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| **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**: 1 |
| **Last Revision Date**: **13 November 2024** |

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# **A. General information about the course:**

**1. Course Identification**

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| --- | --- | --- | --- | --- | --- | --- |
| 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: | | | | | | |
| ENG3264-2 Novel is an intricate study of the multifaceted world of English novels, traversing through its varied types, aspects, and seminal authors. The course provides an extensive exploration of the theories, fundamentals, and techniques that underpin this literary form. Students will delve into the distinctive principles of the English Novel, considering both historical and contemporary perspectives. Through a series of critical analyses, the course will enable students to appreciate and evaluate various novels, employing a comprehensive understanding of the theory of fiction, as well as the ability to compare and contrast different aspects and techniques inherent in this vibrant literary form. | | | | | | |
| 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 main objective of ENG3264-2 Novel is to immerse students in the rich landscape of the English Novel, fostering an in-depth understanding of its diverse types, influential authors, and underlying theoretical frameworks. By engaging with various narrative texts, students will learn to apply critical approaches to the analysis and appreciation of novels. The course emphasizes the ability to discern and evaluate the distinguishing principles and techniques of English novels, cultivating skills that enable a nuanced comparison of different works. Through this rigorous exploration, students will emerge with both a profound appreciation for the novel as a literary form and the analytical skills necessary to engage with it thoughtfully and critically. | | | | | | |

**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** |
|  | **Lectures** | 30 |
|  | **Laboratory/Studio** | - |
|  | **Field** | - |
|  | **Tutorial** | - |
|  | **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 | Identify various types and aspects of the English Novel, and discuss the basic techniques, strategies, and critical approaches pertinent to these types | K2 | Engage the class in a discussion about the various types and aspects of the English Novel, using excerpts or summaries from the textbook as examples. | Midterm Exam (30 Marks) |
| 1.2 | Recognize theories, fundamentals, and notable novelists of the English Novel | K1 | Use lecture time to outline key theories, fundamentals, and notable novelists in the realm of the English Novel, while encouraging students to ask questions for clarification. | Quiz (10 Marks) |
| **2.0** | **Skills** | | | |
| 2.1 | Utilize the distinguishing principles and aspects of English Novels when evaluating various narrative texts | S1 | During class discussions, prompt students to apply distinguishing principles and aspects of English Novels when evaluating narrative texts, offering immediate constructive feedback. | Final Exam (40 Marks) |
| 2.2 | Analyze and appreciate various novels in light of the theory of fiction, incorporating the comparison and contrast of different aspects and techniques of English novels | S7 | Lead in-class close reading sessions to analyze and appreciate selected novels, emphasizing theoretical frameworks that pertain to fiction. | Seminar (20 Marks) |
| **3.0** | **Values, autonomy, and responsibility** | | | |
| 3.1 | Understand the value of deeply analyzing English novels, recognizing their potential to offer insights into culture, history, and human psychology | V1 | Initiate a brief class discussion to explore students' perceptions of the long-term benefits and value of critically engaging with English novels. | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |
| 3.2 | Independently select appropriate theoretical lenses for evaluating and interpreting different genres and styles of English novels | V2 | Facilitate a brief discussion asking students to share the theoretical lenses they find most useful for evaluating different types of English novels, along with their reasoning for these choices. | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |
| 3.3 | Responsibly contribute to discussions on English novels, adhering to standards of academic integrity and showing respect for diverse interpretations and viewpoints | V3 | Conduct periodic discussions on a variety of English novels, emphasizing the importance of respectful and responsible academic discourse. | The course coordinator will decide the specific details of this assessment, including the format, criteria for evaluation, and how the results are measured. |

# **C. Course Content**

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
|  | 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 |
|  | **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** |
| --- | --- | --- | --- |
|  | **Midterm Exam (30 Marks)**  **While aligned with specific CLOs for measurement purposes, this comprehensive exam covers all course materials and assesses the knowledge, understanding, and skills up until this point in time. Questions will encompass content beyond the mapped CLOs to maintain the interpretive and analytical nature of literary study. In literature courses, measurement mapping is based on best practices and the types of interpretive questions within the exam.**  **Chosen CLO for Alignment:** 1.1 (Identify various types and aspects of the English Novel, and discuss the basic techniques, strategies, and critical approaches pertinent to these types)  **Format:** Determined by course teaching team  *This assessment has been meticulously developed by the course teaching team and is designed to be cumulative in nature, encompassing and building upon all the material covered up until the point in time it is administered. It aims to comprehensively evaluate the students' understanding and application of the course content, reflecting a progressive and integrative approach to learning.* | Mentioned in the new Course Syllabus | 30% |
|  | **Quiz (10 Marks)**  **Chosen CLO for Alignment:** 1.2 (Recognize theories, fundamentals, and notable novelists of the English Novel)  **Focus:** The quizzes can focus on reinforcing students' understanding of the theories, fundamentals, and notable novelists associated with the English Novel. This aligns with ensuring foundational knowledge in the Knowledge and Understanding domain.  **Format:** Determined by course teaching team  *This assessment has been meticulously developed by the course teaching team and is designed to be cumulative in nature, encompassing and building upon all the material covered up until the point in time it is administered. It aims to comprehensively evaluate the students' understanding and application of the course content, reflecting a progressive and integrative approach to learning.* | Mentioned in the new Course Syllabus | 10% |
|  | **Final Exam (40 Marks)**  **Although aligned with certain CLOs for measurement purposes, this comprehensive final exam evaluates the knowledge, understanding, and skills across all topics covered throughout the course. Questions will span beyond the mapped CLOs to uphold the nuanced and subjective aspects of literary analysis. The mapping process in literature aims to adhere to best practices while accounting for the interpretive nature of questions assessing literary analysis.**  **Chosen CLO for Alignment:** 2.1 (Utilize the distinguishing principles and aspects of English Novels when evaluating various narrative texts)  **Format:** Determined by course teaching team  *This assessment has been meticulously developed by the course teaching team and is designed to be cumulative in nature, encompassing and building upon all the material covered up until the point in time it is administered. It aims to comprehensively evaluate the students' understanding and application of the course content, reflecting a progressive and integrative approach to learning.* | Mentioned in the new Course Syllabus | 40% |
| **4.** | **Seminar (20 Marks)**  **Chosen CLO for Alignment:** 2.2 (Analyze and appreciate various novels in light of the theory of fiction, incorporating the comparison and contrast of different aspects and techniques of English novels)  **Focus:** The seminar can be an opportunity for students to demonstrate their ability to critically analyze and appreciate novels, applying theories of fiction and comparing and contrasting different aspects and techniques. This aligns with the Skills domain, focusing on in-depth analysis and comparative understanding.  **Format:** Determined by course teaching team  **Assessment Criteria:** Depth of analysis, clarity and effectiveness of presentation, engagement with theories, and comparative insights.  *The seminar component of this course, meticulously crafted by the course teaching team, serves a dual purpose. It is both cumulative, encapsulating the breadth of knowledge and skills acquired throughout the course, and evaluative, designed to measure the values and ethical considerations inherent in the subject matter. Given the interactive nature of seminars, the format may be modified to best suit the class size and dynamics. Additionally, the seminar may be divided into several sessions, as determined by the course teaching team, to ensure optimal engagement and thorough exploration of the topics. This approach is intended to provide an environment conducive to both intellectual growth and the development of values central to this course.* | Mentioned in the new Course Syllabus | 20% |

# **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 (CAPACITY 25-30 STUDENTS)  • ADEQUATE LIGHTING AND VENTILATION  • SUITABLE SEATING ARRANGEMENTS  • WHITEBOARD |
| **TECHNOLOGY EQUIPMENT** | • COMPUTER AND INTERNET CONNECTION FOR INSTRUCTOR  • DATA PROJECTOR  • SPEAKERS  • OPTIONAL: SMART BOARD |
| **OTHER EQUIPMENT** | • MARKERS AND ERASERS  • NOTICE BOARD |
| **ADDITIONAL RESOURCES** | • OPTIONAL: LANGUAGE LAB FACILITIES  • OPTIONAL: AUDIO EQUIPMENT  • OPTIONAL: MOBILE CHARGING STATION |

# **F. Assessment of Course Quality**

| **Assessment Areas/Issues** | **Assessor** | **Assessment Methods** |
| --- | --- | --- |
| **EFFECTIVENESS OF TEACHING** | • Students  • Peer Reviewers  • Program Leaders | • Direct: Classroom observations  • Indirect: Student course evaluation surveys  • Indirect: Faculty self-evaluation reports |
| **EFFECTIVENESS OF STUDENT ASSESSMENT** | • Faculty  • Program Leaders  • External Reviewers | • Direct: Analysis of grade distributions  • Direct: Review of assessment tools  • Indirect: Student feedback surveys |
| **QUALITY OF LEARNING RESOURCES** | • Students  • Faculty  • Library Staff | • Direct: Resource utilization reports  • Indirect: Student satisfaction surveys  • Indirect: Faculty feedback on resource adequacy |
| **THE EXTENT TO WHICH CLOs HAVE BEEN ACHIEVED** | • Course Instructor  • Department Head  • Quality Committee | • Direct: Analysis of all course assessment results (quizzes, midterms, assignments, final exam)  • Indirect: End-of-course student surveys |

# **G. Specification Approval**

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| --- | --- |
| **Council /COMMittee** | **College council** |
| **Reference No.** | **15** |
| **Date** | **February 12, 2023** |