



# Course Specifications

<b>Course Title:</b>	Novel
<b>Course Code:</b>	ENG 431
<b>Program:</b>	Bachelor of Arts in English
<b>Department:</b>	Department of English
<b>College:</b>	Faculty of Languages and Translation
<b>Institution:</b>	King Khalid University

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## A. Course Identification

<b>1. Credit hours:</b> 2
<b>2. Course type</b>
a. University <input type="checkbox"/> College <input type="checkbox"/> Department <input checked="" type="checkbox"/> Others <input type="checkbox"/>
b. Required <input checked="" type="checkbox"/> Elective <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> 7
<b>4. Pre-requisites for this course (if any): (Eng. 330) Introduction to Literary Forms</b>
<b>5. Co-requisites for this course (if any): None</b>

### 6. Mode of Instruction (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom		90%
2	Blended		
3	E-learning		10%
4	Correspondence		
5	Other		

### 7. Actual Learning Hours (based on academic semester)

No	Activity	Learning Hours
<b>Contact Hours</b>		
1	Lecture	30
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	<b>Total</b>	30
<b>Other Learning Hours*</b>		
1	Study	20
2	Assignments	10
3	Library	
4	Projects/Research Essays/Theses	
5	Others (specify)	
	<b>Total</b>	30

\* The length of time that a learner takes to complete learning activities that lead to achievement of course learning outcomes, such as study time, homework assignments, projects, preparing presentations, library times

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This course introduces students to the types, aspects, principles and cultural values of

the English novel. By course-end, students will be able to understand and analyze narrative techniques and various elements of fictional writings such as plot, character, setting, theme, point of view, structure, symbols, and leitmotifs.

## 2. Course Main Objective

- To introduce students to the narrative techniques and theories, the various strategies of fictional writings, the fundamentals of the novel
- and the social and intellectual issues that lurk beneath the novels under discussion
- To provide students with critical tools necessary for novel analysis.
- To promote students' knowledge of the novelists and their works in their cultural and historical context

## 3. Course Learning Outcomes

CLOs		Aligned-PLOs
<b>1</b>	<b>Knowledge:</b>	
1.1	Identify various types and aspects of the English novel	K2
1.2	Recognize theories, fundamentals and notable novelists of the English novel	K2
1.3	Discuss the basic techniques, strategies and critical approaches to the English novel	K2
<b>2</b>	<b>Skills :</b>	
2.1	Utilize the distinguishing principles, aspects of the English novel when evaluating various narrative texts	S3
2.2	Analyze and appreciate various novels in light of the theory of fiction	S2
2.3	Compare and contrast different aspects and techniques of the English novel	S2
<b>3</b>	<b>Competence:</b>	
3.1	Participate actively in class discussion and think critically of cultural and historical highlights that have influenced the English novel	C1, C2, C3
3.2	Use IT tools and technology to access, contribute and share intercultural knowledge	C2
3.3	Act dutifully and ethically in carrying out individual as well as group literary projects that engage students with social and cultural issues	C3

## C. Course Content

No	List of Topics	Contact Hours
1	Introduction to the Novel relying on E. M. Forster's <i>Aspects of the Novel</i> , Marjorie Boulton's <i>Anatomy of the Novel</i> and Sharon Hamilton's <i>Essential Literary Terms</i>	6
2	E. M. Forster <i>A Passage to India</i>	12

	<ul style="list-style-type: none"> <li>• Introduction to the author and his views and portrayal of the relationship between the British and the Indians in India</li> <li>• Novel structure, plot analysis, major themes, character development, narrator, background, style, techniques etc.</li> </ul>	
3	<b>Daniel Defoe <i>Robinson Crusoe</i></b> <ul style="list-style-type: none"> <li>• Introduction to the author and his views on the British Society and the diverse elements of individualism</li> <li>• Novel structure, plot analysis, major themes, character development, narrator, background, style, techniques etc.</li> </ul>	12
<b>Total</b>		30

## D. Teaching and Assessment

### 1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	<b>Knowledge</b>		
1.1	Identify various types and aspects of the English novel	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Discussion</li> <li>• Close reading and text analysis</li> <li>• Collaborative learning/Team work</li> <li>• Personal engagement with texts</li> </ul>	<ul style="list-style-type: none"> <li>• Two-midterm tests</li> <li>• Assignments</li> <li>• Quizzes on assigned reading</li> <li>• Final Exam</li> </ul>
1.2	Recognize theories, fundamentals and notable novelists of the English novel	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Discussion</li> <li>• Close reading and text analysis</li> <li>• Collaborative learning/Team work</li> <li>• Personal engagement with texts</li> </ul>	<ul style="list-style-type: none"> <li>• Live monologues</li> <li>• Two-midterm tests</li> <li>• Assignments</li> <li>• Quizzes</li> <li>• Final Exam</li> <li>• Presentations about the different literary texts and writers</li> </ul>

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
1.3	Discuss the basic techniques, strategies and critical approaches to the English novel	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Discussion</li> <li>• Close reading and text analysis</li> <li>• Collaborative learning/Team work</li> </ul> Personal engagement with texts	<ul style="list-style-type: none"> <li>• Live monologues</li> <li>• Two-midterm tests</li> <li>• Assignments</li> <li>• Quizzes</li> <li>• Final Exam</li> <li>• Presentations about the different literary texts and writers</li> </ul>
<b>2.0</b>	<b>Skills</b>		
2.1	Utilize the distinguishing principles, aspects of the English novel when evaluating various narrative texts	<ul style="list-style-type: none"> <li>• E-learning</li> <li>• Lectures</li> <li>• In class thematic discussions: teaching students to think independently and engage in group discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Individual meetings with students to evaluate their appreciation of own work;</li> <li>• Student presentations</li> <li>• Evaluation of quizzes, assignments and exams</li> </ul>
2.2	Analyze and appreciate various novels in light of the theory of fiction	<ul style="list-style-type: none"> <li>• Class surveys</li> <li>• E-learning</li> <li>• In class thematic discussions: teaching students to think independently and engage in group discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Individual assignments</li> <li>• Exams</li> </ul>
2.3	Compare and contrast different aspects and techniques of the English novel	<ul style="list-style-type: none"> <li>• E-learning</li> <li>• Lectures</li> <li>• In class thematic discussions: teaching students to think independently and engage in group discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Individual assignments</li> <li>• Exams</li> </ul>
<b>3.0</b>	<b>Competence</b>		

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
3.1	Participate actively in class discussion and think critically of cultural and historical highlights that have influenced the English novel	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Discussion</li> <li>• Group and individual assignments</li> <li>• Pair work</li> </ul>	Individual and group Presentations
3.2	Use IT tools and technology to access, contribute and share intercultural knowledge	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Discussion</li> <li>• Group and individual assignments</li> <li>• Pair work</li> </ul>	<ul style="list-style-type: none"> <li>• Students' behavior during group assignments is monitored and evaluated against planned standards.</li> </ul>
3.3	Act dutifully and ethically in carrying out individual as well as group literary projects that engage students with social and cultural issues	<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Discussion</li> <li>• Group and individual assignments</li> <li>• Pair work</li> </ul>	<ul style="list-style-type: none"> <li>• Students' behavior during group assignments is monitored and evaluated against planned standards.</li> </ul>

## 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Assignment 1	Week 5	5%
2	Test 1	Week 7	20%
3	Assignment 2	Week 10	5%
4	Test 2	Week 12	20%
5	Final Exam	Week 16	50%
6	Total		100 %

\*Assessment task (i.e., written test, oral test, oral presentation, group project, essay, etc.)

## E. Student Academic Counseling and Support

Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice :

Office Hours: 10 hours per week

## F. Learning Resources and Facilities

### 1. Learning Resources

<p><b>Required Textbooks</b></p>	<p><b>Texts Prepared by the Department that include:</b></p> <ul style="list-style-type: none"> <li>• E. M. Forster <i>A Passage to India</i></li> <li>• Daniel Defoe's <i>Robinson Crusoe</i></li> <li>• Mark Twain's <i>Huckleberry Finn</i></li> </ul>
<p><b>Essential References Materials</b></p>	<ul style="list-style-type: none"> <li>• Boulton, Marjorie. <i>The Anatomy of the Novel</i> (Routledge Revivals) 1st Edition, 2015</li> <li>• E. M. Forster's <i>Aspects of the Novel</i> (eBook edition 2016)</li> <li>• Hamilton, Sharon. <i>Essential Literary Terms: A Brief Norton Guide with Exercises</i>, 2016.</li> <li>• Grenier, Rae. <i>Sympathetic Realism in Nineteenth-Century British Fiction</i> (2012)</li> <li>• Ingham, Patricia. <i>Invisible Writing and the Victorian Novel: Readings in Language and Ideology</i> (2000)</li> <li>• Jeremy Hawthorn's <i>Studying the Novel</i>, Sixth Edition, 2010.</li> <li>• O'Gorman, Francis, ed. <i>A Concise Companion to the Victorian Novel</i> (2005)</li> <li>• Regan, Stephen, ed. <i>The Nineteenth-Century Novel: A Critical Reader</i> (2001)</li> <li>• Rogers, Pat, ed. <i>Daniel Defoe: The Critical Heritage</i>. Routledge 2013</li> <li>• ---. <i>Robinson Crusoe (Routledge Revivals)</i>. Routledge, 2014.</li> </ul>
<p><b>Electronic Materials</b></p>	<ul style="list-style-type: none"> <li>• Students are motivated to explore relevant electronic materials for further details.</li> <li>• <a href="http://lib.kku.edu.sa/">http://lib.kku.edu.sa/</a></li> <li>• <a href="http://search.proquest.com">search.proquest.com</a> <a href="http://www.questia.com">www.questia.com</a> (only for campus connected computers)</li> <li>• <a href="http://www.shmoop.com">www.shmoop.com</a></li> <li>• <a href="http://www.sparknotes.com">www.sparknotes.com</a></li> </ul>



<b>Other Learning Materials</b>	<b>Use of computers and audio-visual equipment</b>
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## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	<ul style="list-style-type: none"> <li>• Large enough classrooms and labs</li> <li>• Lecture rooms with a capacity of 30 students</li> </ul>
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	<ul style="list-style-type: none"> <li>• Laptops, overhead projectors, computer labs, MS Office programs, academic software.</li> </ul>
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	<ul style="list-style-type: none"> <li>• Students are encouraged to use the Language Enhancement Program (LEP)</li> <li>• Dictionaries, English-skills software, Linguistic and language atlases,</li> </ul>

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Confidential completion of standard course evaluation questionnaire by students at the end of each semester	In-class observation by other colleagues	Workshops by internal and external experts
Occasional student-faculty meetings to get students' feedback	Peer observation	Coordination between teachers of different sections of the same course
Confidential completion of standard course evaluation questionnaire by students at the end of each semester	Observation by external experts	Training and orientation for new instructors of the course

**Evaluation areas** (e.g., Effectiveness of teaching and assessment, Extent of achievement of course learning outcomes, Quality of learning resources, etc.)

**Evaluators** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## H. Specification Approval Data

<b>Council / Committee</b>	Department of English Council
<b>Reference No.</b>	20138
<b>Date</b>	24/2/1441 G

Prepared by: Course Coordinator

Reviewed and Approved by: Quality Committee