



جامعة المجمعة
Majmaah University

رؤية
VISION
2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA

COURSE SPECIFICATIONS (CS)

Ramadan 1438 H , June 2017

Institution:	Majmaah University
Academic Department :	Department of English
Programme :	B.A. in English
Course title and code:	British Novel and Drama , ENGL 222
Specification Approved Date : / 3 / 2019

Course Specifications

Institution: Majmaah University	Date:
English Department	

A. Course Identification and General Information

1. Course title and code: British Novel and Drama – ENGL 222																				
2. Credit hours: 3 HRS/WEEK																				
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs) B.A. in English																				
4. Name of faculty member responsible for the course																				
5. Level/year at which this course is offered: 5th level																				
6. Pre-requisites for this course (if any): ENG 211 Introduction to Literature																				
7. Co-requisites for this course (if any): (NA)																				
8. Location if not on main campus:																				
9. Mode of Instruction (mark all that apply):																				
<table style="width: 100%; border: none;"> <tr> <td style="width: 35%;">a. traditional classroom</td> <td style="width: 10%; text-align: center;"><input checked="" type="checkbox"/></td> <td style="width: 35%;">What percentage?</td> <td style="width: 20%; text-align: center;"><input type="text" value="85"/></td> </tr> <tr> <td>b. blended (traditional and online)</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text" value="5"/></td> </tr> <tr> <td>c. e-learning</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text" value="5"/></td> </tr> <tr> <td>d. correspondence</td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text" value="5"/></td> </tr> <tr> <td>f. other</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>What percentage?</td> <td style="text-align: center;"><input type="text"/></td> </tr> </table>	a. traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="85"/>	b. blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="5"/>	c. e-learning	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="5"/>	d. correspondence	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="5"/>	f. other	<input type="checkbox"/>	What percentage?	<input type="text"/>
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Comments:																				



B Objectives

1. What is the main purpose for this course?

This course surveys the development of British drama and novel from the time of Chaucer up to the modern and postmodern ages. It casts light on the most central writers, works, movements and their general historical, social and cultural contexts and milieus.

By the end of the course, students should be to:

1. Inform students with the development of British novel and drama from the time of Chaucer up to the twentieth and twenty first centuries.
2. Acquaint students with the political, social and cultural backgrounds of the major British literary works since the middle ages.
3. Introduce students to the landmark movements in British literature with a particular focus on novel and drama (e.g. Elizabethan drama, Nineteenth century novel, twentieth century drama and novel, twenty first trends in drama and novel, etc.).
4. Help students appreciate the artistic and aesthetic qualities of British drama and novel along with recognising the interplay between these qualities and their political and socio-cultural milieu.
5. Give students a sense of early and modern British writings and how they can be viewed from different perspectives using different literary analytic frameworks
6. Enable students to talk and write informatively about some major British dramatists and novelists.

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)

- **Periodical review of the course by the instructor and the department courses planning committee.**
- **Attempting to use computer software and projectors in teaching the course.**
- **Giving students some materials supplementing the textbook.**
- **Questionnaire students about the way of teaching the course.**

C. Course Description (Note: General description in the form used in Bulletin or handbook)

Course Description:

The course surveys the development of British drama and novel from the time of Chaucer up to the modern and postmodern ages. To this end, it casts light on the most central writers, works, movements and their general historical, social and cultural contexts and milieus. Some particular representative works will receive more emphasis throughout the survey via highlighting their major critiques and critical evaluation. Whilst the study of these works will chiefly mirror the interplay between British literature and British history, references can also be made to overseas influences and intersexuality.

Instructors should maximise students' benefit from this survey not only via the knowledge of British literature, but also by promoting their reading and writing proficiency.

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Introduction to the course; brief survey of the British prose and drama + Middle English Literature	1	3
Middle English Literature <i>Chaucer and the Canterbury Tales: The General Prologue to the Canterbury Tales</i>	2	6
Elizabethan Drama and Prose- Historical Background of the century Renaissance period. The characteristics of the Elizabethan prose. John Lyly's <i>Campaspe</i> . Analyzing the plot and the characters. Lyly's language and style in <i>Campaspe</i> . Lyly's influence on the 16th century writers.	2	6
Different genres of the Elizabethan drama: Mystery Plays or "Cycle" Drama and Morality Plays. Famous Elizabethan dramatists: Ben Jonson, Christopher Marlowe and William Shakespeare.	1	3
Shakespeare and his Time William Shakespeare and his significance in English drama – <i>Hamlet</i> - brief analysis of the plot, characters, and themes. <i>Macbeth</i> – a short analysis	2	6
Restoration Drama and Prose – Historical Background Heroic Plays in the Restoration Period. Dryden and Oliver Goldsmith. Dryden and his influence on heroic plays – <i>All for Love</i> - brief analysis of the plot, characters, and themes.	2	6
The Characteristics of the 18th century Novel – famous novelists of the era: Daniel Defoe, Jonathan Swift, and Samuel Richardson. Defoe's <i>Robinson Crusoe</i> - brief analysis of the plot, characters, and themes.		
Nineteenth-century Novel and Novelists - Historical Background of the Century The characteristics of the Victorian novel. The dominating literary movement: Romanticism and Realism. The famous Victorian Novelists; Charles Dickens, Thomas Hardy and Jane Austen. Dickens' <i>Hard Times</i> – brief analysis of the plot, characters, and themes.	2	6

<p>Twentieth-century British Drama and Novel.</p> <p>The characteristics of the modern British drama.</p> <p>Famous Modern British dramatists: Henrik Ibsen, George Bernard Shaw and Oscar Wilde , Samuel Becket, etc..</p> <p>Shaw’s <i>Pygmalion</i> - brief analysis of the plot, characters and themes.</p> <p><i>Joyce and the Stream of Consciousness style</i></p> <p>21st century British Literature: A very Short Survey</p> <p>Revision</p>	2	6
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2. Course components (total contact hours and credits per semester):

		Lecture	Tutorial	Laboratory/ Studio	Practical	Other:	Total
Contact Hours	Planned	45 hrs	None	None	None	None	45 hrs.
	Actual	45 hrs	None	None	None	None	45 hrs.
Credit	Planned	۳ hrs	None	None	None	None	۳ hrs.
	Actual	۳ hrs	None	None	None	None	۳ hrs.

3. Additional private study/learning hours expected for students per week. 2 hrs

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. (Courses are not required to include learning outcomes from each domain.)



Code #	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Outline the development of British novel and drama from the time of Chaucer up to the twentieth and twenty first centuries	Lectures Class seminars	Quizzes, Midterms, Final Exam
1.2	Discuss the political, social and cultural backgrounds of the major British literary works since the middle ages.	Class discussion Class seminars	Midterms Final exam
1.3	Describe the landmark movements in British literature with a particular focus on novel and drama (e.g. Elizabethan drama, Nineteenth century novel, twentieth century drama and novel, twenty first trends in drama and novel, etc.).	Close reading and text analysis Class seminars	Final exam Class seminars
1.4	Write about British novel and drama using standard literary terminology and other literary conventions	Collaborative learning/Team work	Class participation Essay questions
2.0	Cognitive Skills		
2.1	Ability to think critically and analytically using what has been learned from studying British drama and novel.	Lectures/teaching students how to read attentively and critically	Class participation
2.2	Compare and contrast the style and characteristics of the different ages of British literature.	Class discussions/teaching students to think independently and engage in group discussions	Presentations and Seminars
2.3	Ability to make sound analogies and comparisons between different literary works and different writers	Individual meetings with students/ encouragement of students to discuss paper topics outside the class room with the instructor	Research papers/ Group assignments
3.0	Interpersonal Skills & Responsibility		
3.1	Students can complete both reading and writing assignments in due time.	Lectures in which students are made aware of the significance of time management	Active class participation reflects the students' ability to keep up with the scheduled topics.

3.2	Students can participate in class discussion and think critically and creatively making use of the knowledge and skills gained from the course.	Discussions with students on ethical behaviour in conducting research	Attending classes is very important since it is part of the students' class participation and group work.
3.3	Students can act responsibly and ethically in carrying out individual as well as group projects	Individual counselling on research projects and writing difficulties	Assignments should be handed on time, no exceptions. This will teach students to be punctual and respect deadlines.
4.0	Communication, Information Technology, Numerical		
4.1	Use of electronic journals and data basis	Encourage students to make extensive use of material on the web	Allot marks for the use of web-based material in students' presentations. .
4.2	Web CT 3. Use of PowerPoint and laptop	Encourage students to consult the specialist in the computer lab for help on web based material	Distribute rubric at beginning of assignment so students know what they will be evaluated on
4.3	Projector Systems and Smart Boards.	Demand the use of PowerPoint when giving presentations.	Presentations Seminars
5.0	Psychomotor		
5.1	Not applicable.	Not applicable	Not applicable
5.2			

5. Schedule of Assessment Tasks for Students During the Semester

	Assessment task (i.e., essay, test, quizzes, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Participation and Quizzes	All Along	10%
2	2 Midterms	Week 8, 13	40%
3	Final Exam	End of Semester	50%
4			

5			
6			
7			
8			

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

- Supervision of activities.
- Office hours 4 hrs/ week.
- D2L online learning processes

E Learning Resources

1. List Required Textbooks

G C Thornley and Gwyneth Roberts' *An Outline of English Literature*. Longman. 2004.

2. List Essential References Materials (Journals, Reports, etc.)

- Chaucer, Geoffrey, and Peter Ackroyd. *The Canterbury Tales*. Createspace, 2015.
- Campaspe (Revels Plays) by John Lyly. Manchester University Press; New Ed edition (February 1999)
- Shakespeare, *Hamlet*. York Classics. 2003.
- **John Dryden, *All for Love***. CreateSpace, 2013.
- Daniel Defoe. *Robinson Crusoe*. CreateSpace, 2018.
- Charles Dickens. *Hard Times*. Penguin Classics; Reissue edition (April 29, 2003).
- George Bernard Shaw. *Pygmalion*. CreateSpace, 2018.

3. List Electronic Materials, Web Sites, Facebook, Twitter, etc.

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

[www. Questia.com](http://www.questia.com)

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

1. Abrams, M.H., *A Glossary of Literary Terms*, (Holt, Rinehart and Winston, New York)1941

2. Innes, Christopher, *Modern British Drama 1890-1990*, (Cambridge University Press, Cambridge) 1992
 3. Williams, Raymond, *Drama from Ibsen to Brecht*, (Penguin books Ltd., Harmondsworth) 1968.
 1. Esslin, Martin, *The Theatre of the Absurd*, (Penguin books Ltd., Harmondsworth) 1983
 2. Taylor, John Russel, *Anger and After: A Guide to the New British Drama*. (Eyre Methuen Ltd., London) 1978.
 3. Berst, Charles A., *Bernard Shaw and the Art of Drama*, (University of Illinois press, USA) 1073
 4. Rosenblood, Norman (ed.), *Shaw: Seven Critical Essays*, (University of Toronto press)
- Smith Warren (ed.), *Bernard Shaw's Plays, A Norton Critical Edition*,
- Nicoll, Allardyce, *British Drama*, 6th ed., (London: Harp) 1978

A Student's Guide to the Plays of Samuel Beckett

4. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

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 (Classrooms, laboratories, demonstration rooms/labs, etc.)

Lecture rooms should be large enough to accommodate the number of registered students

2. Technology resources (AV, data show, Smart Board, software, etc.)

- Laptop computer
- projector system

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

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 college evaluation of course by students (to be collected by the department)
3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better
4. Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information from each other students on specific points outlined by the department and the instructor being evaluated

2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department

Peer observation to benefit from colleagues' objective feedback and suggestions for improvement

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
- Encouragement of faculty members to attend professional development conferences
- Keep up to date with pedagogical theory and practice
- 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 member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

Reviewing exam questions, model answers and a sample of corrected papers from a departmental committee and outside reviewers

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

- The course material and learning outcomes are periodically reviewed internally and externally.
- Comparing course content and teaching methodologies with similar courses offered at other departments.
- Studying the outcomes of the students' evaluation of the course and using these outcomes to improve teaching the course.





Name of Course Instructor:

Signature: **Date Specification Completed:**

Program Coordinator:

Signature: **Date Received:**

