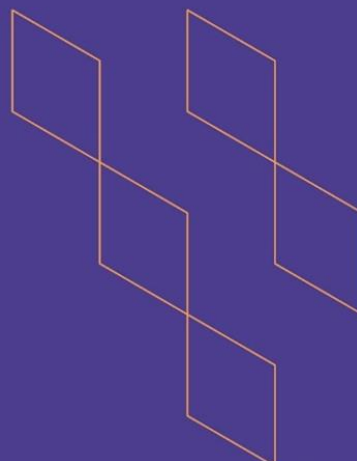




T-104
2022

Course Specification



Course Title: **English Novel**

Course Code: **Eng26364**

Program: **BA, English**

Department: **Department of English**

College: **College of Arts**

Institution: **University of Bisha**

Version: **1444 H**

Last Revision Date: **3-8-1444**



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A. General information about the course:

Course Identification	
1. Credit hours:	2
2. Course type	
a.	University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Track <input type="checkbox"/> Others <input type="checkbox"/>
b.	Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
3. Level/year at which this course is offered:	Year (5), Level (3)
4. Course general Description: This course introduces the student to various narrative techniques, characteristics and the various strategies of fictional writing as well as the historical development and the rise of English novel from the eighteenth century up to modern time. Students are expected to explore the major themes of the novels they study, compare and contrast between novels and issues they represent. Students will also have to write a critical appreciation of plot, main characters and symbols. Students will study two representative novels thoroughly and one in brief.	
5. Pre-requirements for this course (if any): Eng6261	
6. Co- requirements for this course (if any):NA	
7. Course Main Objective(s) By the end of the course, learners will be able to::	
<ol style="list-style-type: none"> 1. Explain the narrative techniques and the various strategies of fictional writing. 2. Demonstrate knowledge of the rise of English Novel, and its historical development. 3. Recognize the distinctive features of novels from the eighteenth century up to modern time. 4. Explain the major themes of the novels. 5. Compare and contrast between novels and the issues they represent. 6. Analysis critically the plot, main characters and symbols. 7. Appreciate passages from the selected novels. 	

1. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1.	Traditional classroom	25.5	85%
2.	E-learning	4.5	15%
3.	Hybrid <ul style="list-style-type: none"> • Traditional classroom • E-learning 		
4.	Distance learning		





2. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
	Total	30





B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Recognize the narrative techniques and the various strategies of fictional writing.	K. 1	Discussion Lecturing Relate content to students' previous knowledge Constant review Detailed explanations Presentation. Corrective feedback. Pair/Group Work. Demos	Classroom Assignments Quizzes Midterm Tests Both online and classroom Activities Oral tests Online Tests and Assignments Final Exam
1.2	Identify the historical development and the rise of English novel.	K. 2		
...				
2.0	Skills			
2.1	Compare and contrast between novels and issues they present	S. 1	Discussions Lectures Explaining Presentation Corrective feedback Pair/Group Work Demos	Classroom Assignments Quizzes Midterm Tests Both online and classroom Activities Oral tests. Online Tests and Assignments Final Exam
2.2	Annotate selected passages from the novels they study	S. 2		
2.3	Analyze the themes/characters/plot of the novel	S. 3		
3.0	Values, autonomy, and responsibility			
3.1	To show interculturality and flexibility in dealing with foreign culture aspects.	V. 3	Online Learning Lecturing Debate, group discussions both in classroom and online Presentation Corrective feedback Pair/Group Work Demos	Classroom activities and participation, Observing students' performance in pair and group activities and
3.2	To exhibit integrity and credibility in academic correspondence.	V4		



C. Course Content

No	List of Topics	Contact Hours
1.	Orientation	1.5
2.	18th Century Novel Introduction to novel and narrative techniques. Rise and survey of English Novel. Introduction to 18th century novel and major writers Daniel Defoe's <i>Robinson Crusoe</i>	9
3.	19th Century Novel Introduction to the Victorian novel, its features and major Victorian novelists. Charles Dickens' <i>Great Expectation</i> , <i>Oliver Twist</i> or Emily Bronte's <i>Wuthering Heights</i> or Charlotte Bronte's <i>Jane Eyre</i>	9
4.	20th Century Novel Introduction to 20th century Novels, its features and major Novelist. E. M. Forster's <i>A Passage to India</i> Or George Orwell's <i>Animal Farm</i> Or William Golding's <i>Lord of the Flies</i>	9
5.	Revision	1.5
Total		30

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quizzes	4&6	10%
2.	Midterm	6-7	20%
3.	Activities (class-online)	3	10%
4.	Assignments	5&9	5%
5.	Participation	----	5%
6.	Final Exam	11 th	50%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.)







E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	The English Novel. Terry Eagleton. Oxford: Blackwell Publishing, 2005. Three Selected novels of the following Defoe, Daniel. <i>Robinson Crusoe</i> . Oxford University Press, 2009 Dickens, Charles. <i>Great Expectations</i> . Norton Critical Edition/ or any of the other two. Charlotte Bronte 's Jane Eyre E. M. Forster's <i>A Passage to India</i> George Orwell's <i>Animal Farm</i> William Golding's <i>Lord of Flies</i>
Supportive References	
Electronic Materials	Web-Cite (A knowledge-base of online scholarly materials relevant to literary and cultural studies, indexed by period and genre) http://www.webcitation.org/
Other Learning Materials	

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	classroom
Technology equipment (projector, smart board, software)	projector, smart board, software
Other equipment (depending on the nature of the specialty)	

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	<ul style="list-style-type: none"> ● Students ● Teacher ● Program Coordinator ● Peer Reviewers 	<ul style="list-style-type: none"> ● Questionnaires. ● Direct feedback. ● Peer reviews reports. ● Class observations and reviews.



Assessment Areas/Issues	Assessor	Assessment Methods
		<ul style="list-style-type: none"> Annual staff reports. Course and program reports
Effectiveness of students assessment	<ul style="list-style-type: none"> Teacher Program Coordinator 	<ul style="list-style-type: none"> Questionnaires Direct feedback. Peer reviews reports
Quality of learning resources	<ul style="list-style-type: none"> Teacher Program Coordinator 	<ul style="list-style-type: none"> Questionnaire. Course and program reports
The extent to which CLOs have been achieved	<ul style="list-style-type: none"> Teacher Program Coordinator 	<ul style="list-style-type: none"> Exam results analysis. Course and program reports
Other		

Assessor (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval Data

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	

