|  |  |
| --- | --- |
| **Course Title:** | **Rise of the Novel** |
| **Course Code:** | **ENG 251** |
| **Program:** | **B.A. English** |
| **Department:** | **English** |
| **College:** | **Science and Humanities in Rumah** |
| **Institution:** | **Majmaah University** |

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# A. Course Identification

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1. Credit hours:** | | | | **3** | | | | | | | | | | | | |
| **2. Course type** | | | | | | | | | | | | | | | | |
| **a.** | University | |  | | College | | |  | Department | | | | **√** | Others |  |  |
| **b.** | | Required | | | | **√** | Elective | | |  |  | | | | | |
| **3. Level/year at which this course is offered:** | | | | | | | | | | | | Level 3/ 2nd Year | | | | |
| **4. Pre-requisites for this course** (if any)**:**  ENG 181(Old Course)/ ENGL 211 (New Course) | | | | | | | | | | | | | | | | |
| **5. Co-requisites for this course** (if any)**:** | | | | | | | | | | | | | | | | |
| **None** | | | | | | | | | | | | | | | | |

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

| **No** | **Mode of Instruction** | **Contact Hours** | **Percentage** |
| --- | --- | --- | --- |
| **1** | **Traditional classroom** | 3 hours per week | 100% |
| **2** | **Blended** | 0 | 0% |
| **3** | **E-learning** | 0 | 0% |
| **4** | **Distance learning** | 0 | 0% |
| **5** | **Other** | 0 | 0% |

**7. Contact Hours** (based on academic semester)

|  |  |  |
| --- | --- | --- |
| **No** | **Activity** | **Contact Hours** |
| **1** | **Lecture** | 3 (hours) X 15(weeks) |
| **2** | **Laboratory/Studio** | 0 |
| **3** | **Tutorial** |  |
| **4** | **Others** (specify) | Office Hours = 2 X 15 weeks |
|  | **Total** | 75 |

# B. Course Objectives and Learning Outcomes

|  |
| --- |
| The course offers a brief introduction to the genesis and early development as well as the fundamentals of the English novel. It acquaints the students with terms such as plot, characterization, setting, native style, and the like. Also, some attention is given to the historical, social, and literary backgrounds of 18th-century English. |
|  |
| 2. Course Main Objective |
| • Teaching novel as a unique type of literary genre.  • Explaining different elements of novel in general, mainly setting, plot, themes, and narration.  • Teaching students how to analyze a novel applying it to two novels in hand, “Robinson Crusoe” and “Gulliver’s Travels”. |

## 3. Course Learning Outcomes

| **CLOs** | | **Aligned****PLOs** |
| --- | --- | --- |
| 1 | **Knowledge and Understanding** |  |
| 1.1 | Learn the different elements of novel in general, mainly setting, plot, themes, and narration. | K1 |
| 1.2 | Comprehend various settings and series of events (plot) of the given novels. | K1 |
| 1.3 | Identify different themes and narration styles of the given novels. | K1 |
| **2** | **Skills :** |  |
| 2.1 | Develop their communication skills by practicing how to present their literary analysis in a brief and coherent fashion. | S1 |
| 2.2 | Build their critical thinking skills by practicing how to compare various elements in the given novels. | S2 |
| 2.3 |  |  |
| **3** | **Values:** |  |
| 3.1 | Appraise their work concerning main elements of novel against the work of a classmate or a group. | V1 |
| 3.2 | Act both responsibly and effectively exhibiting interpersonal skills in peer/group activities. | V1 |
| 3.3 | Complete original assignments/projects strictly meeting the course deadlines. | V2 |

# C. Course Content

|  |  |  |
| --- | --- | --- |
| **No** | **List of Topics** | **Contact Hours** |
| 1 | A brief historical background of novel | 3 |
| 2 | Elements of novel | 3 |
| 3 | “Robinson Crusoe” by Daniel Defoe | 3 |
| 4 | (Background, Setting, Plot, Themes, Method of Narration) | 3 |
| 5 | Novel Reading & Discussion | 3 |
| 6 | Novel Reading & Discussion | 3 |
| 7 | Novel Reading & Discussion | 3 |
| 8 | Mid Term Exam (I) | 3 |
| 9 | “Gulliver's Travels” by Jonathan Swift | 3 |
| 10 | (Background, Setting, Plot, Themes, Method of Narration) | 3 |
| 11 | Novel Reading & Discussion | 3 |
| 12 | Novel Reading & Discussion | 3 |
| 13 | Novel Reading & Discussion | 3 |
| 14 | Mid Term Exam (II) | 3 |
| 15 | Revision for the ‘Final Exam’ | 3 |
| **Total** | | 45 |

# 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** | **Knowledge and Understanding** | | |
| 1.1 | Learn the different elements of novel in general, mainly setting, plot, themes, and narration. | * Lectures   •Class discussions and exercises  • Presentations  • Reading and library assignments  •Group work | •Quizzes  •Assignments  •Presentations  •Peer Evaluation  •Mid Exams  •Final Exam |
| 1.2 | Comprehend various settings and series of events (plot) of the given novels. | * Lectures   •Class discussions and exercises  • Presentations  • Reading and library assignments  •Group work | •Quizzes  •Assignments  •Presentations  •Peer Evaluation  •Mid Exams  •Final Exam |
| 1.3 | Identify different themes and narration styles of the given novels. | * Lectures   •Class discussions and exercises  • Presentations  • Reading and library assignments  •Group work | •Quizzes  •Assignments  •Presentations  •Peer Evaluation  •Mid Exams  •Final Exam |
|  |  |  |  |
| **2.0** | **Skills** | | |
| 2.1 | Develop their communication skills by practicing how to present their analysis in a brief and coherent fashion. | * Lectures   •Class discussions and exercises  • Presentations  • Reading and library assignments  •Group work | •Quizzes  •Assignments  •Presentations  •Peer Evaluation  •Mid Exams  •Final Exam |
| 2.2 | Build their critical thinking skills by practicing how to compare various elements, characters, and themes of given novels. | * Lectures   •Class discussions and exercises  • Presentations  • Reading and library assignments  •Group work | •Quizzes  •Assignments  •Presentations  •Peer Evaluation  •Mid Exams  •Final Exam |
| **3.0** | **Values** | | |
| 3.1 | Act both responsibly and effectively exhibiting interpersonal skills in peer/group activities. | •Class discussions and exercises  • Presentations  • Reading and library assignments  •Group work | •Assignments  •Presentations  •Peer Evaluation |
| 3.2 | Appraise their work concerning the settings, themes, characters as well as the characteristics of the given novel against the work of a classmate or a group. | •Class discussions and exercises  • Presentations  • Reading and library assignments  •Group work | •Assignments  •Presentations  •Peer Evaluation |
| 3.3 | Complete original assignments/projects strictly meeting the course deadlines. | •Class discussions and exercises  • Presentations  • Reading and library assignments  •Group work | •Assignments  •Presentations  •Peer Evaluation |

## 

## 2. Assessment Tasks for Students

| **#** | **Assessment task\*** | **Week Due** | **Percentage of Total Assessment Score** |
| --- | --- | --- | --- |
| **1** | Participation | Ongoing | 5% |
| **2** | Quizzes / Assignments | Ongoing | 15% |
| **3** | Midterm 1 | 7/8 | 15% |
| **4** | Midterm 2 | 14 | 15% |
| **5** | Final exam | 16 | 50% |
| **6** |  |  |  |
| **7** |  |  |  |

**\*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:** |
| 1. Students are encouraged to consult with the course instructor during office hours. 2. Students are encouraged to exchange emails/ WhatsApp communication with the course instructor outside office hour. 3. **Email: m.rasheed@mu.edu.sa , fs.alamri@mu.edu.sa** 4. Academic advisors are available during office hours. 2 hours per week at the campus. Each staff member is assigned a number of students to whom they offer academic, psychological, and social help when needed. 5. Communication and interaction via the blackboard between students and instructors. |

# F. Learning Resources and Facilities

## 1.Learning Resources

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Required Textbooks** | |  |  |  |  | | --- | --- | --- | --- | | **Date of Publication** | **Publisher** | **Author** | **Book** | | 2007 | Dodo Press | Daniel Defoe | “The Life & Adventures of Robinson  Crusoe” | | 2003 | Penguin Classics | Jonathan Swift | “Gulliver's Travels” | |
| **Essential References Materials** | |  |  |  |  | | --- | --- | --- | --- | | **Date of Publication** | **Publisher** | **Author** | **Book** | | 2001 | University of  California Press | Ian Watt | The Rise of the Novel California Press | | 1975 | Routledge | Boulton  Marjorie | The Anatomy of Novel | |
| **Electronic Materials** | • www.onlineiterature.com  • www.sparknotes.com  • www.gradesaver.com/classicnotes  • www.cliffnotes.com  • www.litcharts.com  • www.novelguide.com  • www.shmoop.com |
| **Other Learning Materials** | None |

## 2. Facilities Required

| **Item** | **Resources** |
| --- | --- |
| **Accommodation**  (Classrooms, laboratories, demonstration rooms/labs, etc.) | * Large classrooms can accommodate up to 20 students. * Library. * Laboratories accommodate up to 15 students. |
| **Technology Resources**  (AV, data show, Smart Board, software, etc.) | * Smart Boards, digital podiums and Internet facilities are available in the classrooms. * Well -equipped language labs are available at the college for students during practical lectures. |
| **Other Resources**  (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list) | None |

# G. Course Quality Evaluation

| **Evaluation**  **Areas/Issues** | **Evaluators** | **Evaluation Methods** |
| --- | --- | --- |
| Strategies for Obtaining Student Feedback on Effectiveness of Teaching | Instructors and coordinators | #A "Course evaluation" questionnaire done by the students on the university portal at the end of each term.  #A "Students' academic experience evaluation" questionnaire done by the students at the end of each term.  # A "Program evaluation" questionnaire done by the students at the end of each term. |
| Other Strategies for Evaluation of Teaching by the Instructor or by the Department | Instructors and coordinators | # Revising study plans of the department by the college committee of Academic Study Plans.  # Quality check by colleagues and Head of the Department. |
|  |  |  |

**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

|  |  |  |
| --- | --- | --- |
| **Council / Committee** | Department Council. |  |
| **Reference No.** | Department Council Meeting No. |  |
| **Date** | 7-2-1442 H |  |