basics*

27. **Additional information:**

Name of Course Coordinator: Zaydun Al-Shara Signature: ------------------ Date: - Oct. 15, 2023

Head of curriculum committee/Department: ---------------------------- Signature: -----------

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

Head of curriculum committee/Faculty: ------------------------------ Signature: ----

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