## Course Syllabus

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| Course Title: American Lit. **Level: Fourth year**  **Prerequisite: ----** | Module Code: 120464 **Credit Hours: 3**  **Lecture Time: 8**-9 |

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| Lecturer's Name: Dr. Mohammad Aljayyousi **Rank:** Ass. Professor  **Office Number:** 406  **Office Hours:** Sun, Tue, Thu: 11-12  **Phone:** 4799000  E-mail: [mohammad.aljayyousi@gmail.com](mailto:mohammad.aljayyousi@gmail.com) |

Course Coordinator: Prof. Mohammad Asfour

**Course Description:**

Students will have been acquainted with both many literary terms and techniques, and with some earlier American works and figures. Now this course follows us any previous notions with modern American works and developments, mostly from the twentieth century. The student will be sure to notice many of the modern symptoms in the modern works, less certainty and more urgent search for alternative ways. As in the earlier course, some novels, poems, plays and short stories will be selected, read and discussed. It will transpire that the non-whites have become much more active and outspoken.

**Aims:**

**This course aims to:**

* Acquaint the student with the variety of American literature.
* Improve his/her command of the literary terminology and to generally develop his/her command of English.
* Enable the student to approach texts with a critical mind.

**Teaching Methods:**

During the first week, the student will get some general glimpse of the syllabus. By about this time, the instructor will give the title of the first obligatory essay, and the date it is due. Another essay will be required to be submitted right after the second term exam. Presentations will be encouraged, and general discussions will be based on such presentations. A rough distribution of time allotted to all the above activities is as follows:

30 classes of about 48: conventional lectures

18 classes for presentations with discussion; and a general discussion of essays.

**Contribution to Program Learning Outcomes:**

A2, A3; B1; C1, C4, , C7; D1

Intended Learning Outcomes:

1. Knowledge & Understanding:

At the end of this course, students will be able to:

* Read and comprehend a novel, a poem, or a play.
* Analyze and appreciate a work-of-art
* Have a fuller perspective of American literature.

1. Intellectual Skills (Thinking & Analysis):

At the end of this course, students will be:

* Better able to respond to complex works of art
* Better analyze the three genres of literature.
* Of more mature and critical mind.

1. Communicative Skills (Personal and Academic)

At the end of this course, students will be:

* Able to communicate well about a work of art.
* Better equipped to discuss things in a complex approach.
* More able to address others in good English.

1. Practical and Subject Specific Skills (Transferable Skills)

At the end of this course, a student will be:

* More understanding of fellow human beings
* More equipped to influence people and talk in English well and effectively.
* More capable of marketing his/ her talents in a future career requiring good English and a mature mind.

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| Modes of Assessment | Score | Date |
| First Exam | 20 | 29/3 – 5/4/2018 |
| Second Exam | 20 | 2 /5 - 10/5/2018 |
| Assignments / Quizzes / Tutorials, Reports,  Research Projects, Presentations | 20 |  |
| Final Exam | 40 | 6/6 – 14/6/2018 |
| 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.

\* 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).

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

Publications in all forms require permission from the copyright owner in advance. You are not allowed to reproduce, store in a retrieval system, or transmit, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the publisher or a license from the Copyright Licensing Agency Limited. (www.cla.co.uk).

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.

**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 may 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 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 will be considered to have withdrawn from the course.

**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 an 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.

**Course Components:**

**Textbooks:**

Miller, James, et al. *The United States in Literature* (Scott Foresman, Illinois, 1989)

**Handout compiled by instructor**

**Support Materials**

Franklin, Wayne, et al, etc. *The Norton Anthology of American Literature*, Vol. A and B.

W.W. Norton, 2007

ISBN-10: 0393929930; ISBN-13: 978-0393929935

Skipp, Francis E. (1992). *American Literature (Barron's Ez-101 Study Keys)* . Barron.

ISBN-10: 0812046943

ISBN-13: 978-0812046946

* 1. **Supplementary Readings**

Hart, J., and Leininger. The Oxford Companion to American Literature

Oxford University Press, USA (1995)

ISBN-10: 0195065484

ISBN-13: 978-0195065480

**- *Journals***

***American Literature*: journal published by Duke University Press; quarterly.**

# Documentation Style (with illustrative examples)

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

The APA citation style illustrated below refers to the rules and conventions applied by the American Psychological Association for documenting sources used by researchers in their writing. It necessitates using both in-text and a reference list. It is widely used in psychology, education, business and the social sciences.

The information below is taken from Lipson’s (2011) guide book to citation styles.

Lipson, C*. Cite right*: *A quick guide to citation styles: MLA, APA, Chicago, the sciences, professions and more*. (2011). Chicago: University of Chicago Press. pp. 75-84.