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**Project Title:** Modernization of Teaching Methodologies in Higher Education: Eu Experience For Jordan And Palestinian Territory

**Project acronym:** METHODS

**Project Number:** 561940-EPP-1-2015-1-JO-EPPKA2-CBHE-JP

**Funding scheme:** Erasmus+ Programme (Capacity-Building projects in the field of Higher Education (E+CBHE))

**Start date of the project:** 15/10/2015                      **Duration:** 42 months

<b>Deliverable title</b>	<b>Course Outline</b>
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<b>Organisation name(s)</b>	<b>An-Najah National University</b>
<b>WP Number</b>	<b>5</b>
<b>WP Leader</b>	<b>Birzeit University</b>

**Project co-ordinator name, title and organisation:**

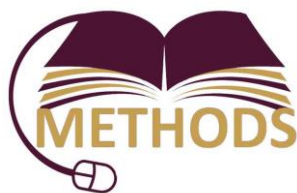
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## An-Najah National University

### Faculty of Humanities

### The English Department

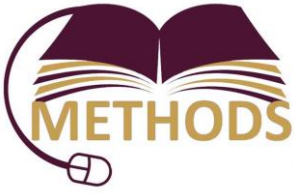
<b>Course title/code</b>	Survey of British Literature	10306226
<b>Instructor /office</b>	Dr. Abdel Karim Daragmeh	adaragmeh@najah.edu
<b>Semester- Year</b>	Fall 2017	
<b>Compulsory/Elective</b>	3rd year compulsory	
<b>Prerequisites</b>	Poetry 10306226	

<b>Course Description</b>	<p>This course surveys British literature from the eighteenth century to the modern era. The work selections represent the various genres, trends, and movements that dominated the literary scene over this extended period of time. The class discussions will relate the assigned texts to political and social history, so that the works can be read in a more meaningful context. Assignments and exercises will help students develop ideas useful for drafting their class papers. We will also learn new literary terminologies and apply them to the selections.</p> <p>The course uses the problem-based learning strategy to provide learners with self-directed learning opportunities; there are six problem scenarios - two on each historical period - which will help develop learners' critical thinking, team work and soft skills. The course also provides Moodle content, activities and forums to support the face-to-face class discussions. Students are responsible for keeping track of the due dates for the Moodle deliverables and the problem scenario presentations. Check the course Calendar below for deliverables due dates.</p>
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<b>Generic Competences*</b>	<ul style="list-style-type: none"><li>• <i>Writing short analysis essay (500 words) supported with specific textual evidence</i></li><li>• <i>Producing long comparison essays (1000 words) to show continuities or breaks across literary movements.</i></li><li>• <i>Using literary terminology accurately and in the right context.</i></li><li>• <i>Perform structural periodic (synchronic) analysis for each literary period.</i></li></ul>
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**DISCLAIMER:** This project has been funded with support from the European Commission. This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



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	<ul style="list-style-type: none"><li>• <i>Assessing cultural trends in relation to period and context.</i></li></ul>
<b>Specific Competences (SCs)</b>	<ul style="list-style-type: none"><li>• Demonstrate knowledge of 19<sup>th</sup> and 20<sup>th</sup> century literary trends</li><li>• Link literary concerns to the cultural and historical conditions at the time</li><li>• Identify the role of the artist and intellectual in the four selected periods</li><li>• Trace breaks and continuities in the four periods</li><li>• Compare/contrast two movements over one cultural, historical, or literary issue</li></ul> <p>Demonstrate understanding of the movement towards science and secularism in the British Society</p>

- These competences related also to the project Methods

	Course contents	SC1	SC2	SC3	SC4
1		x			
2		x			
3			x		
4					x
5		x			
6		X			
7					X
8		X			
9			X		

## Course Schedule

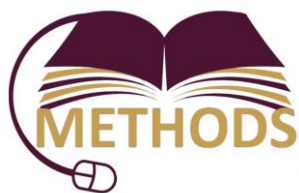
\* PBL, MOOC, Inverted Classroom should be introduced within activity description

WEEK/S	CHAPTER	FACE-TO-FACE	HOURS	SELFSTUDY	HOURS
1-2	The Romantic Movement	William Blake: From <u>Songs of Innocence and Experience</u> Robert Burns: "The Red Rose," "To a Mouse"	3	Background Reading 1-18 Students will (1) identify and present the major features which characterize Romantic poetry (2) Use definitions of idealism in the assigned readings to discuss Robert Burn's call to preserve nature and not to even hurt its weakest elements.	6
3	Religious reform	William Wordsworth: "Ode: Intimations of Immortality"	3	Student team will (1) present findings on <a href="#">Problem scenario 1</a> (2) Students will complete polls and forums on the Moodle	6

				on Idealism and the role of human imagination.	
4-5	The function of art in the Romantic movement	S. Coleridge: "Kubla Khan" Percy Shelly: "Ode to the West Wind"	6	Student teams will (1) present findings on problem scenario 2 (2) Complete forum on of human imagination in the Romantic school.	6
6	Optimism and universal truths	Wrap up romantic optimism and belief in universal truths.	3	Students will ( 1) Do the assigned readings from Supernatural Naturalism (2) Complete forum on the role of art in the Romantic school.	3
7-8	The Victorian Age Victorian class dynamics The faith crisis	Alfred Tennyson: "The Lady of shallot," "Ulysses" Mathew Arnold: "Dover Beach"	3	891-910 (1) Read the assigned materials and respond to the Background (2) Read selections from Arnold's Culture and Anarchy (3) Students will present findings on problem scenario 3	6
9-10	Reading Victorian fiction		6	(1) Read assigned chapters from G. Eliot <u>Scenes of Clerical Life</u>	
11	The middle class model and the rise of democracy		3	(1) Students will present their findings on problem scenario 4 on middle class importance for sustaining democracy	

12	The Twentieth Century Background 1683-1692	Characteristics of modern life style and the thematic and technical features of modernism	3	(1) Reading assigned background on modernism. (2) Complete Moodle forums.	3
13	Reading modern fiction	Compare characteristics of Victorian well-structured realistic fiction with modern fragmented texts.	3	(1) Watch and summarize video on introduction to modernism	3
14	James Joyce	"Eveline"	3	(1) Watch the video on Eveline (2) Student will present findings on problem scenario 5	6
15	T.S. Eliot	"Hollow Men"	3	(1) Watch the video on Eliot (2) Problem Scenario 6	6
16	Comparisons of Three periods	Comparison matrix Final Exam	3		

<b>Textbook and References</b>	The Norton Anthology of English Literature, vol. 8	
<b>Overall Assessment Criteria</b>	<b>Method</b>	<b>Weight [%]</b>
	Problems description, evidence, and solution scenarios	30%
	Midterm	30%
	Final Exam	40%



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## Tools and Criteria for the evaluation

### Rubric for problem scenario grading

Exceed expectatio	meet	Fail short	Not applicabile	Student Name: _____
Organization				
				Includes introduction, body, summary, and conclusion.
				Organizes content logically and sequentially.
				Accurately uses and defines relevant terminologies.
				Presents details which show depth of understanding.
				Presents and correctly interprets historical data relevant to the causes or consequences of the problem.
				Presents minimum 2 main solution scenarios which the writers have mapped or failed to map.
				Cites/Acknowledges sources appropriately

Midterm and final exams will be essay based and will measure essay writing **skills** , **particularly:**

- **accurate use terminology,**
- **clear and accurate definitions,**
- **provide relevant textual evidence,**

**Tie cultural and intellectual phenomena to historical context.**