

## **ENGL. 301 Novel 1**

### Course Specification

Institution: University of Tabuk
College/Department Dept. of Languages and Translation, Faculty of Education and Arts

#### A. Course Identification and General Information

1. Course title and code: ENGL. 301 Novel 1
2. Credit hours: 3 Hours
3. Program(s) in which the course is offered. B. A. in English
4. Name of faculty member responsible for the course:
5. Level/year at which this course is offered: 5 <sup>th</sup> . level, 3 <sup>rd</sup> . year
6. Pre-requisites for this course (if any)
7. Co-requisites for this course (if any) None
8. Location if not on main campus Main Campus

#### B. Objectives:

1. Summary of the main learning outcomes for students enrolled in the course: 1. Introduce the students to the genesis and early development as well as the fundamentals of the English novel. 2. Acquaint the students with terms such as plot, characterization, setting, and narrative style. 3. Introduce the students to relevant intellectual issues as well as and an understanding of the eighteenth century novel in relation to its social and political context. 4. Introduce students to a range of theoretical and critical approaches in relation to the study of the novel. 5. Teach students how to read, understand, and analyse fictional works.
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. Increased use of IT or web-based reference material 2. Show the assigned novels on DVDs.

#### C. Course Description:

1 Topics to be Covered:		
Topics	Week no.	Contact hrs.
Introduction to the English Novel	1	4
Novel#1- <i>Pamela by Richardson</i>	2-8	28
Introduction to the author		
Plot analysis/ major themes/setting /imagery/ major characters		
Novel#2- <i>Jane Eyre by Charlotte Bronte</i>	9-13	20
Introduction to the author		
Plot analysis/ major themes/setting /imagery/ major characters		
Open discussion on and a comparison of the two novels	14	4
Revision of the Whole Course	15	4

2. Course components (total contact hours per semester):			
Lecture: 60hours	Tutorial: 10	Practical: None	Other: None

3. Additional private study/learning hours expected for students per week. (This should be an average for the semester not a specific requirement in each week)  
4 hours per week

4. Development of Learning Outcomes in Domains of Learning
For each of the domains of learning shown below indicate: <ul style="list-style-type: none"> <li>• A brief summary of the knowledge or skill the course is intended to develop;</li> <li>• A description of the teaching strategies to be used in the course to develop that knowledge or skill;</li> <li>• The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.</li> </ul>
a. Knowledge:
(i) Description of the knowledge to be acquired: <ol style="list-style-type: none"> <li>1. Introduce the student to the genesis and early development as well as the fundamentals of the English novel.</li> </ol>

<p>2.Acquaint the students with terms such as plot, characterization, setting and narrative style.</p> <p>3.Introduce the student to relevant intellectual issues as well as and an understanding of the eighteenth century novel in relation to its social and political context.</p> <p>4. Introduce students to a range of theoretical and critical approaches in relation to the study of the novel.</p> <p>5.Teach students how to read, understand, and analyse fictional works.</p>
<p>(ii) Teaching strategies to be used to develop that knowledge:</p> <ol style="list-style-type: none"> <li>1. Lectures</li> <li>2. Class discussion</li> <li>3. Close reading and text analysis</li> <li>4. Collaborative learning/Team work</li> <li>5. Discussing assignments</li> </ol>
<p>(iii) Methods of assessment of knowledge acquired:</p> <ol style="list-style-type: none"> <li>1. Class participation</li> <li>2. Quizzes</li> <li>3. Class presentations based on outside reading about the topics the course covered</li> <li>4. Midterms/Essay questions</li> <li>5. Final written exam</li> </ol>
<p>b. Cognitive Skills:</p>
<p>(i) Cognitive skills to be developed:</p> <ol style="list-style-type: none"> <li>1. Ability to think critically and analytically</li> <li>2. Ability to use literary and academic English</li> <li>3. Ability to make look at the course components in their own context and make cross reference between different authors, theatres and cultures.</li> <li>4 Ability to do research and to make use of information from primary and secondary sources in support of a valid thesis and argument</li> </ol>
<p>(ii) Teaching strategies to be used to develop these cognitive skills</p> <ol style="list-style-type: none"> <li>1. Lectures/teaching students how to read attentively and critically</li> </ol>

<p>2. Class discussions/teaching students to think independently and engage in group discussions</p> <p>3. Individual meetings with students/ encouragement of students to discuss paper topics outside the class room with the instructor</p>
<p>(iii) Methods of assessment of students cognitive skills:</p> <ol style="list-style-type: none"> <li>1. Class participation</li> <li>2. Presentations</li> <li>3. Research papers</li> <li>4. Midterms and exams</li> <li>5. Attendance</li> </ol>
<p>c. Interpersonal Skills and Responsibility:</p>
<p>(i) Description of the interpersonal skills and capacity to carry responsibility to be developed:</p> <ol style="list-style-type: none"> <li>1. Students can complete both reading and writing assignments in due time.</li> <li>2. Students can participate in class discussion and think critically.</li> <li>3. Students can act responsibly and ethically in carrying out individual projects.</li> <li>4. Students have the necessary skills to communicate, listen, negotiate, and evaluate their strengths and weaknesses as members of a team.</li> </ol>
<p>(ii) Teaching strategies to be used to develop these skills and abilities:</p> <ol style="list-style-type: none"> <li>1. Lectures in which students are made aware of the significance of time management</li> <li>2. Discussions with students on ethical behaviour in conducting research</li> <li>3. Individual counselling on research projects and writing difficulties</li> <li>4. Group assignments where much of the most effective learning comes from the students explaining, discussing and defending their own ideas with their peers.</li> </ol>
<p>(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility:</p> <ol style="list-style-type: none"> <li>1. Active class participation reflects the students ability to keep up with the reading schedule</li> <li>2. Research papers will attest to the student's ability to fulfil assignments and respect dead lines</li> <li>3. Performance on midterms and final exams are evidence of the student's ability to recollect and synthesize information</li> </ol>

4. Instructor's assessment of student's performance and seriousness during individual supervision hours
d. Communication, Information Technology and Numerical Skills:
(i) Description of the skills to be developed in this domain: 1. Use of electronic journals and data basis 2. Use of PowerPoint and laptop 3. Introduction to blogging
(ii) Teaching strategies to be used to develop these skills 1. Encourage students to make extensive use of material on the web. 2 Demand the use of PowerPoint when giving presentations.
(iii) Methods of assessment of students numerical and communication skills : 1. Allot marks for the use of web-based material in students' presentations 2. Distribute rubric at the beginning of assignment so as students know what they will be evaluated on.
e. Psychomotor Skills (if applicable):
(i) Description of the psychomotor skills to be developed and the level of performance required Not Applicable
(ii) Teaching strategies to be used to develop these skills
(iii) Not Applicable
(iii) Methods of assessment of students psychomotor skills Not Applicable

5. Schedule of Assessment Tasks for Students During the Semester			
Assessment	Assessment task (e.g. essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	1 <sup>st</sup> midterm	Middle of term	20%
2	Participation	All along	10%
3	Attendance	All along	10%
4	Final		60%

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1. Arrangements for availability of faculty for individual student consultations and academic advice. (include amount of time faculty are available each week) 8 hours each week

### E. Learning Resources

1. Required Text(s):

\*S. Richardson, *Pamela Or Virtue Rewarded*. (Preferably A Norton Critical Edition.

\*C. Bronte . *Jane Eyre*. (Preferably)A Norton Critical Edition.

2. Essential references

*Oxford Dictionary of the Classical World*, ed., John Roberts. Oxford UP, 2007

*Oxford Dictionary of Classical Myth and Religion*. Oxford UP, 2004

3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)

*The Norton Anthology of English Literature*. Fifth Edition. Vol 2. New York: Norton & Company, 1999.

*The Short Oxford History of English Literature*. Andrew Sanders. Oxford: Oxford University Press,2004.

*The English Novel*. Terry Eagleton. Oxford: Blackwell Publishing, 2005.

*Theory of the Novel: A Historical Approach*. Michael McKeon, ed. The John Hopkins University Press, 2000.

4-Electronic Materials, Web Sites etc

**Resources on the Web:**

Web-Cite (A knowledge-base of online scholarly materials relevant to literary and cultural studies, indexed by period and genre)

www. Questia.com

Purdue On-Line Writing Lab – <http://owl.english.purdue.edu/oldindex.html>

5- Other learning material such as computer-based programs/CD, professional standards/regulations

None

### 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 (Lecture rooms, laboratories, etc.) Lecture rooms should be large enough to accommodate 50 students Laptops and data show
2. Computing resources Laptop computer
3. Other resources (specify --e.g. If specific laboratory equipment is required, list requirements or attach list) Data show to facilitate going over student papers in class

G. Course Evaluation and Improvement Processes:

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching 1. Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the class 2. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better
2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department None
3 Processes for Improvement of Teaching: Training sessions 2. Workshops to facilitate the exchange of experiences amongst faculty members 3. Regular meetings where problems are discussed and solutions given 4. Discussion of challenges in the classroom with colleagues and supervisors 5. Encouragement of faculty members to attend professional development conferences 6. Keep up to date with pedagogical theory and practice 7. Set goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results
4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution)
5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. 1) Compare syllabi and course description with other universities (including those

on the net)

- 2) Biannual meetings of faculty members to discuss improvement
- 3) Have a curriculum review committee to review the curriculum periodically and suggest improvements