



المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)



Abdel

Course Specifications

Institution: Al-Imam Muhammad Ibn Saud Islamic University	Date: 07.10. 2019
College/Department: Department of English Language and Literature	

A. Course Identification and General Information

1. Course title and code: Novel - ENG 209			
2. Credit hours: 2 hours			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) BA in English language and Literature			
4. Name of faculty member responsible for the course ---			
5. Level/year at which this course is offered: Level 4 / 2nd Year			
6. Pre-requisites for this course (if any): ENG 207			
7. Co-requisites for this course (if any): None			
8. Location if not on main campus: Main Campus			
9. Mode of Instruction (mark all that apply):			
a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="100%"/>
b. blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			

B Objectives

1. What is the main purpose for this course?

This course introduces the students to the 18th century novel by examining Daniel Defoe's classic *Robinson Crusoe*.

Accordingly, this course is intended to:

1. Introduce students to the early novel written in English.
2. Help students understand the 18th-century novel and the factors that affected it.
3. Develop students' critical reading, thinking and comprehending skills.
4. Help students approach any novel textually.
5. Help students write fundamental comparisons between the assigned text and other texts of the same period.

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web-based reference material, changes in content as a result of new research in the field)

1. Encouraging students to make use of the material available online.
2. Making use of the televised texts online to enhance students' understanding of the assigned text.
3. Consulting the authorized websites online about what is new about the 18th century novel.
4. Updating the content of the course in light of recent research and recently published textbooks.
5. Creating online groups of students that will give them the opportunity to ask questions, exchange information on the given texts and help one another.

C. Course Description (Note: General description in the form used in Bulletin or handbook)

Course Description:

This two-hour course introduces the students to the 18th century novel and traces its development in a range of social, historical, political and cultural contexts. Also, this course examines the given novel textually in terms of the elements of fiction: setting, plot, conflict, character, theme and point of view.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Course Orientation; assessment; references and textbooks; an overview of the elements of fiction: setting, plot, characters, theme, and point of view	1	2
An introduction to the 18 th century novel and its icons: Daniel Defoe, Jonathan Swift, Samuel Richardson, Henry Fielding and Tobias Smollett	1	2
An overview of Defoe's <i>Robinson Crusoe</i> in a range of contexts: social, political and cultural.	2	4



<i>Robinson Crusoe</i> : Plot analysis and setting (with excerpts from the text)	2	4
<i>Robinson Crusoe</i> : Thematic analysis (with excerpts from the text)	2	4
<i>Robinson Crusoe</i> : Major Characters (with excerpts from the text)	1	2
<i>Robinson Crusoe</i> : Minor Characters (with excerpts from the text)	1	2
<i>Robinson Crusoe</i> : Narrative techniques	1	2
<i>Robinson Crusoe</i> : genre; tone; atmosphere; style	1	2
<i>Robinson Crusoe</i> : symbolism, imagery and allegory	1	2
<i>Robinson Crusoe</i> : Main Quotes	1	2
Students' Presentations	1	2
Revision	1	2

2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	32					32
	Actual	32					32
Credit	Planned	2					2
	Actual	2					2

3. Additional private study/learning hours expected for students per week.

3

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)

Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge Students by the end of the course should be able to		
1.1	Define and write about the elements of fiction: plot, theme, setting, characters and point of view.	1. Class lectures 2. Class discussion	1. Exams (written/oral) 2. Students PP presentations 3. Students write a well-organized essay of three paragraphs about a chosen aspect of <i>Robinson Crusoe</i> as an 18th century novel.
1.2	Recognize the intellectual, historical, and the philosophical aspects of the 18 th century novel.	3. Assigning Presentations	



2.0	Cognitive Skills Students by the end of the course should be able to		
2.1	Interpret clearly how the 18 th century social, political and philosophical factors affected the writers of the early novel.	1.Class lectures 2.Group discussion	1.Exams (written/oral) 2.Students write a well-organized essay about one factor or more that contributed to the making of <i>Robinson Crusoe</i>
2.2	Write complete and coherent researched essays on the elements of the novel assigned to them; plot, theme, setting, characters and point of view.	3.Critique of the selected work	3.Students write a commentary /a well-organized essay about the elements of fiction of <i>Robinson Crusoe</i> .
3.0	Interpersonal Skills & Responsibility Students by the end of the course should be able to		
3.1	Demonstrate how to evaluate the written and verbal output of their peers effectively and how they can share ideas together in doing presentations.	1.Group/Pair Discussions	Students are asked to illustrate in a presentation the elements of the 18 th century novel or the factors the contributed to the making of the novel.
3.2	Show clear critical analysis of the novel's elements in class discussions.	2.Group/Pair Presentations 3.Research paper	Students' groups exchange their papers and demonstrate the points of strength and the points of weakness regarding ideas, parts of speech, cohesion and examples provided.
4.0	Communication, Information Technology, Numerical Students by the end of the course should be able to		
4.1	Research information and communications technology in investigating issues of the 18 th century novel and analyzing its elements comprehensively.	Using Smart Boards Group Discussions Using the web Using audio/video recordings related to the novel	Students are asked to research information on the Internet and demonstrate their findings in their assignments and discussions.
4.2			
5.0	Psychomotor		
5.1	Not required for Humanities specialization		
5.2			

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Midterm Exam	7 th week	20 %
2	Group Presentations	9 th week	10 %
3	Written Paper & Assignments	11 th week	10 %
4	Final Exam	End of the Semester	60 %
5			
6			
7			
8			



D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

2 hours a week.

E Learning Resources

1. List Required Textbooks

Defoe, Daniel. *Robinson Crusoe*. London: Penguin, 1994.

2. List Essential References Materials (Journals, Reports, etc.)

- The Literature Network: <http://www.online-literature.com/>

- The Online Literature Library: <http://www.literature.org>

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

- The 18th-century novel: <https://rosariomariocapalbo.wordpress.com/2014/01/16/the-18th-century-novel-de-foe-swift-richardson-fielding-sterne/>

- The English Novel of The 18th Century (Survey):

http://www.academia.edu/5247059/The_English_Novel_of_The_18th_Century_Survey

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access, etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

- Lecture rooms.

- Libraries

2. Technology resources (AV, data show, Smart Board, software, etc.)

- A class computer.

- Data Show Projector.

- Smart Board equipped Classrooms

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

None

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching

An official course evaluation that is administered by the Quality Assurance Unit.

2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department

In class Peer Review to give support and disseminate good practice.

3. Processes for Improvement of Teaching

- Training sessions and workshops to facilitate the exchange of experiences amongst faculty members.
- Holding regular meetings between course conveners and instructors to address problems of the course.
- Keeping up to date with pedagogical theory and practice.
- Smaller group size.

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

- Identify rubrics for each students' activity or assignment.
- Check marking of a sample of examination papers either by a resident or visiting faculty member.
- Arrange with another institution to have two common test items included on an exam and compare marks given.

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

Course specifications to be reviewed periodically in line with course evaluations by students, course reports by teachers, feedback from host institutions, and program reviews.

Name of Course Instructor: _____

Signature: _____ Date Specification Completed: _____

Program Coordinator: _____

Signature: _____ Date Received: _____

