



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

ATTACHMENT 5.

T6. COURSE SPECIFICATIONS (CS)



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Course Specifications

Institution: Imam Muhammad ibn Saud Islamic University	Date: 17 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 311	
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)	
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: L6 - 3 rd Year	
6. Pre-requisites for this course (if any): Novel-ENG 310	
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 early twentieth-century novel, by examining Fitzgerald's novel *The Great Gatsby*. Also, this course aims to explore the political, cultural and social factors that affected the early twentieth-century novel.

Accordingly, this course is intended to:

1. Identify the changes in the form of the modern novel, with special reference to Fitzgerald's *The Great Gatsby*.
2. Enhance the student's ability to understand the early 20th-century novel and the factors that affected it.
3. Develop the students' critical reading, thinking and comprehending skills.
4. Familiarize the students with the main thematic concerns cited in *The Great Gatsby*, most primarily the failure of the American Dream shattered by the outbreak of WWI.

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

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 early-twentieth century novel and traces its development in a range of social, historical, political and cultural contexts.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Course Orientation; assessment; references and textbooks; an introduction to the early 20 th -century novel and its icons: Fitzgerald, Forster, Woolf, etc.	1	2
Modernism: Theory and practice	1	2
An overview of Fitzgerald's <i>The Great Gatsby</i> in a range of contexts: social, political and cultural.	2	4
<i>The Great Gatsby</i> : Plot analysis and setting (with excerpts from the text)	2	4
<i>The Great Gatsby</i> : Thematic analysis (with excerpts from the text)	2	4
<i>The Great Gatsby</i> : Major Characters (with excerpts from the text)	1	2
<i>The Great Gatsby</i> : Minor Characters (with excerpts from the text)	1	2
<i>The Great Gatsby</i> : Narrative techniques	1	2
<i>The Great Gatsby</i> : genre; tone; atmosphere; style	1	2
<i>The Great Gatsby</i> : symbolism, imagery and allegory	1	2
<i>The Great Gatsby</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.	2
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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 the various concepts of the early 20 th - century novel.	Class lectures Class discussion	A written exam Students PP presentations
1.2	Outline the major elements of the assigned novel such as plot, theme, characters ...etc.		
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 early 20 th - century novel.	Group discussion in class	A written quiz
2.2	Write complete and short coherent essays on the different elements such as characters, themes ...etc. depicted in the novel.		
3.0	Interpersonal Skills & Responsibility: By the end of the course, students should be able to:		
3.1	Demonstrate the ability to evaluate the assigned novel independently and to discuss their views in groups.	Group discussion	Research project PP presentations
3.2	Use effectively critical analysis in class discussions of issues treated in the novel.		
4.0	Communication, Information Technology, Numerical: By the end of the course, students should be able to:		
4.1	Demonstrate a proper use of electronic material, website, and PowerPoint programs in Presentations and assignments.	Class discussion PP presentations	A written exam Written responses in class Fulfill the criteria of students PP presentations
4.2	Research information and communications technologies to investigate issues and analyze the novel assigned.		
5.0	Psychomotor: Not applicable		
5.1			
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	Quiz	5 th week	5 %
2	Midterm Exam	7 th week	20%
3	Group Presentations	9 th week	10%
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, two hours per 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

Fitzgerald, S. F. (2002). *The Great Gatsby*. Beirut: York Press.

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

Matz, Jesse. *The Modern Novel: A Short Introduction*. Blackwell Publishing, 2004.

- The Literature Network:

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

- The Online Literature Library:

<http://www.literature.org>

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

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.
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 - 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 -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 - 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) - Identifying rubrics for each students' activity or assignment -Checking grading of a sample of examination papers either by a resident or visiting

faculty member

- Arranging 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: 17 June 2017

Program Coordinator: _____

Signature: _____ Date Received: _____

