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**Department of English Language**

**College of Education/ Shaqlawa**

**University of Salahaddin**

**Subject: Literture Ages**

**Course Book – Second Year Students**

**Lecturer's name: Assistant Lecturer Aisha Khaled Omer**

**Academic Year/ First Course : 2022-2023**

**Course Book**

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| **1. Course name** | **Literature Ages** |
| **2. Lecturer in charge** | **Aisha Khaled Omer** |
| **3. Department/ College** | **College of Education/ Shaqlawa**  **English Department** |
| **4. Contact** | **e-mail:**  [**aisha.omer@su.edu.krd**](mailto:aisha.omer@su.edu.krd) |
| **5. Time (in hours) per week** | **4 hours per week**  **Sunday 11:30- 12:30**  **Monday 8:30- 10:30** |
| **6. Office hours** | **Monday 10:30- 12:30**  **Tuesday 10:30- 11-30** |
| **7. Course code** | **/** |
| **8. Teacher's academic profile** | **Aisha graduated in Salahaddin University College of Languages English department in (2007-2008). She has a master’s degree from Salahaddin University in Modern English Literature. Her academic research entitled Marginal Man's problems in the Third World Societies: A Post-Colonial Study of V.S.Naipaul's Selected Novels. Now she is an assistant lecturer with one year experience and teaching Literary and Linguistic Terms in Kurdish department Second year students and General English for University students in Arabic department in Salahaddin University College of Education/ Shaqlawa.** |
| **9. Keywords** | **/** |
| **10. Course overview:**  This course is designed for second grade students of English department. It gives students of English Department a general insight and artistic appreciation of English Literature. This course introduces students to the Ages of English Literature; it will focus on the literary works and production.in each specified Age of Literary Traditions.. Furthermore, in this course students are introduced to various literary artistic works whose knowledge will be useful for them in their courses of literature Ages. The purpose of the course is the improvement of students' abilities of literary analysis of different genres in different Ages.  **Dear Students**: The philosophy of this course shows that Knowledge is meant to be shareable. Indeed knowledge is constructed by students and Lecturers; thus, you have a great role and responsibility in this process. | |
| **11. Course objective:**  Upon completion of this course the students should be able to understand the main Ages of English Literature. Therefore, it prepares students to know how to find and develop ideas, and to describe the various literary Ages. The course will lead up students to apply different terms for analysing literary works and to explain key concepts of literary movements. | |
| **12. Student's obligation**  Students are required to present their written forms and discuss it with their peers in the groups, relate it to their world and present it in the class. They are responsible for their activities and progress. All the assignments should be delivered **on time**.  Attendance is required in this class and it is compulsory. If a student is absent for any reason, he/she should deliver his/her assignment to be read by one of his/her colleagues. | |
| **13. Forms of teaching**  In this course, the method of teaching includes teaching by using power point and at the same time with using the white board, discussion, role playing, mind maps, brainstorming strategy, team work and giving feedback. Students are responsible for presenting and discussing the material and debating where necessary. | |
| **14. Assessment scheme**  Students are evaluated according to a number of criteria listed as follows:  The (100) score will be divided into (40) for the term assessments and (60) for the final examination. The first 40 will be on one mid-term exam on (30), and the other (10) will be on the students’ tasks including weekly writings, quizzes and other activities. In addition to summative tests, there will be formative tests that do not contribute to the students’ final grade. This is to improve the students’ achievement and prepare them for summative exams. There are also extensive journal writings weekly apart from intensive writing exercises in class.  ‌ | |
| **15. Student learning outcome:**  It is well known that studying English Literature enhance learning English language. Studying English Language through literature raises the capacity for knowledge and innovation and nurture first class mentality. It improves the quality of the education system, increasing innovation and ensuring development. Therefore upon successful completion of this course, students will be able to communicate in English language, it enhances their ability to apply for academic training courses in order to raise the levels of their language. Graduate students create a cooperative community, for obtaining mutual respect and cooperation among all community members. | |
| **16. Course Reading List and References‌:**  **▪ Key references:**  *-The* Routledge History *of* Literature in English  **-English Literature Its History and Its Significance for the Life of the English Speaking World** by **William J. Long**  -Encyclopedia ofThemes in Literature byJennifer McClinton-Temple, Editor | |
| **17. The Topics:**  **The followings are the headlines of the lectures which are taught in the** First semester **2022-2023** | |
| Ice Breaking Activities  Ice Breaking activities create a warm, friendly, and comfortable learning environment for the students. Ice-breaker activities allow students to be more engaged and interested in the topic and to inject humour into course materials. | |
| Periods of English literature  1. Old English period (450-1350)  2. Middle English period (1350-1400)  3. Renaissance period ,Elizabethan period Shakespearean period (1400-1620)  4. Puritan period (1620-1660)  5. Restoration Age (1660-1700)  6.Neo Classic Age (Pre Romantic) (1700-1800)  7. Romantic period (1800-1850)  8. Victorian period (1837-1901)  9. Modern period (1901-1939) | |
| Parting Ways  We believe parting ways are essential for establishing academic closure (e.g., reviews of the material, post-tests of knowledge) as well as emotional closure (e.g., recognition, taking time to say good-bye). The very best parting way activities combine academic relevance, emotional closure, and make connections beyond the classroom. | |
| **18. Practical Topics (If there is any)** | |
| **19. Examinations:** | |
| **20. Extra notes:**  / | |
| **21. Peer review**    The contents of this course book are containing the basic elements and key words of Introduction to Literature for teaching undergraduate students. It is approved to be taught to the second grade in Salahaddin University/ college of Education. | |