## Module Syllabus

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| Module Title: Introduction to Literature **Level: Second year**  **Prerequisite (s): 120221**  **Co requisite(s):** | Module Code: 0120251 **Credit Hours: 3**  **Lecture Time: 11:15-12:30** |
| Lecturer's Name: Dr. Areen Khalifeh **Rank: Assistant professor**  **Office Number: 405**  **Office Hours:** 11-12, 9:45-11 | |

### Module Coordinator: Prof Mohammad Asfour

**Module Description:**

The module is intended to introduce students to the major literary genres (lyric poetry, drama, and prose fiction), and make them more comfortable with the literary and critical terminology used across the broad spectrum of English courses. The course also equips the students with the tools that enable them to interpret, analyze and appreciate a wide range of texts and styles.

**Aims (Module Purpose/Objectives):**

1. To introduce students to the major literary genres (poetry, drama, and prose fiction).

2. To introduce students to the essential elements of literature, such as language, character, setting, style, plot, etc.

3. To give students the opportunity to develop the critical skills necessary for advanced undergraduate work in literature.

4. To encourage students to develop their own ideas about literature, its form, its function, and its politics.

**Teaching Methods:(Lectures, Discussion Groups, Tutorials, Problem Solving, Debates…etc)**

This module will be delivered through lectures, tutorials and essay-writing assignments. For every lecture students will be required to prepare a text and make their own notes in the interest of maximising what they learn. A great amount of teaching and learning will occur through writing assignments and getting feedback on these assignments. Tutorials will be held at appropriate times to do class exercises and assess the students’ learning experience.

**Module Components:**

1. **Books (title, author(s), publisher, year of publication)**

Greenblatt, Stephen, ed. The Norton Anthology of English Literature, Volume One. 8th ed. New York: W. W. Norton, 2005. ISBN-10: 0393925315. ISBN-13: 978-0393925319

Greenblatt, Stephen, ed. The Norton Anthology of English Literature, Volume Two. 8th ed. New York: W. W. Norton, 2005. ISBN-10: 0393925323. ISBN-13: 978-0393925326

1. **Support Material(s): a/v materials**
2. **Supplementary Readings (Books, Periodicals….. etc)**

Nicholas Royle, Andrew Bennett, *An Introduction to Literature, Criticism and Theory* [London: Longman, 2004]. ISBN: 0582822955

J. A. Cuddon, *The Penguin Dictionary of Literary Terms and Literary Theory* (Penguin Dictionary), 4th edition, [Penguin: 2000]. ISBN-10: 0140513639, ISBN-13: 978-0140513639

1. **Study Guide(s) (if available)**

Clive T. Probyn, *English Poetry* (York Handbooks), [York Press: 1984]. ISBN 0582792711

Martin Stephen, *An Introductory Guide to English Literature* (York Handbooks), [ York Press: 1984]. ISBN 0582792789

1. **Homework and Laboratory Guide(s) (if applicable):**

**Contribution to Program Learning Outcomes:**

**A2, B2, B4, C3, C4, D1**

Intended Learning Outcomes:(Knowledge and Understanding, Cognitive Skills, Communication Skills, Transferable skills).

1. Knowledge & Understanding:

1. to master literary language, imagery and figures of speech.

2. to understand the basic forms of English verse, and the essential elements of drama and fiction, such as setting, character, plot, tone and mood, etc.

1. Cognitive Skills (Thinking & Analysis):

1. to understand a variety of literary-critical terms and concepts.

2. to develop skills in close textual reading and be aware of the various ways they can read a text.

3. to develop their own ideas about literature, learn to appreciate different literary styles and forms (narrative, poetic, dramatic).

4. to develop an awareness of the relationship between content and literary form

1. Communicative Skills (Personal and Academic)

1. to develop an active, independent approach to learning.

2. to develop critical faculties and to consolidate and develop their own written and oral communication skills

3. to find about and use the available learning resources (the library, the internet, etc.)

4. to apply acquired knowledge and skills to both familiar and unfamiliar texts

1. Practical and Subject Specific Skills (Transferable Skills)

1. to acquire skills and confidence in reading, speaking, and writing about literature.

2. to apply their own acquired knowledge in analyzing literary texts and commenting on style, language, and content.

3. to cope with an increasingly complex and wide-ranging literary and critical vocabulary.

Assessment Instruments

|  |  |
| --- | --- |
| Modes of Assessment | Score |
| First Exam | 20 |
| Second Exam | 20 |
| Assignments / Seminars / Projects / Quizzes / Tutorials / Reports / Research Projects / Presentations | 20 |
| Final Exam | 40 |
| Total | 100 |

Documentation and Academic Honesty

Students are expected to complete all homework, papers and projects independently (unless otherwise specified); any work must be yours and yours alone. Working together for anything other than data collection, relying on students' work from previous semesters and/or plagiarizing published research is considered cheating.

1. Documentation Style (with illustrative examples)

Reference list styles

Note: it is usual to italicize book titles; however, if you are not able to do this, you should underline them instead.

\* Book

Trudgill, P. and Hannah, J. (1994,3rd edn) International English, London, Edward Arnold.

Fodor, J.A. (1983) *The Modularity of Mind*. Cambridge, MA: MIT Press.

Harré, R. and Gillett, G. (1994) *The Discursive Mind*. London: Sage.

\* Chapter/ extract from an edited collection

Harris, J. (1993) 'The grammar of Irish English' in Milroy, J. and Milroy, L. (eds) Real English: the grammar of English dialects in the British Isles, London, Longman.

\* Paper in a journal of magazine

Wales, L. (1994) 'Royalese: the rise and fall of "the Queen's English" ', English Today, vol. 10, no.3, pp. 3-10.

**Journal article:**   
Roulet, E. (1997). 'A Modular Approach to Discourse Structures'. *Pragmatics* 7(2), 125–46.

Lee, E. T. & Zadeh, L. A. (1969). 'Note on fuzzy languages'. *Information Sciences* 1, 421–434.

**Book article:**

Sinha, Chris. (1999). 'Grounding, mapping and acts of meaning'. In T. Janssen and G. Redeker (Eds.), *Cognitive Linguistics, Foundations, Scope and Methodology*, Berlin: Mouton de Gruyter, pp. 223-256.

**Magazine article:**   
Posner, M. I. (1993, October 29). Seeing the mind. *Science*, 262, 673-674.

**Daily newspaper article:**   
'New drug appears to sharply cut risk of death from heart failure'. (1993, July 15). *The Washington Post*, p. A12.

**Entry in an encyclopedia:**   
Bergman, P. G. (1993). 'Relativity'. In *The new encyclopedia Britannica* (Vol. 26, pp. 501-508). Chicago: Encyclopedia Britannica.

**Documenting Web Sources**

Burka, Lauren P. 'A Hypertext History of Multi-User Dimensions.' *MUD History*. 1993. <http://www.ccs.neu.edu/home/1pb/mud-history.html> (5 Dec. 1994).

Harnack, Andrew and Gene Kleppinger. *Beyond the MLA Handbook: Documenting*  *Electronic Sources on the Internet*. 25 November 1996. <http://falcon.eku.edu/honors/beyond-mla/> (17 Dec. 1997).

For more about APA and MLA Styles for Citing Print Sources, browse:

<http://owl.english.purdue.edu/owl/resource/557/01>

<http://wally.rit.edu/internet/subject/apamla.htm>

1. Protection of Copyright

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Students are expected to respect and uphold the standards of honesty in all their activities. Any cheating or plagiarism will result in disciplinary action to be determined by the instructor based on the severity and nature of the offense.

1. Avoiding Plagiarism

Plagiarism is a serious academic offense that will result in your failing the course.

Learning notes by heart and repeating the information word by word in the exam is a type of plagiarism.

Course / Module Academic Calendar:

|  |  |  |
| --- | --- | --- |
| Week | Basic & Support Material to be covered | Notes |
| 1 | What is literature?  What is poetry? + Figures of speech |  |
| 2 | Figures of speech |  |
| 3 | Alfred Lord Tennyson + Shakespeare+ Kipling | The Eagle + sonnet +" If " |
| 4 | Emily Dickinson + Robert Burns | " I heard a fly buzz when I died" + "Red Rose" |
| 5 | Browning + Robert Frost | " Meeting at night + parting at morning" + "Mending Walls" |
| 6 ( Frost) + The first exam "the road not taken" by Frost | | |
| 7 | What is the short story?  Elements of fiction |  |
| 8 | Eudora Wetly  Kate Chopin | " A worn path"  " Desiree’s Baby" |
| 9 | Carson McCullers | " A Domestic Dilemma" |
| 10 | Richard Connell | "the most dangerous game" |
| 11 the Second Exam + what is drama? | | |
| 12 | Elements of Drama | " A Doll's House" by Henric Ibsen |
| 13 | Realistic and non realistic drama + Henric Ibsen | " A Doll's House" |
| 14 | Tragedy and Comedy | " A Doll's House |
| 15 | Analysis | " A Doll's House |
| 1. Revision + The final exam | | |

**Expected Workload:**

On average students are expected to spend at least (2) hours of study for each 50- minute lecture/ tutorial.

Attendance Policy

Absence from lectures and /or tutorials shall not exceed 15% . Students who exceed the 15% limit without a medical or emergency excuse acceptable to and approved by the Dean of the relevant college /faculty shall not be allowed to take the final examination and shall receive a mark of zero for the course. If the excuse is approved by the Dean, the student shall be considered to have withdrawn from the course.

**Module/ Course Policies:**

1. **You are allowed up to (5) absences on Mondays/Wednesdays or (7) absences on Sundays/Tuesdays/Thursdays. If you exceed this number, you will fail the course.**
2. **Tardiness will not be tolerated. If you come to class after I take attendance, you are welcome to attend, but you will be considered absent.**
3. **Plagiarism is a serious academic offense that will result in your failing the course.**
4. **Learning notes by heart and repeating the information word by word in the exam is a type of plagiarism.**
5. **Participation is and essential part of course work. It does not merely mean coming to class; it involves preparing before hand and playing an active role in class discussion.**
6. **Make-up exams will be offered for valid reasons only with the consent of the Dean.**

**Text Book(s):**

***Title:***

Sophocles, *Three Theban Plays,* ed., Jamey Hecht, Wordsworth Editions Ltd, 2005. ISBN-10: 1840221445. ISBN-13: 978-1840221442

Greenblatt, Stephen, ed. The Norton Anthology of English Literature, Volume One. 8th ed. New York: W. W. Norton, 2005. ISBN-10: 0393925315. ISBN-13: 978-0393925319

Greenblatt, Stephen, ed. The Norton Anthology of English Literature, Volume Two. 8th ed. New York: W. W. Norton, 2005. ISBN-10: 0393925323. ISBN-13: 978-0393925326

James Joyce, Dubliners (Oxford World's Classics), New Edition, Oxford University Press, 2001. ISBN-10: 0192839993. ISBN-13: 978-0192839992

***References:***

* ***Books***

Nicholas Royle, Andrew Bennett, *An Introduction to Literature, Criticism and Theory* [London: Longman, 2004]. ISBN: 0582822955

J. A. Cuddon, *The Penguin Dictionary of Literary Terms and Literary Theory* (Penguin Dictionary), 4th edition, [Penguin: 2000]. ISBN-10: 0140513639, ISBN-13: 978-0140513639

* ***Journals***
* ***Websites***

## Representative Poetry On-Line: http://rpo.library.utoronto.ca/display/indextitle.html

## Wikipedia: http://en.wikipedia.org/wiki/Main\_Page

## Luminarium: http://www.luminarium.org/

The Craft of Poetry: <http://brainstorm-services.com/wcu-lit/craft-of-poetry.html>

A Glossary of Rhetorical Terms with Examples:

<http://www.uky.edu/AS/Classics/rhetoric.html>

Glossary of Terms: <http://www.gale.com/free_resources/glossary/index.htm>

Shakespeare’s sonnets: http://www.shakespeares-sonnets.com/

## *Online Dictionaries*

## The Free Dictionary: http://www.thefreedictionary.com/

## Oxford Advanced Learners’: http://www.oup.com/elt/catalogue/teachersites/oald7/?cc=sy

## Merriam-Webster: http://m-w.com/dictionary