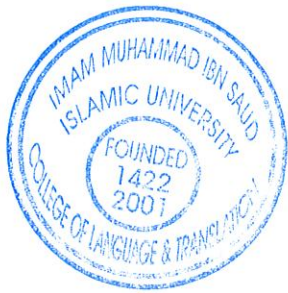




المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)



Course Specifications

Institution: Imam Muhammad ibn Saud Islamic University	Date: 12 June 2017
College/Department : College of Languages and Translation - Department of English	

A. Course Identification and General Information

1. Course title and code: Novel-ENG 310			
2. Credit hours: 2hrs			
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)			
Bachelor Program of English Language and Literature			
4. Name of faculty member responsible for the course:			
5. Level/year at which this course is offered: L5/ 3 rd Year			
6. Pre-requisites for this course (if any): Novel-ENG 209			
7. Co-requisites for this course (if any): None			
8. Location if not on 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 Victorian novel by examining one of the Victorian novels—namely Dickens’ novels, i.e., *Great Expectations*.

Accordingly, this course is intended to:

1. Develop students’ critical reading.
2. Help students comprehend the text as a sample of the Victorian era and Dickens’ literature.
3. Enhance students’ ability to understand and consequently produce well-structured literary analysis.

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 online sources.
2. Making use of the televised texts online to enhance the students’ understanding of the assigned text.
3. Updating the content of the course in light of recent research and recently published textbooks.
4. 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 course is designed to familiarize the students with the Victorian novel and traces its development in a range of social, historical, political and cultural contexts. It also emphasizes the importance of that period as it was the height of the British Empire – issues throughout the world and at home, which included women’s social role, industrialization, travel, and changes in science and technology.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Course Orientation; assessment; references and textbooks; an introduction to the Victorian novel and its magnates: Dickens, Conrad, Austen, Hardy, Thackeray, etc.	1	2
An overview of Dickens’ <i>Great Expectations</i> in a range of contexts: social, political and cultural.	2	4

<i>Great Expectations</i> : Plot analysis and setting (with excerpts from the text)	2	4
<i>Great Expectations</i> : Thematic analysis (with excerpts from the text)	2	4
<i>Great Expectations</i> : Major Characters (with excerpts from the text)	1	2
<i>Great Expectations</i> : Minor Characters (with excerpts from the text)	1	2
<i>Great Expectations</i> : Narrative techniques	1	2
<i>Great Expectations</i> : genre; tone; atmosphere; style	1	2
<i>Great Expectations</i> : symbolism, imagery and allegory	1	2
<i>Great Expectations</i> as a <i>Bildungsroman</i> , with special reference to the character development of both Pip and Estella.	1	2
<i>Great Expectations</i> : Main Quotes	1	2
Students' Presentations	1	2
Revision	1	2
Final Exam	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.

2

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 By the end of the course, students should be able to:		
1.1	Define elements of fiction such as plot, theme, characters ...etc accurately.	Class lectures Class discussion	Oral/written exams Research paper
1.2	Recognize how historical, social, and philosophical contexts are at work in analyzing the work of fiction under study.		
2.0	Cognitive Skills By the end of the course, students should be able to:		
2.1	Analyze the social, political and philosophical factors that affected the writers of the Victorian novel.	Pair work	Written/oral Exams Research papers
2.2	Write complete and short coherent essays on the different characters depicted in the novel.	Group assignments	
3.0	Interpersonal Skills & Responsibility By the end of the course, students should be able to:		
3.1	Evaluate the written and verbal output of their peers and how they can share ideas together.	Class discussions PPT presentations	Written research papers Students PPT presentations
3.2	Use effectively critical analysis in class discussions.		
4.0	Communication, Information Technology, Numerical By the end of the course, students should be able to:		
4.1	Demonstrate effective use of electronic material, website, and PowerPoint programs in Presentations and assignments.	Using Smart Boards Wiki Discussions Using internet	Computerized research paper
4.2	Research for new material regarding the Victorian novel online.	Using audio/video recordings	PPT presentations
5.0	Psychomotor:		
5.1	N/A		

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	Quiz	5 th week	5 %
2	Midterm Exam	10 th week	25%
3	Group Presentations	6 th week	5%
4	Written Paper & Assignments	11 th week	5 %
5	Final Exam	17 th week	60%

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)

-Faculty members are available during office hours, 2 hours a week, to provide advices and to answer student's questions.

-In addition, communication is done through email and mobile.

E Learning Resources

1. List Required Textbooks

Dickens, Charles. *Great Expectations*. London: Penguin, 1994.

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

- The Literature Network:

<http://www.online-literature.com/periods/victorian.php>

- The Online Literature Library:

<http://www.literature.org/>

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

- Discovering Literature: Romantics and Victorians:

<http://www.bl.uk/romantics-and-victorians>

-The Victorian Web:

<http://www.victorianweb.org/>

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.) <ul style="list-style-type: none"> - Lecture rooms.
2. Technology resources (AV, data show, Smart Board, software, etc.) <ul style="list-style-type: none"> - 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) <p>---</p>

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching <ul style="list-style-type: none"> - Formal, anonymous course evaluations by students at the end of course - In addition to informal student feedback throughout the semester. - Feedback from host institutions where students do their practical training.
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department <ul style="list-style-type: none"> - In class Peer Review to give support and disseminate good practice.
3. Processes for Improvement of Teaching <ul style="list-style-type: none"> - 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. - Discussing challenges in the classroom with colleagues and admin staff. - Ongoing review of last semester's teaching strategies and results to set goals for achieving excellence in teaching.
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) <ul style="list-style-type: none"> - Identifying rubrics for each students' activity or assignment. - Checking grading of a sample of examination papers either by a resident or visiting

faculty member.

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: 12 June 2017

Program Coordinator: _____

Signature: _____ Date Received: _____

