|  |  |  |
| --- | --- | --- |
| **Approval date:**  |  | **Philadelphia University** |
| **Issue:** | **Faculty: Arts** |
| **Credit hours** | **Department: English Department** |
| **Bachelor**  | **Course Syllabus** | **Academic year:**2022-23 |

**Course information**

|  |  |  |
| --- | --- | --- |
| **Prerequisite**  | **Course title** | **Course#** |
|  | **Literary Text Analysis** | **120486** |
| **Room #** | **Class time** | **Course type** |
| **407** | **12:45-2:15** | [ ]  University Requirement [ ]  Faculty Requirement [ ]  Major Requirement [x]  Elective [ ]  Compulsory |

**Instructor Information**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **E-mail** | **Office Hours** | **Phone No.** | **Office No.** | **Name** |
| **mjayyousi@philadelphia.edu.jo** | **TBD** | **2351** |  | **Dr. Mohammad Aljayyousi** |

**Course Delivery Method**

|  |
| --- |
| **Course Delivery Method** |
| [x]  **Physical** [ ]  **Online** [ ]  **Blended** |
| **Learning Model** |
| **Physical** | **Asynchronous** | **Synchronous** | **Precentage**  |
| **100%** |  |  |

**Course Description**

**In this course, students will develop the skill of close reading and analyze a number of literary texts, chosen from both modern British and American works. Specific questions will be posed before and after the text is taken up for analysis and such questions may require some research outside the text. The most important ideas of the text will be identified. It will be noted that a text is always open to a diversity of approaches. Some critical theories will be reviewed and applied to the text under study. In all cases, the purpose will develop students' critical judgment.**

**Course Learning Outcomes**

|  |  |  |
| --- | --- | --- |
| **Corresponding Program outcomes**  | **Outcomes** | **Number** |
| **Knowledge**  |
|  | Introduce students to more complex literary texts and their different genres, movements and historical contexts. | **K1** |
|  | Understand how the social, economic, cultural and political contexts affect literature. | **K2** |
|  |  | **K3** |
|  |  | **K4** |
| **Skills**  |
| Analyze literary texts in English, distinguish literary genres and eras, and read texts through their historical context | Analyze different literary texts employing different critical theories. | **S1** |
| Learn about literary theories and master their use in critical and intellectual analysis. | Develop students’ high- order reading skills, learning to read closely and attentively, to pay attention to detail, and to grasp the larger argument of a text. | **S2** |
| Develop critical and analytical thought gained from analyzing literary texts in the English language. | Develop the students’ ability to think critically and independently, to understand and analyze the arguments of others and to argue persuasively themselves. | **S3** |
| Use English to communicate fluently, and master the four basic skills: reading, writing, listening and speaking. | Write grammatical well- structured essays supporting the writing with textual evidence.  | **S4** |
| 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 cultural differences and its influence on cultural and literary production. | **C1** |
|  |  | **C2** |
|  |  | **C3** |

**Learning Resources**

|  |  |
| --- | --- |
| Shakespeare, William. *Hamlet*. Beirut: York Press, 2006.Lee, Harper. *To Kill a Mocking Bird*. Beirut: York Press, 2003. | Course textbook |
| The  | Supporting References |
|  | Supporting websites  |
| [x] **Classroom** [ ]  **laboratory** [ ] **Learning platform** [ ] **Other**  | Teaching Environment  |

**Meetings and subjects timetable**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Material**  | **Tasks**  | **Learning Methods** | **Topic** | **Week** |
| ***Harper Lee’s To Kill a Mockingbird*** |  | Lecture | Fiction | **1** |
| ***Harper Lee’s To Kill a Mockingbird*** |  | Lecture |  | **2** |
| ***To Kill a Mockingbird*** | presentation | Lecture |  | **3** |
| ***To Kill a Mockingbird*** | presentation | Lecture |  | **4** |
| ***To Kill a Mockingbird*** | presentation | Flipped class+collaborative learning+project -based learning  |  | **5** |
| ***To Kill a Mockingbird*** | PresentationAssignment | Flipped class+collaborative learning+project -based learning  |  | **6** |
| ***To Kill a Mockingbird*** | Presentationvideo | Flipped class+collaborative learning+project -based learning  |  | **7** |
| ***To Kill a Mockingbird*** | PresentationQuiz | Flipped class+collaborative learning+project -based learning  |  | **8** |
| **Shakespeare’s** ***Hamlet*** | presentation | Lecture | **Drama** | **9** |
| ***Hamlet*** | presentation | Lecture |  | **10** |
| ***Hamlet*** | presentation | Lecture |  | **11** |
| ***Hamlet*** | PresentationAssignment | Flipped class+collaborative learning+project -based learning  |  | **12** |
| ***Hamlet*** | presentation | Flipped class+collaborative learning+project -based learning  |  | **13** |
| ***Hamlet*** | Presentationvideo | Flipped class+collaborative learning+project -based learning  |  | **14** |
| ***Hamlet*** | presentation | Flipped class+collaborative learning+project -based learning  |  | **15** |
|  |  |  | **Final Exam** | **16** |

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

**Course Contributing to Learner Skill Development**

|  |
| --- |
| Using Technology  |
| Using the Moodle, YouTube, Different websites |
| Communication skills  |
| Presentations about different topics and having discussions about varied subjects |
| Application of concepts learnt |
| Using new concepts in discussions and writing essays |

**Assessment Methods and Grade Distribution**

|  |  |  |  |
| --- | --- | --- | --- |
| **Link to Course Outcomes** | **Assessment Time****(Week No.)** | **Grade Weight** | **Assessment Methods** |
|  |  | **30 %** | **Mid Term Exam** |
|  |  | **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**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Method\*\***  | **Learning Method\*** | **Learning Outcomes** | **Number**  |
|  **Knowledge** |
| Quizzes/ Presentations/Mid and final exams | Lectures/ flipped class/collaborative learning/ project-based learning | Introduce students to more complex literary texts and their different genres, movements and historical contexts | **K1** |
| Quizzes and assignments/ Presentations/Mid and final exams | Lectures/ flipped class/collaborative learning/ project-based learning | Understand how the social, economic, cultural and political contexts affect literature. | **K2** |
|  |  |  | **K3** |
|  **Skills**  |
| Quizzes and assignments/ Presentations/Mid and final exams | Lectures/ flipped class/collaborative learning/ project-based learning | Analyze different literary texts employing different critical theories. | **S1** |
| Quizzes and assignments/ Presentations/Mid and final exams | Lectures/ flipped class/collaborative learning/ project-based learning | Develop students’ high- order reading skills, learning to read closely and attentively, to pay attention to detail, and to grasp the larger argument of a text. | **S2** |
| Quizzes and assignments/ Presentations/Mid and final exams | Lectures/ flipped class/collaborative learning/ project-based learning | Develop the students’ ability to think critically and independently, to understand and analyze the arguments of others and to argue persuasively themselves. | **S3** |
| Quizzes and assignments/ Presentations/Mid and final exams | Lectures/ flipped class/collaborative learning/ project-based learning | Write grammatical well- structured essays supporting the writing with textual evidence.  | **S4** |
|  **Competencies** |
|  |  | Appreciate cultural differences and its influence on cultural and literary production. | **C1** |
|  |  |  | **C2** |
|  |  |  | **C3** |

\* 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**

|  |  |
| --- | --- |
|  **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**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Target Performance level** | **Assessment Method**  | **Course Title** | **Learning Outcome**  | **Number**  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Description of Program Learning Outcome Assessment Method**

|  |  |
| --- | --- |
| **Detailed Description of Assessment** | **Number** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Assessment Rubric of the Program Learning Outcome**

|  |
| --- |
|  |