اعتماد
NCAAA

T4

2020

Course Specifications

Course Title:	English Novel
Course Code:	ENG 331
Program:	Bachelor of Arts in English
Department:	Department of English Language & Literature
College:	College of Languages and Translation
Institution:	Imam Mohammad Ibn Saud Islamic University

Table of Contents

A. Course Identification

1. Credit hours:	3 Hours

2. Course type

a.   University ☐   College ☐   Department ■   Others ☐

b.   Required ■   Elective ☐

3. Level/year at which this course is offered:	Level 5 / Third year
4. Pre-requisites for this course (if any):	ENG 221, ENG 370
5. Co-requisites for this course (if any):	None

6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	36	75 %
2	Blended	12	25 %
3	E-learning		
4	Distance learning		
5	Other		

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	36
2	Laboratory/Studio	12
3	Tutorial	12
4	Others (Midterms, quizzes, classwork, practical application)	36
	Total	96

B. Course Objectives and Learning Outcomes

1. Course Description

This course introduces the student to the English novel written in the 18th and 19th centuries by focusing on two of the renowned novels while shedding light on the tremendous social, political, cultural and historical factors that had influenced writing novels in the 18th and 19th centuries. The first section is theoretical that is supposed to give students an overall description of the major factors that helped the rise of the novel in the 18th century and its development as a genre later on in the 19th century. In the second section, students will be able to apply and observe the theoretical aspect in the two assigned novels. On the completion of this course, students are supposed to be familiar with the features of the English novel within the context of the 18th and 19th centuries.

2. Course Main Objective

The main objective of this course is for students to gain knowledge of the basic features of the English novel in both the 18th and the 19th centuries in a range of social, cultural, political and historical contexts. This includes:

- Critically reading and analyzing two of the great works of fiction and the periods they represent.
- Articulating some compelling reasons why the 18th- and 19th-century English novel still attracts readers.
- Applying the theoretical strategies to 18th- and 19th-century English works of fiction.

3. Course Learning Outcomes

	CLOs	Aligned PLOs
1	**Knowledge and Understanding** *On completing this course, students will be able to:*	
1.1	List the genres in novel prominent during the 18th and 19th centuries	**K2**
1.2	Demonstrate knowledge of the diversity of the novel at the time with a focus on the terms, characteristics, techniques and structure of the novel	**K3**
1.3	Describe the major social, political, cultural, philosophical and historical reasons that led to the flourishing and development of the English novel in both the 18th and 19th centuries.	**K4**
2	**Skills** *On completing this course, students will be able to:*	
2.1	Analyse the studied novels considering their thematic, structural and aesthetic features.	**S2**
2.2	Interpret connections in the novels of the 18th and 19th centuries with the backgrounds of its composition: the historical, social, cultural, philosophical, economic, and political.	**S3**
2.3	Compare and contrast the genres of novel as well as the aspects of the studied novels such as characters, features, themes, style…etc.	**S5**
2.4	Compose effective literary arguments and opinions, orally and in writing, about concepts, conventions, and other related information covering the novels at hand.	**S5, S6**
3	**Values:** *On completing this course, students will be able to:*	
3.1	Show responsibility for self-learning to continue personal and academic development.	**V1**
3.2	Work individually and in groups in relation to the texts taught in class.	**V2**
3.3	Demonstrate ethical behavior in all personal and academic practices (ethical in testing practices, being honest, writing original assignments, and research papers…etc.)	**V3**

C. Course Content

No	List of Topics	Contact Hours
1	**Course Orientation, Assessment, References, and Textbooks**	3
2	**The English Novel:** Literary and Historical Background of the 18th and 19th centuries. An overview of the elements of fiction, setting, plot, theme, character, and point of view.	3
3	**Major Features of the 18th- and 19th-century English Novel:** Realism; Individualism; The Industrial Revolution; The Introduction of the Printing Press; women's social role; industrialization; travel; and changes in science and technology. **An Overview of 18th-century and 19th-century Novels:** Two novels will be chosen from the list below or other relevant texts may be recommended. Each	3

	will be analyzed in a range of contexts. Some recommendations: Jonathan Swift's *Gulliver's Travels* (1726), Samuel Richardson's *Pamela* (1740), Henry Fielding's *Joseph Andrews* (1742), Tobias Smollett's *Roderick Random* (1748), Charles Dickens's *Great Expectations* (1861) or *Hard Times* (1854), Jane Austen's *Pride and Prejudice* (1813) or *Sense and Sensibility* (1811), William Makepeace Thackeray's *Vanity Fair* (1847), Emily Brontë's *Wuthering Heights* (1847), Thomas Hardy's *The Mayor of Casterbridge* (1886), George Eliot's *Silas Marner* (1861).	
4	**Novel 1** A study of the major features of the novel: the setting, the point of, view, the style (with excerpts from the original text) *Quiz 1*	3
5	Major and Minor characters (with excerpts from the original text) *Tutorial: Writing Character Analyses*	3
6	A study of the plot and conflict (with excerpts from the original text)	3
7	A study of the major themes, imagery, allegory, and tone (with excerpts from the original text)	3
8	*Tutorial: Writing Literary Analyses* **Mid-Term Exam**	3
9	A study of the narrative technique (with excerpts from the original text)	3
10	***Novel 2** A study of the major symbols in the novel; setting; style; tone (with excerpts from the original text)	3
11	A study of the main characters (with excerpts from the original text)	3
12	A study of the minor characters (with excerpts from the original text) *Quiz 2*	3
13	A study of the major themes	3
14	A study of the plot, conflict and narrative technique	3
15	Revision and students' presentations	3
16	Revision and students' presentations	3
Total		48

**The second novel will be student-centered with guidance from the instructor*

D. Teaching and Assessment

1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	**Knowledge and Understanding**		
1.1	Identify the aspects of the major literary genres, poetry, drama and fiction.	- Lecturing - Online teaching - Presentations - Task-based sessions	- Conducting searches - Participation - Quizzes

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.2	Recall the basic literary terms, techniques and structures used in different literary texts (poems, plays or fiction) studied.	- mind-mapping - Collaborative and peer technique teaching	- Midterm & Final exams
2.0	**Skills**		
2.1	Interpret orally and in writing the literary texts of the different genres for denotative and connotative meaning, structure and development, and make connections between literal and figurative detail.	- Lecturing - Presentations - Online teaching - Tutorials - Responses to Literature - Classwork - Class discussions	- Dissecting literary commentaries & essays. - Participation summarizing editing - response reports - writing paragraphs - essay (long or short) - Midterm & Final exams
2.2	Compare and contrast the characteristics of each literary genre.		
2.3	Develop a general understanding of the historical and cultural contexts of the works.		
3.0	**Values**		
3.1	Show responsibility for self-learning and continue personal and academic development.	- Write papers - Learn to edit and criticize their own work - Self-learning exercises - Collaborative and peer technique teaching	- multimedia or presentation slides (individual or peer or group) - peer evaluations - self-evaluations - peer or group discussion - writing paragraphs - essay (long or short)
3.2	Demonstrate an ability to work independently, and in a team to analyze an assigned literary text.		
3.2	Demonstrate ethical behavior inside the organization in personal and academic practices and also through displaying an appreciation of different philosophical, social, and cultural contexts.		

2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Midterms- Choice to allocate either: One Midterm	7 or 8	30%
	Two Midterms	6 or 7 - 11 - 12	30% or 40%
2	Course Work as assigned by the convener/instructor (see **D1** Assessment methods).	Throughout the semester	30% or 20%
3	Final Exam	16 &17	40%
4	**Total**		**100%**

*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice:
• Instructors are available during their assigned office hours usually from two to four hours depending on their teaching loads.   • Instructors devote approximately ten minutes at the end of each lecture for receiving students' questions in relation to the latest lecture as well as the student's revision and self-study problems.   • Instructors are assigned one hour for student academic advising.   • Faculty emails are accessible for students.   • Online interaction between instructor and student is available using the university's official online platforms (e.g., Microsoft Teams, Blackboard Learn, Microsoft Kaizala).

F. Learning Resources and Facilities

1.Learning Resources

Required Textbooks	1. Agami, Muhammad. *An EFL Student Guide to Literary Analysis* 2. Barnet, Sylvan. William E. Burto and William E. Cain. *An Introduction to Literature*. Longman, 2010. 3. Mays, Kelly J. *The Norton Introduction to Literature:* Shorter Thirteenth Edition.W. W. Norton & Company, 2018.
Essential References Materials	1. Introduction to Literature by Stanislav Kolář (available online in PDF). 2. Barnard, Robert. *A Short History of English Literature*. Oxford: Blackwall Publishers Ltd., 1998. 3. Bennet, Andrew and Nicholas Royle. *An Introduction to Literature, Criticism and Theory.* London: Routledge, 2016. 4. Burgess, Anthony. *English Literature: A Survey for Students*. Essex: Longman, 1974. 5. Chris, Baldick. *Oxford Dictionary of Literary Terms.* Oxford, 2008 6. *Dictionary of Literary Terms*. Coles, 2003. 7. Everett, Barbara. *Poets in their Time: Essays on English Poetry from Donne to Larkin*. London: Faber and Faber. 1986. 8. Leech, Geoffrey N. *A Linguistic Guide to English Poetry*. Essex: Longman Group Limited, 1969. 9. Legouis, Emile et al. *A History of English Literature*. Letchworth: Aldine Press, 1967. 10. Lewis, C. S. *The Discarded Image.* Cambridge, Cambridge University Press, 2012. 11. Rees, R. J. *English Literature: An Introduction for Foreign Readers.* Macmillan: 1973. 12. Showalter, Elaine. *Teaching Literature*. Australia: Blackwell, 2003. 13. Tambling, Jeremy. *What is Literary Language?* Philadelphia: Open University Press, 1988. 14. Thornely, G. C. and Gwyneth Roberts. *An Outline of English Literature*. Longman, 2004.
Electronic Materials	https://janefriedman.com/best-literary-fiction-blogs-websites-2/ http://lithub.com/ http://www.everywritersresource.com/topliterarymagazines.html
Other Learning Materials	

2. Facilities Required

Item	Resources
Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)	Classrooms Main Library King Abdullah City Campus Library
Technology Resources (AV, data show, Smart Board, software, etc.)	The university's official cloud server cloud.imamu.edu.sa gives access to faculty and students to multiple **Microsoft Office 365** applications such as OneDrive, Teams, SharePoint, Kaizala …etc. • Blackboard • Cisco Webex • AV • Data show • E-podium • overhead projector • electronic whiteboard • Internet Access
Other Resources (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of teaching and assessment	Students	Direct
Teaching by the instructor or by the department	Peer Reviewer	Direct
Extent of achievement of course learning outcomes	Conveners / Coordinators	Direct / Indirect
Quality of learning resources	Faculty / Students	Direct / Indirect
Improvement of teaching	Program Leaders	Direct / Indirect
Standards of student achievement	Faculty	Direct

Evaluation areas (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)
Evaluators (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)
Assessment Methods (Direct, Indirect)

H. Specification Approval Data

Council / Committee	
Reference No.	
Date	