

Zarqa University
Faculty: Arts
Department: English language and Literature/MA
Course title: Twentieth Century Literary Criticism



Instructor:
Lecture's time:
Semester:
Office Hours:

Course description:

The twentieth century may be considered the golden age of literary theory. Never in the history of literature has there been comparable surge of interest in literary criticism, both theoretical and practical. But the variable deluge of critical of writing has become so vast, and sometimes so abstruse, that an attempt at disentangling the truly seminal ideas is absolutely necessary. This course, therefore, is intended to deal with the most basic concepts and the main theoretical trends in recent Literary criticism in order to provide M.A. students with broad guidelines for further exploration of a field that is becoming increasingly demanding and highly specialized. Areas to be covered include: New Criticism, Myth Criticism, Structuralism, Deconstruction and Psychoanalysis. Whenever possible, theory should be tested by Application to actual literary texts.

Aims of the course: The module aims to.

1. To acquaint students with the main critical theories.
2. Develop a coherent context of the critical perspectives' speculations on the definition of literature, literary production and the purpose of literary writing.
3. Develop critical skills in close reading and analysis of texts.
4. Support their ability to make relation between the literary material and the social environment.

Intended Learning Outcomes: (ILOs)

A. Knowledge and Understanding

Students will be expected to:

1. articulate the broader ways in which literary theory applies to their own culture, global culture, and their own lives;
2. demonstrate through written work and in-class comments their ability to apply various theories to works of literature and aspects of contemporary culture

A1. Concepts and Theories:

1. Literary texts will be read from different perspectives: close reading, psychological, social, historical etc.

A2. Contemporary Trends, Problems and Research:

1. Aspects of different literary period will be explored to help the students to relate the text within its period.

A3. Professional Responsibility:

1. The discussion will help the students to recognize their ability to complete the literary subjects.

B. Subject-specific skills

1. To enable the students to form their personal attitudes regarding literary work.

B1. Problem solving skills:

1. It will enable the students to have confidence in forming their critical evaluation independently.

B2. Modeling and Design:

1. Students will deliver through series their presentation to enhance their critical and analytical faculties.

B3. Application of Methods and Tools:

1. Students will acquire the critical and analytical ability and the literary and formal tools which they can apply on the chosen texts in order to evaluate and interpret them in a properly academic way.

C. Critical-Thinking Skills:

1. Group discussion aims to improve student's skills in close reading to a variety of texts.

C1. Analytic skills:

1. Students will give individual presentations to increase their critical faculty.

C2. Strategic Thinking:

1. The theoretical and formal knowledge in this module will help students to provide coherent verbal and written analyses of the literary texts they read.

C3. Creative thinking and innovation:

1. Students will be advised as well as encouraged to share and trust in their subjective impressions of literary texts. The tutor will then utilize these subjective impressions in introducing academic critical thinking.
2. **General and Transferable Skills (other skills relevant to employability and personal development)**
3. Group discussion will help to link the information to a modern context

D1. Communication:

1. Individual and group activities will help students formulate coherent arguments in a professional manner and to articulate and communicate these arguments in written and verbal form.

D2. Teamwork and Leadership:

1. Students' will be assigned to perform presentations that will not only develop their verbal abilities, but will enhance their other skills like leadership and persuasive skills simultaneously

Course structures:

Week	Credit Hours	ILOs	Topics	Teaching Procedure	Assessment methods
One	3	A	Introductory Lecture	Seminar lectures-	Group discussions- individual presentation-written assignments and exams
Two		B-C1	Ferdinand De Saussure: <i>Course in General Linguistics</i> (1915).		
Three		D1- C1	T. S. Eliot		
Four		A- C1- B	I. A. Richards		
Five		B- C1	Northrop Frye: <i>Anatomy of Criticism</i> , 1957.		
Six		B- C1	<u>Russian Formalism</u> : Victor Shklovsky, <i>Art as Technique</i> (1917).		
Seven		B1- B3	<u>Post- structuralism</u>		
Eight		B1- C1	Roland Bathes The death of the author		
Nine		A	<u>Maxist Criticism</u>		
Ten		B- C1 B1- B3	Louis Althusser, <i>Ideology and the State</i> , 1969 . Terry Eagleton, <i>Criticism and Ideology</i> , 1976.		
Eleven		B- C1 B1- B3	<u>Reader -Response Criticism</u> : Wolfgang Iser, <i>The Reading Process</i> , 1974.		
Twelve		B- C1 B1- B3	<u>Feminist Criticism</u>		

Thirteen		C1- C3	Elaine Showalter, <i>Towards a Feminist Poetics</i> , 1979.		
Fourteen		B- B1	Presentation of term papers		
Fifteen			Presentation of term papers		

References:

A. Main Textbook:

1. Guerin L. Wilfred. *A Handbook of Critical Approaches to Literature*. New York: Oxford University Press, 2005.
2. Tyson, Lois. *Critical Theory Today: A User-Friendly Guide*. London: Garland Inc., 2006

B. Supplementary Textbook(s):

1. *Norton Anthology of English Literature*
2. *England in Literature*
3. Web resources

Assessment Methods:

Methods	Grade	Date
Mid Exam	30%	
Term Paper	30%	
Final	40%	