



Philadelphia University

Faculty of Arts

Department of English

First Semester 2018/2019

Course Syllabus

Module Title: Learning Language through Literature. Level: 1st. Year Pre-requisite (s): 130102	Module Code: 120121 Credit Hours: 3 Lecture Time: 12:45 – 2:00
Lecturer's Name: Dr. Mohammad Aljayyousi Rank: Assist. Prof. Office Number: Office Hours: Sun, Tue, Thu 2-3 Mon, Wed 1-2 Phone: (06)479-9000 E-mail: mohammad.aljayyousi@gmail.com	

Module Coordinator: Dr. Areen Khalifeh

For these poets the point of creating a new language, therefore, seems to be that it enables them to say not only things that can be said in Standard English, but in a different way, but also things that cannot be said in Standard English at all – though they can be understood only by someone who understands Standard English.

J. P. Thorne

Module Description:

This is a freshman course which offers an introduction to English language through the medium of literature in English. It will enable students to perceive language through the prism of literature, which is a rich source and resource of linguistic and critical concepts.

Aims (Module Purpose/Objectives):

This course is foundational and aims to develop the necessary linguistic and literary competence that will prepare students for further studies in linguistics and literature. It goes without saying that language competence is required before a literary text can be read



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whether in breadth or in depth. Therefore, language difficulty has to be considered and addressed because access is restricted and limited if students cannot attain a basic level of comprehension (reading skills and vocabulary). Moreover, students need to be provided with tools to open up a text to overcome some of the linguistic or cultural barriers in it. Teaching language through literature will allow students to understand and appreciate cultures and ideologies different from their own. It will also introduce students to the more subtle and varied creative uses of the English language. In addition, it will enable student to engage with texts in a way that will impart a sense of pleasure in reading and a deep satisfaction in a continuing growth of understanding, which students can carry with them beyond the walls of their classroom.

The course will focus on both language and literature where students read and engage with pieces of English literature representing various literary genres written by canonical writers.

Teaching Methods:

Teaching methods will focus on a wide variety of student-centered activities. They will include discussions, debates, role play, improvisation, presentations, and pair and group work to stimulate students' desire to read, provide them with skills and tools to engage with a wide variety of texts, and to encourage their oral and written response. There will be an ongoing assessment to monitor and measure students' progress; however, students will do one major project and will take two tests and a final exam.

Contribution to Program Learning Outcomes:

A2, A3, B5, C2, D3

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

Upon completing this module students should be able:

a. Knowledge & Understanding:

- To appreciate and respond critically to various literary genres through integrated activities
- To explore the value of literature in the English language curriculum.
- To read and comprehend different texts
- To pay more attention to the way language is used

b. Cognitive Skills (Thinking & Analysis):



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- To demonstrate awareness of the scope and variety of works in the arts and humanities.
- To understand those works as expressions of individual and human values within a historical and social context.
- To develop an appreciation for the aesthetic principles that guide or govern the humanities and arts.
- To evaluate the reading subject matter and views and suggest other endings and modifications for the texts

c. Communicative Skills (Personal and Academic):

- To speak fluently and address others in good English.
- To write more effectively about various literary topics.
- To respond critically to works in the arts and humanities.
- To communicate well about literature and people;
- To be better equipped to discuss things in a complex approach

d. Practical and Subject Specific Skills (Transferable Skills):

- To use a wide variety of approaches to negotiate interesting issues;
- To communicate effectively complex ideas orally and in writing, using the appropriate academic genre;
- To listen effectively to lectures and take adequate, well-organized notes on both oral and written texts;
- To develop critical thinking in reading and writing;
- To work effectively with and for others, show ability to work credibly with English in real life situations, and display personal responsibility for learning.

Modes of Assessment	Score	Date
First Exam	20	16-24/11
Second Exam	20	21/12-2/1
Assignments / Seminars / Projects / Quizzes / Tutorials ,Reports, Research Projects, Presentations	20	
Final Exam	40	28/1-5/2
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. It goes without saying that students should avoid merely rehashing ideas discussed in class but use them to advance their arguments.



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a. 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 ed.) *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 or 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).



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For more about MLA Style for Citing Print and Web Sources, see:

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

b. Guidelines for Typewritten Work

All of your work must be typed and should follow these MLA formatting guidelines:

- Double-spaced, including identifying information
- Times New Roman 12-point font
- 1-inch margins on all four sides
- Title is centered and not printed in bold
- Stapled in upper-left corner and thoroughly proofread for spelling and grammatical errors
- Last name and page number in upper-right heading of each page, including the first page
- Double-spaced identifying information in upper-left corner of first page.

*Please note that work not adhering to these guidelines will be returned unread and ungraded.

c. 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).

Any cheating or plagiarism will result in disciplinary action to be determined by the instructor based on the severity and nature of the offense.

d. Plagiarism

Plagiarism is a serious academic offense that is illegal and unethical and will result in your failing the course. "Plagiarism" means stealing words and/or ideas and passing them off as your own. This includes ideas you read (in books, journals, on the internet...), but also getting someone to write your essays for you or to substantially edit them.

Course Outline

Week	Material to be covered	Homework/Reports and their due dates
(1)	Introduction	
(2)	Poetry: "The Eagle, "Hawk Roosting," "The Road Not Taken"	
(3)	Poetry: "If," "J.	



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	Alfred Prufrock, ”	
(4)	Poetry: “The Wall”	
(5)	Poetry: “Birches”	
1ST EXAMINATION		
(6)	Fiction: Selection from Defoe's <i>Robinson Crusoe</i>	
(7)	Fiction: Selection from Brontë's <i>Wuthering Heights</i>	
(8)	Fiction: Selection from Twain's <i>The Adventures of Tom Sawyer</i>	
(9)	Non-Fiction: Selection from Said's <i>Out of Place</i>	
(10)	Short Story: Maugham's "The Luncheon"	
SECOND EXAMINATION		
(11)	"The Luncheon"	
(12)	Drama: Fletcher's <i>Sorry, Wrong Number</i>	
(13)	Drama: <i>Sorry, Wrong Number</i>	
(14)	Revision	
FINAL EXAM		

Expected Workload:

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

Attendance

Attendance is required and the presence of each student matters. You need to be in class, on time, prepared, every time we meet. This matters for your own learning as well as for the contributions you can make to the learning of others. For those unavoidable times when you are sick or otherwise unable to come to class, the attendance policy allows some absences without penalty. It is always considerate to notify your instructor by email about an absence. If you miss class, it is *your* responsibility to find out what you missed and to make up any work as required.



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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.

Participation

Just attending class and turning in your work on time are not enough. I expect you to read the assigned material and engage with course readings and each other, to respond to questions in class and to share ideas with peers. You should always come to class having completed all assignments, reading or writing. In other words, you need to come to each class meeting prepared to be an active participant. Participation in class will provide you with opportunities to practice your English and improve your reading, listening, and speaking skills. Speaking up during class is easier for some than others. I can help out if you don't know how to enter the conversation— contact me, and we will find a way to tackle the issue.

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. Excessive or habitual tardiness may be counted as an absence.
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. Make-up exams will be offered for valid reasons only with the consent of the Dean

Course Components:

Selections compiled by the Instructor

Supplementary Readings:

Simpson, Paul. *Language through Literature: An Introduction*. London: Routledge, 1996.

Ronald, Carter and Michael N. Long. *The Web of Words: Exploring Literature through Language*. Cambridge: Cambridge U P, 1987.

-----, *Teaching Literature*: New York: Longman, 1991.

- **Journals**

- <http://journals.cambridge.org/action/displayJournal?jid=ELL>
- <http://www.dundee.ac.uk/english/english/english.htm>
- <http://www.library.uni.edu/instruction/ejenglish.shtml>



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- Websites

- http://www.writersdigest.com/articles/kress_opening.asp
- http://en.wikipedia.org/wiki/Hills_Like_White_Elephants
- <http://www.netwood.net/~kosenko/jackson.html>
- <http://www.bookrags.com/studyguide-livedunderground/>
- <http://www.poetry-archive.com/w/lucy.html>
- <http://hrsbstaff.ednet.ns.ca/engramja/elements.html>