**COURSE Syllabus**

**CourseName:Comparative Literature**

**Course Number: 01024133**

General Course Information:

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| Course title | Comparative Literature |
| Course number | 01024133 |
| Credit hours (theory, practical) | 3 credit hours, theoretical |
| Contact hours (theory, practical) | 12:00—14:00, theoretical |
| Prerequisites/corequisites | 01022131 |
| Academic Program | B.A. |
| Program code | 02 |
| Awarding institution | Isra University |
| Faculty | Arts |
| Department | English |
| Level of course | 4th year |
| Academic year /semester | 2019/2020 1st Semester |
| Awarded qualification | B.A |
| Other department(s) involved in teaching the course | NIL |
| Language of instruction | English |
| Date of production/revision | 8/10/2019 |

Course Coordinator:

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| **Coordinator's Name:**  **Office No.:**  **Office Phone:**  **Office Hours:**  **Email:** |

Other Instructors:

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| **Instructor’s Name: Sabbar S. Sultan**  **Office No.: 2306**  **Office Phone: 2416**  **Office Hours: Sun13:00-14:00;Mon 12-14;Tue 11-12;Wed 10-11;Thu 12-13**  **Email: Sabbar Al saadoon@iu.edu.jo** |

Course Description:

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| **This course presents a good introduction to comparative literature, its theories and development and the different approaches of study. Whenever possible, the course emphasizes the comparison of Arab writers with non-Arab writers.** |

Text Book: *Author(s), Title, Publisher, Edition, Year, Book website.*

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| 1. **Rene Wellek, *Comcepts of Criticism*, 1 st edition Ed.Stephen G. Nicholas (New Haven: Yale UP, 1963).** |

References: *Author(s), Title, Publisher, Edition, Year, Book website.*

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| Required book (s), assigned reading and audio-visuals:   1. **1. Aesop, The Complete Fables (Penguin Classics).London: Penguin, 1998.** 2. **2.** **ابن المقفع كليله ودمنه ترجمة منذر ا. يونس جامعة ييل 1989** |

Course Educational Objectives (CEOs):

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|  | **Graduates specialized in English language and literature equipped with linguistic and literary skills** |
|  | **Coping with the labor market and the knowledge variables** |
|  | **Enabling students to master technical writing in terms of for, research and creativity** |
|  | **Innovation and creativity in the field of English language** |
|  | **some practical examples of the process of comparative literature** |

Intended Learning Outcomes (ILO’s):

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|  | Intended Learning Outcomes (ILO’s) | **Relationship to CEOs** | **Contribution to PLOs** |
| **A** | **Knowledge and Understanding:** | | |
| A1 | Acquiring basic linguistic skills in English language | A1 | A |
| A2 | Grasping Knowledge fields in English language | A2 | E |
| A3 | Developing the different skills of communication | A3 | G |
| A4 |  |  |  |
| **B** | **Intellectual skills:** | | |
| B1 | Analyzing literary and linguistic texts | B 1 | I |
| B2 | The ability to adapt to the different environment and circumstances of work | B2 | F |
| B3 | Evaluating the different work environments and circumstances | B3 | B |
| **C** | **Subject specific skills:** | | |
| C1 | The ability to write scientific researches pertaining to English language and literature | C1 | 1 |
| C2 |  |  |  |
| C3 |  |  |  |
| C4 |  |  |  |
| C5 |  |  |  |
| **D** | **Transferable skills:** | | |
| D1 | Enhancing the skill of critical thinking | D1 | G |
| D2 | Acquiring technological skills in scientific research | D2 | E |
| D3 |  |  |  |

Topic Outline and Schedule:

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| **Topic** | **Weeks** | **Achieved ILOs** |
| Comparative literature, definition, nature and short history | 1 | A1 |
| The Crisis of comparative literature | 2 | A2 |
| Types of schools of comparative literature: | 3 | C1 |
| French School, its history and constraints | 4 | B3 |
| The Concept of Influence | 5 | B3 |
| The Concept of Reception | 6 | B2 |
| The Concept of Reception | 7 | C1 |
| Imitation and Borrowing | 8 | B3 |
| Positive and Passive Influence | 9 | D2 |
| Literary Schools and Genres | 10 | D1 |
| The Parallelism Theory | 11 | B2 |
| The Intertextual Theory | 12 | D1 |
| Aesop, The Complete Fables and Kaleela wa Dimna | 13 | B1 |
| Aesop, The Complete Fables and Kaleela wa Dimna | 14 | B1 |
| review | 15 |  |
| **Final exam** | 16 |  |

Teaching Methods and Assignments:

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| Development of ILOs is promoted through the following teaching and learning methods:   * Lectures |

Course Policies:

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| A- Attendance policies:  The maximum allowed absences is 15% of the lectures.  B- Absences from exams and handing in assignments on time:  First Exam and second exam can be retaken based on approval of excuse by the instructor's discretion.  Not handing assignment on time will incur penalties.  C- Academic Health and safety procedures  D- Honesty policy regarding cheating, plagiarism, and misbehaviour:  Cheating, plagiarism, misbehaviour will result in zero grade and further disciplinary actions may be taken.  E- Grading policy:   * All homework is to be posted online through the e-learning system. * Exams will be marked within 72 hours and the marked exam papers will be handed to the students.   F- Available university services that support achievement in the course: **Labs, Library.** |

Required equipment:

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Assessment Tools implemented in the course:

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| ☐ First Written Exam.  ☐ Second Written Exam.  ☐ Final Written Exam.  ☐ Quizzes.  ☐ Homework.  ☐ Integrative Projects.  ☐ Case Study.  ☐ Written Reports.  ☐ Participation in Lecture.  ☐ Practice in the Lab.  ☐ Illustrative Presentations.  ☐ Oral Exams.  ☐ Others (identify): |

Program Learning Outcome (PLOs):

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| Program Learning Outcomes describe what students are expected to know and be able to do by the time of graduation. These relate to the knowledge, skills, and behaviours that students acquire as they progress through the program. A graduate of the () program will demonstrate | |
|  | Adequate skills n language and literature |
|  | Acquiring a sense of the interrelatedness of literatures and arts worldwide |
|  | Recognizing the fact that creativity in literature is relative as seen through the acts of borrowing and emulating |
|  | The course makes students realize the underlying unity of communities and cultures all over the world irrespective of race or religion |
|  | Awareness of the ever-changing trends and movements in literature and art |
|  | Students recognize that literary and artistic products can gain their distinction, transcending political and ideological boundaries. Thus they cultivate a sense of modesty and open-mindedness |
|  | Students should be equipped with the tools and devices that enable them , with some effort ,to have their own contribution to the field |
|  | A sense of globalization informs the entire program of comparative literature which is eventually reflected on the graduates of the course |
|  | Students begin to assess and weigh the contribution of their homeland to this worldwide trend in literature |

Responsible Persons and their Signatures:

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| **Course**  **Coordinator** |  | **Completed Date** | 16/ 10 /2019 |
|  |  | **Signature** |  |

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| **Received by** (Department Head) |  | **Received Date** | / / |
|  |  | **Signature** |  |