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| **Approval date:** |  | **Philadelphia University** |
| **Issue:** | **Faculty: Arts** |
| **Credit hours: 3** | **Department: English Language and Lit** |
| **Bachelor** | **Course Syllabus** | **Academic year: 2021/22** |

**Course information**

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| **Prerequisite** | | **Course title** | | **Course#** |
| 130102 | | **Introduction to Literature** | | **0120251** |
| **Room #** | **Class time** | | **Course type** | |
| 409 | 12.45- 2.15  S, T | | University Requirement  Faculty Requirement  Major Requirement  Elective  Compulsory | |

**Instructor Information**

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| --- | --- | --- | --- | --- |
| **E-mail** | **Office Hours** | **Phone No.** | **Office No.** | **Name** |
| nhamdi@philadelphia.edu.jo | 10- 11 | 2159 | 412 | Nadia Hamdi |

**Course Delivery Method**

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| **Course Delivery Method** | | | |
| **Physical  Online  Blended** | | | |
| **Learning Model** | | | |
| **Physical** | **Asynchronous** | **Synchronous** | **Precentage** |
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**Course Description**

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| The course familiarizes students with the various literary genres and the literary terms they will come across when reading and analyzing literary works. It provides the students with the necessary knowledge needed for other literature subjects. The course helps students to develop a literary appreciation when reading and helps them to engage, understand, critically analyze, and appreciate literary texts. As students are exposed to a wide range of texts, they will be given the opportunity to explore the basic concepts of literary technique, narrative, poetic and dramatic structures. |

**Course Learning Outcomes**

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| **Corresponding Program outcomes** | **Outcomes** | **Number** |
| **Knowledge** | | |
| Develop critical and analytical thought gained from analyzing literary texts in the English language | Master literary language, imagery and figures of speech | **K1** |
| Analyze literary texts in English, distinguish literary genres and eras, and read texts through their historical context | Understand the basic genres of English literature. | **K2** |
| **Skills** | | |
| Develop critical and analytical thought gained from analyzing literary texts in the English language | Analyze literary texts and comment on style, language, and content. | **S1** |
|  | Read, speak, write and think critically about literature. | **S2** |
|  | Cope with an increasingly complex and wide-ranging literary and critical vocabulary | **S3** |
| **Competencies** | | |
| Gaining cultural transparency that enables the student to respect cultural differences, and appreciate cultural diversity and its impact on literary and cultural production | Appreciate literary texts. | **C1** |

**Learning Resources**

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| --- | --- |
| Greenblatt, Stephen (ed). *The Norton Anthology of English Literature, Volume One.* (New York: Norton, 2005). | Course textbook |
| Nicholas Royle, Andrew Bennett, *An Introduction to Literature, Criticism and Theory* (London: Longman, 2004).  J. A. Cuddon, *The Penguin Dictionary of Literary Terms and Literary Theory* (Penguin Dictionary), 4th edition, (Penguin: 2000). | Supporting References |
| <https://s3.amazonaws.com/lumenlearning/success/Master+PDFs/IntroLiterature_3-3-17.pdf> This is an extremely valuable source!!!  <https://www.rajmpella.com/2017/06/notes-introduction-to-literature-o.html?m=0> | Supporting websites |
| **Classroom**  **laboratory Learning platform Other** | Teaching Environment |

**Meetings and subjects timetable**

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| **Learning Material** | **Tasks** | **Learning Methods** | **Topic** | **Week** |
|  |  | Lecture | What is literature?  What is poetry? | 1 |
| There is no Frigate Like a Book p.5 | HW: A poem which best represents you with explanation | Lecture | Denotation and Connotation,  Imagery, Metaphor, Simile | 2 |
| Meeting at Night p.7 | assignment | Collaborative learning | Personification, Metonymy  Apostrophe, symbol | 3 |
| Sonnet 29 p. 54, 71  “When, in disgrace with fortune and men’s eyes” | Quiz on figures of speech | Project based learning | Tone, Paradox, Irony (will go into details later), Allusion.  Sound Devices: alliteration, assonance, consonance (p. 29) | 4 |
|  | Class discussion | Flipped class | Repetition, onomatopoeia, caesura, enjambment, anaphora, epistrophe | 5 |
| Sonnet XVI, p. 56 | Quiz on Sound devices | Collaborative learning | Sonnets (p. 53- 59) | 6 |
| “One Art” P. 61 |  | Flipped class | Patterns of Traditional Poetic Forms: Villanelle | 7 |
| P. 79 | Beginning of presentations | Collaborative learning | Escape and Interpretation  Types of readers | 8 |
| “The Most Dangerous Game” P. 155 | **Preparation**! | Project based learning | Elements of fiction: Plot (p. 84) | 9 |
| “The Most Dangerous Game” P. 155 | Presentation | Problem solving based learning | Characters (p. 92)  Theme (p. 97) | 10 |
| Aesop’s Fable “The Ant and the Grasshopper” |  | Problem solving | POV (p. 104)  Symbol (p. 113) | 11 |
| "Desiree’s Baby" | In class assignment | Flipped class | Irony (p. 113) | 12 |
| "A Worn Path" |  | Problem solving | Emotion and Humor (p. 121) | 13 |
| "A Worn Path" | Collaborative learning, Presentation | Flipped class | Fantasy (p. 127) | 14 |
| "Letter from Gaza" by Ghassan Kanafani p. 151 | Collaborative learning, Presentation | Flipped class | Analysis | 15 |
| "Letter from Gaza" | Collaborative learning, Presentation | Flipped class | Analysis | 16 |
| **Final Exam** | | | | 17 |

\* includes: Lecture, flipped Class, project- based learning, problem solving based learning, collaborative learning

**Course Contributing to Learner Skill Development**

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| Using Technology |
| Students will watch videos of performances related to their texts |
| Communication skills |
| Students will use comment on the literary texts and reflect on the texts |
| Application of concepts learnt |
| Students will use the concepts they learn to analyze unseen literary texts. |

**Assessment Methods and Grade Distribution**

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| **Link to Course Outcomes** | **Assessment Time**  **(Week No.)** | **Grade Weight** | **Assessment Methods** |
|  | 6 | **30 %** | **Mid Term Exam** |
|  | Continuous | **30 %** | **Various Assessments \*** |
|  |  | **40 %** | **Final Exam** |
|  |  | **100%** | **Total** |

\* includes: quiz, in class and out of class assignment, presentations , reports, videotaped assignment, group or individual projects.

**Alignment of Course Outcomes with Learning and Assessment Methods**

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| **Assessment Method\*\*** | **Learning Method\*** | **Learning Outcomes** | **Number** |
| **Knowledge** | | | |
| Quiz | Flipped class, problem solving | Master literary language, imagery and figures of speech | **K1** |
| In class assignment | Problem solving, collaborative | Understand the basic genres of English literature. | **K2** |
| **Skills** | | | |
| project | Flipped class, project based | Analyze literary texts and comment on style, language, and content. | **S1** |
| Out of class assignment | Lecture, collaborative | Read, speak, write and think critically about literature. | **S2** |
| Quiz | Lecture, collaborative | Cope with an increasingly complex and wide-ranging literary and critical vocabulary | **S3** |
| **Competencies** | | | |
| Project | Problem solving | Appreciate literary texts. | **C1** |

\* includes: Lecture, flipped Class, project- based learning , problem solving based learning, collaborative learning

\*\* includes: quiz, in class and out of class assignment , presentations , reports, videotaped assignment, group or individual projects.

**Course Polices**

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| **Policy Requirements** | **Policy** |
| The minimum passing grade for the course is (50%) and the minimum final mark recorded on transcript is (35%). | **Passing Grade** |
| * Missing an exam without a valid excuse will result in a zero grade to be assigned to the exam or assessment. * A Student who misses an exam or scheduled assessment, for a legitimate reason, must submit an official written excuse within a week from the an exam or assessment due date. * A student who has an excuse for missing a final exam should submit the excuse to the dean within three days of the missed exam date. | **Missing Exams** |
| The student is not allowed to be absent more than (15%) of the total hours prescribed for the course, which equates to six lectures days (M, W) and seven lectures (S,T,R). If the student misses more than (15%) of the total hours prescribed for the course without a satisfactory excuse accepted by the dean of the faculty, s/he will be prohibited from taking the final exam and the grade in that course is considered (zero), but if the absence is due to illness or a compulsive excuse accepted by the dean of the college, then withdrawal grade will be recorded. | **Attendance** |
| Philadelphia University pays special attention to the issue of academic integrity, and the penalties stipulated in the university's instructions are applied to those who are proven to have committed an act that violates academic integrity, such as: cheating, plagiarism (academic theft), collusion, and violating intellectual property rights. | **Academic Honesty** |

**Program Learning Outcomes to be Assessed in this Course**

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| **Target Performance level** | **Assessment Method** | **Course Title** | **Learning Outcome** | **Number** |
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**Description of Program Learning Outcome Assessment Method**

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| **Detailed Description of Assessment** | **Number** |
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**Assessment Rubric of the Program Learning Outcome**

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