



Course Specification

(Bachelor)

Course Title: Novel

Course Code: ENG3264-2

Program: Bachelor of Arts in English

Department: Department of English

College: College of Languages and Translation

Institution: King Khalid University

Version: 2

Last Revision Date: February 11, 2026

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A. General information about the course:

1. Course Identification

1. Credit hours: (2)

2. Course type

A. ☐ University ☐ College ☒ Department ☐ Track ☐ Others
B. ☒ Required ☐ Elective

3. Level/year at which this course is offered: (Semester 6 – Year 3)

4. Course General Description:

Novel (ENG3264-2) offers an in-depth exploration of the English novel, examining its diverse forms, defining features, and influential authors. Students will study the major theories, narrative techniques, and structural foundations that shape the novel as a literary genre. By engaging with works from both historical and contemporary periods, learners will develop a nuanced understanding of the evolution and principles of the English novel. Through close reading and critical analysis, the course equips students with the tools to interpret, compare, and evaluate novels from multiple perspectives. Emphasis is placed on understanding the theory of fiction, recognizing key stylistic and thematic elements, and analyzing how different authors employ various narrative strategies. By the end of the course, students will have a comprehensive appreciation of the novel's richness and its enduring significance in the literary landscape.

5. Pre-requirements for this course (if any):

ENG2361-3 Introduction to Literature

6. Co-requisites for this course (if any):

N/A

7. Course Main Objective(s):

The Novel course (ENG3264-2) aims to:

- Immerse students in the rich and evolving landscape of the English novel.
- Develop a comprehensive understanding of major novel types, influential authors, and key theoretical frameworks.
- Engage students with a wide range of narrative texts to enhance critical and analytical reading skills.
- Help students recognize and evaluate the defining principles, stylistic features, and narrative techniques of English novels.
- Cultivate the ability to compare and contrast works across different literary periods, genres, and traditions.
- Strengthen students' capacity to interpret, appreciate, and critically assess novels with depth and nuance.





- Foster both a profound appreciation for the novel as a literary form and the analytical insight needed for thoughtful literary analysis.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	30	100%
2	E-learning	-	-
3	Hybrid - Traditional classroom - E-learning	-	-
4	Distance learning	-	-

3. 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 PLOs aligned with the program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Demonstrate a solid understanding of the major types, elements, and historical development of the English novel.	K3	- Short lectures - guided close reading - interactive discussion - instructor-led walkthroughs of period/context.	- Reading Quizzes - Group Project & Presentation - Analytical Essay
1.2	Recognize key theories, fundamentals, and narrative techniques of	K3, K5	- Mini-lectures on theory - concept check activities	- Reading Quizzes - Group Project & Presentation - Analytical Essay



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
	the novel and relate them to set texts.		- Multimedia/Blackboard resources - guided terminology drills.	
1.3	Use essential literary terms (e.g., from Forster, Boulton, Hamilton) to describe and evaluate features of the novel.	K5, K3	- Terminology workshops - glossary-building - annotation drills - peer explanation.	- Reading Quizzes - Group Project & Presentation - Analytical Essay
2.0				
2.1	Analyze and interpret novels using appropriate critical/theoretical frameworks	S1, S2	- Critical-framework mini lessons - Guided text analysis.	- Reading Quizzes - Midterm Exam - Analytical Essay - Final Exam
2.2	Compare and contrast structure, themes, characterization, setting, and voice across selected novels	S1, S6	- Comparative reading tasks - group thematic discussions	Group Project & Presentation
2.3	Produce coherent, evidence-based arguments in clear academic English, using sources responsibly (including digital tools)	S3, S5	- Argument-writing practice - evidence-use and citation drills.	Analytical Essay
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate academic integrity and ethical use of sources in literary study.	V1	- Citation workshops - plagiarism-awareness activities.	Properly cited analytical essay
3.2	Engage respectfully with diverse cultural perspectives (e.g., colonial/postcolonial contexts) in discussion and analysis.	V2	- Discussions on cultural perspectives - guided reflection tasks.	- Participation in cultural-perspective discussions - Short reflective response or analysis



Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
3.3	Show autonomy and collaborative responsibility through preparation, reflection, and constructive peer feedback	V3	- Structured peer-review sessions - Collaborative group activities - Reflection exercises on teamwork and preparation	- Peer-review reports - Reflection journals - Group project contribution evaluation

C. Course Content

No	List of Topics	Contact Hours
1.	Introduction to the Novel relying on E. M. Forster's Aspects of the Novel, Marjorie Boulton's Anatomy of the Novel, and Sharon Hamilton's Essential Literary Terms	4
2.	E. M. Forster's A Passage to India - Introduction to the author and his views and portrayal of the relationship between the British and the Indians in India - Novel structure, plot analysis, major themes, character development, narrator, background, style, techniques, etc.	13
3.	Daniel Defoe's Robinson Crusoe - Introduction to the author and his views on British Society and the diverse elements of individualism - Novel structure, plot analysis, major themes, character development, narrator, background, style, techniques, etc.	13
Total		30

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterm Exam	Week 7	30%
2.	Reading Quizzes	Week 5 & Week 10	10%





No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
3.	Group Project & Presentation	Between week 3 & week 13	10%
4.	Analytical Essay	Week 14	10%
5.	Final Exam	Week 16-17	40%

E. Learning Resources and Facilities

1. References and Learning Resources

Required Textbooks	Texts Selected by the Department: "A Passage to India" by E. M. Forster "Robinson Crusoe" by Daniel Defoe "Huckleberry Finn" by Mark Twain Alternative Recommended Texts: "Heart of Darkness" by Joseph Conrad "When Breath Becomes Air" by Paul Kalanithi "Pride and Prejudice" by Jane Austen
Essential References	- Boulton, Marjorie. The Anatomy of the Novel (Routledge Revivals) 1st Edition, 2015 - Defoe, Daniel. Robinson Crusoe: 300th Anniversary Edition. Restless Classics, 2019. - Forster, Edward Morgan. Aspects of the Novel (eBook edition 2016) - Hamilton, Sharon. Essential Literary Terms: A Brief Norton Guide with Exercises, 2016. - Grenier, Rae. Sympathetic Realism in Nineteenth-Century British Fiction (2001) - Ingham, Patricia. Invisible Writing and the Victorian Novel: Readings in Language and Ideology (2000) - Jeremy Hawthorn's Studying the Novel, Seventh Edition, 2016. - O'Gorman, Francis, ed. A Concise Companion to the Victorian Novel, Wiley-Blackwell, 2008. - Rasmussen, R. Kent . Critical Insights: Adventures of Huckleberry Finn. Salem Press, 2017. - Regan, Stephen, ed. The Nineteenth-Century Novel: A Critical Reader (2015) - Rogers, Pat, ed. Daniel Defoe: The Critical Heritage. Routledge 2013
Electronic Materials	Students are encouraged to explore the following electronic resources for further details: Saudi Digital Library: https://itcsvc.kku.edu.sa/KKU_SDL Shmoop: https://www.shmoop.com/ SparkNotes: https://www.sparknotes.com/





Other Learning Materials

Utilization of computers, audio-visual equipment, and pertinent digital platforms to enhance the examination and interpretation of novels, encompassing various genres, structures, and literary techniques.

2. Required Facilities and equipment

Items	Resources
Facilities	• Standard classroom accommodating 25–30 students • Adequate lighting and ventilation • Comfortable seating arrangements suitable for group discussion • Whiteboard and notice board
Technology equipment	• Computer and stable internet connection for instructor use • Data projector and screen • Audio speakers for multimedia presentations • (Optional) Smart board for interactive teaching
Other equipment	• Whiteboard markers and erasers • Portable microphone (if required) • Display or bulletin board for course announcements
Additional resources	• Access to the Saudi Digital Library (SDL) and online academic databases • (Optional) Language laboratory facilities for multimedia learning • (Optional) Audio equipment for listening to dramatic readings and literary adaptations • (Optional) Charging stations or designated tech-use areas for student devices

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Assessed by students, faculty, program leaders, and peer reviewers using direct feedback and evaluations.	Assessed through student evaluations, peer reviews, classroom observations, and teaching feedback surveys.
Effectiveness of students' assessment	Evaluated by students, faculty, and program leaders through exam performance, project outcomes, and feedback.	Evaluated through analysis of exam results, project outcomes, grading consistency, and student feedback.
Quality of learning resources	Reviewed by faculty and program leaders based on student feedback and peer reviews.	Reviewed via surveys, resource usage analytics, student and faculty



Assessment Areas/Issues	Assessor	Assessment Methods
		feedback, and comparison with academic standards.
The extent to which CLOs have been achieved	Measured by faculty, program leaders, and peer reviewers using assessments, exams, and student portfolios.	Measured through direct assessments like exams, projects, portfolios, and indirect methods like student self-assessment and surveys.

G. Specification Approval

COUNCIL /COMMITTEE	ENGLISH DEPARTMENT COUNCIL
REFERENCE NO.	47-15-2
DATE	FEBRUARY 25, 2026

