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: 14 October 2017
College/Department : College of Languages and Translation - Department of English	

A. Course Identification and General Information

1. Course title and code: Novel- ENG 412

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: L7 – 4th Year

6. Pre-requisites for this course (if any): Novel-ENG 311

7. Co-requisites for this course (if any):
None

8. Location if not on main campus:
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9. Mode of Instruction (mark all that apply):

a. traditional classroom	√	What percentage?	100%
b. blended (traditional and online)		What percentage?	
c. e-learning		What percentage?	
d. correspondence		What percentage?	
f. other		What percentage?	

Comments:

B Objectives

1. What is the main purpose for this course?

The main purpose of the current course is to examine critically the mid-twentieth Century novels—namely Chinua Achebe's *Things Fall Apart* as an example of the postcolonial novel.

Accordingly, by the end of this course, students should be able to:
1. Identify the basic features of the mid-twentieth Century novels.
2. Identify the changes in the form of the modern novel.
3. The major literary trends: Modernism, Realism, Naturalism, Existentialism, Freudianism, the Two World Wars and Colonialism.
4. Discuss the modern novel textually (i.e., setting, character, theme, point of view, plot and conflict) and stylistically.
5. Apply the theoretical strategies to the modern text.
6. Write fundamental comparisons between the assigned text and other texts from 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)
3.
1. Making use of the televised texts online to enhance the students' understanding of the assigned text.
2. Consulting the authorized websites online about what is new in the discipline of the mid-twentieth century novel.
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 two-hour course introduces the students to the mid-twentieth century novel and traces its development in a range of social, historical, political and cultural contexts. The course will cover the postcolonial novel written by African author Chinua Achebe. The course will further explore the assigned text from the perspective of the modern critical trends, approaches and innovating evaluations.

1. Topics to be Covered

List of Topics	No. of Weeks	Contact hours
Course Orientation; assessment; references and textbooks; Major literary trends in modern novel	1	2
An overview of Modernism, Realism, Naturalism, Existentialism, Freudianism and the Two World Wars and Colonialism	1	2
An introduction to *Things Fall Apart*; a general overview of Africa and Igbo culture prior to and after colonization	1	2
A study of the title; an overview of the time and location in which the novel takes place	1	2
A study of the main plot and a variety of sub-plots (with excerpts from the text)	1	2
A study of the different types of conflict in the novel: social, political, psychological and physical (with excerpts from the text)	1	2
Major Characters (Part I) (with excerpts from the text)	1	2
Major Characters (Part II) (with excerpts from the text)	1	2
Mid-Term Exam	1	2
Minor Characters (with excerpts from the text)	1	2
Thematic analysis (Part I): Manifestations of Igbo culture: (a) Use of sayings; (b) Patriarchy(c) Deep respect of religion and ancestral spirits; (d) Tribal judicial system	1	2
Thematic Analysis (Part II): Colonialism; the role of the black woman in Igbo culture	1	2
Point of View; genre; tone; atmosphere; style	1	2
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	Planed	32					32
	Actual	32					32
Credit	Planed	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	Outline the literary trends of the time such as Modernism, Realism, Naturalism, Existentialism, Freudianism.	Class lectures Class discussion	Written/oral Exams Research papers
1.2	Recognize the different characteristics of the Postcolonial novel.	Presentations	Students PPT presentations
2.0	**Cognitive Skills:** By the end of the course, students should be able to:		
2.1	Interpret how the social, political and philosophical factors affect the writers of mid-twentieth century fiction.	Class lectures Class discussion	Written/oral Exams Research papers
2.2	Write complete and short coherent essays on the different elements of the postcolonial novel such as plot, characters, themes …etc.	Presentations	Students PPT presentations
3.0	**Interpersonal Skills & Responsibility:** By the end of the course, students should be able to:		
3.1	Demonstrate working independently and in teams to interpret the social, political and philosophical contexts of the novel under study.	Class lectures Class discussion PP presentations	Research papers Students PPT presentations
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 the internet Using audio/video recordings of the novel	Computerized Research Papers Students PPT presentations
5.0	**Psychomotor: N/A**		
5.1	NA		
5.2	NA		

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	7th week	25%
2	Group Presentations	9th week	5%
3	Written Paper & Assignments	11th week	10%
4	Final Exam	17th 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 2 hours weekly to guide students and to answer their questions.

E Learning Resources

1. List Required Textbooks

Achebe, Chinua. *Things Fall Apart*. New York: Anchor, 1994.

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

   - John Thieme. Post-Colonial Studies: The Essential Glossary

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

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

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

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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 -Attending professional development conferences -Keeping up to date with pedagogical theory and practice -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)

-Identify 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: 14 October 2017

Program Coordinator: _____

Signature: _____ Date Received: _____