

The University of Jordan

Faculty: Foreign Languages **Department:** English Language and Literature
Semester: Spring **Academic Year:** 2015- 2016
Course Name: American Literature till 1800
(Course Number): 2201234

Credit hours	3	Level	2nd year students	Prerequisite	none
Coordinator/ Lecturer	Dr. Hala Abu- Talib/ Rasha Al- Ahmad	Office number	-	Office phone	24806
Course website		E-mail	r.alahmad @ju.edu.jo	Place	Faculty of Foreign Languages

Office hours					
Day/Time	Sunday	Monday	Tuesday	Wednesday	Thursday
		11- 12.30		11- 12.30	

Course Description

As a survey course, this is essentially an overview of the American literary canon from the beginnings to the end of the Eighteenth century. Emphasis is to be placed on major texts and authors representing the various literary and intellectual trends and movements in the Colonial, and Federal periods, such as promotional literature, Puritanism, Deism, and persuasive literature. Special attention is to be given to prominent historical events to determine their influence on the literature of the period.

Learning Objectives

The aim of this course is to

1. acquaint students with the major events, texts, and names that constitute American literature before the beginning of the nineteenth century
2. familiarize students with the major schools of thought that affect the literary production of the said period
3. enable students to think critically about texts, themes, and issues which compose the canon in point

Intended Learning Outcomes (ILOs):

Successful completion of the course should lead to the following outcomes:

A. Knowledge and Understanding: Student is expected to

- understand the authors and their representative texts,
- understand the philosophies and schools of thought prevalent in the period the course covers,
- comprehend the literary history of the period, and
- comprehend how both the intellectual climate and social milieu affect literary texts.

B. Intellectual Analytical and Cognitive Skills: Student is expected to

- Analyze a literary text from the point of view of theme, plot, and characterization,
- Structure ideas and arguments, both orally and in writing, in a sustained and logical fashion, and support them with relevant examples,
- Differentiate between opinions, intentions, and facts, and
- Detect and recognize the style and range of the language used depending upon the social and cultural context in which it is used.

C. Subject- Specific Skills: Students is expected to

D. Transferable Key Skills: Students is expected to

- Note significant details in literary texts,
- Cite evidence to prove a point,
- Compare and contrast literary texts,
- Read for enjoyment, and
- Expand their vocabulary.

Teaching/Learning Methods

Teaching Method	ILO/s
Lectures and Discussions:	1
Homework and Assignments:	2
Projects:	3
Presentation	4

Course Contents

Content	Reference	Week	ILO/s
The Literature of The New World	Their book	Week 1 + 2	1,2
Native American Narratives + selections from <i>The Norton Anthology</i> (pp.23-27)	Their book	Week 2	1,2
Bartolome De Las Casas (<i>The Norton Anthology</i>)	Their book	Week 3	1
Christopher Columbus	Their book	Week 3 + 4	1
Cabeza De Vaca	Their book	Week 4	
Powhatan John Smith	Their book	Week 5	1,4
The Literature of Colonial America	Their book	Week 6	1
Bradford; <i>Of Plymouth Plantation</i>	Their book	Week 7	
Anne Bradstreet "To My Dear and Loving Husband" "Upon the Burning of Our House" "The Flesh and the Spirit"	Their book	Week 7 + 8	1
Witchcraft Trials Cotton Mather Anne Hutchinson's Trial	Their book	Week 8 + 9	1
Mid-Term Exams		Mid-Term Exam	
Mary Rowlandson (selections)	Their book	Week 9 + 10	1,4
Jonathan Edwards	Their book	Week 11	1
Benjamin Franklin (Selections)	Their book	Week 11+12	1
Cultural Portfolio "The Noble Savage"	Their book	Week 13	1
Phillis Wheatley	Their book	Week 13	1
The Literature of the New Republic	Their book	Week 13	1
Thomas Jefferson	Their book	Week 14	1
Thomas Paine	Their book	Week 14	1,2
Michel-Guillaume de Crevecoeur	Their book	Week 15	1,4
Oloudah Equiano (selections)	Their book	Week 15	1,4
Samuel Sewall	Their book	Week 16	1
Philip Freneau "Wild Honey Suckle" Revision	Their book	Week 16	1,4

Learning Methodology

Like other survey courses, this is a challenging, fast-pace course. There is a great deal to be covered in terms of historical dates, biographical data, individual texts, specific ideas,

and overall movements. The instructor, however, is to balance vertical and horizontal knowledge neatly. Speed is required, but deep analysis of issues is also required. 10-minute student presentations on major ideas, issues, definitions, and schools of thought are to be encouraged

Projects and Assignments:

10 grades: quiz

10 grades classwork (participation, presentation, assignments)

Evaluation

Evaluation	Point %	Date
Midterm Exam	30	25/3/2015
Participation, Assignments	10	Selected dates
(quiz)	10	15/4/2015
Final Exam	50	

Main Reference/s:

Donald McQuade, et. als., *The Harper American Literature*, 3rd ed. New York: Harper & Row, 1999.

Nina Baym & Jerome Klinkowitz, *The Norton Anthology of American Literature*, 5th ed. New York: W.W. Norton and Company, Inc., 1999.

References:

1. *An Outline of American Literature*. London: Longman, 1986
2. Hoprton, Rod. W. and Herbert W. Edwards. *Backgrounds of American Literary Thought*, 3rd ed. New Jersey: Prentice-Hall, INC., 1974
3. Hart, James D. *The Oxford Companion to American Literature*. New York: Oxford UP, 1956.
4. Blake, Nelson Manfred. *A History of American Life and Thought*, 2nd ed. New York: McGraw-Hill Book Company, 1972.

Internet Sources: (Literature)

1. <http://english-server.hss.cmu.edu/>
2. <http://web.syr.edu/~fjzwick/sites/lit.html>
3. <http://humanitas.ucsb.edu/>
4. <http://promo.net/pg>

Intended Grading Scale

0-39	F
45-49	D⁻
50-54	D
54-59	D⁺
60-64	C⁻
65-69	C
70-73	C⁺
74-76	B⁻
77-80	B
81-84	B⁺
85-89	A⁻
90-100	A

Notes:

- Concerns or complaints should be expressed in the first instance to the module lecturer; if no resolution is forthcoming, then the issue should be brought to the attention of the module coordinator (for multiple sections) who will take the concerns to the module representative meeting. Thereafter, problems are dealt with by the Department Chair and if still unresolved the Dean and then ultimately the Vice President. For final complaints, there will be a committee to review grading the final exam.
- For more details on University regulations please visit:
<http://www.ju.edu.jo/rules/index.htm>