



Course Specifications

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

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A. Course Identification

1. Credit hours: 2
2. Course type
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"/>
3. Level/year at which this course is offered: Level 7/Year 4
4. Pre-requisites for this course (if any): (Eng. 330) Introduction to Literary Forms
5. Co-requisites for this course (if any): N/A

6. Mode of Instruction (mark all that apply)

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

7. Contact Hours (based on academic semester)

No	Activity	Contact Hours
1	Lecture	30
2	Laboratory/Studio	
3	Tutorial	
4	Others (specify)	
	Total	30

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
1	Knowledge and Understanding	
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, K3
1.3	Discuss the basic techniques, strategies and critical approaches to the English novel	K3
2	Skills :	
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	S3, S6
2.3	Compare and contrast different aspects and techniques of the English novel	S6
3	Values:	
3.1	Participate actively in class discussion and think critically of cultural and historical highlights that have influenced literary pieces.	V1
3.2	Communicate appropriately using IT tools and technology to access, contribute and share intercultural knowledge	V2
3.3	Act dutifully and ethically in carrying out individual as well as group literary projects that engage students with social issues	V3

C. Course Content

No	List of Topics	Contact Hours
1	Introduction to the Novel relying on E. M. Forster's <i>Aspects of the</i>	6

	<i>Novel, Marjorie Boulton's Anatomy of the Novel and Sharon Hamilton's Essential Literary Terms</i>	
2	E. M. Forster's <i>A Passage to India</i> <ul style="list-style-type: none"> • 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. 	12
3	Daniel Defoe's <i>Robinson Crusoe</i> <ul style="list-style-type: none"> • Introduction to the author and his views on the British Society and the diverse elements of individualism • Novel structure, plot analysis, major themes, character development, narrator, background, style, techniques etc. 	12
Total		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	Knowledge and Understanding		
1.1	Recognize various theories, types, concepts, styles, techniques and strategies of novels	<ul style="list-style-type: none"> • Lectures • Discussion • Close reading and text analysis • Collaborative learning/Team work • Personal engagement with texts 	<ul style="list-style-type: none"> • Two-midterm tests • Assignments • Quizzes on assigned reading • Final Exam
1.2	Read, analyze and compare various novels in light of the theory of fiction	<ul style="list-style-type: none"> • Lectures • Discussion • Close reading and text analysis • Collaborative learning/Team work • Personal engagement with texts 	<ul style="list-style-type: none"> • Live monologues • Two-midterm tests • Assignments • Quizzes • Final Exam • Presentations about the different literary texts and writers
2.0	Skills		
2.1	Compare and contrast different novels in terms of techniques and aspects	<ul style="list-style-type: none"> • E-learning • Lectures • In class thematic discussions: teaching students 	<ul style="list-style-type: none"> • Individual meetings with students to evaluate their

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
		to think independently and engage in group discussions	appreciation of own work; <ul style="list-style-type: none"> • Student presentations • Evaluation of quizzes, assignments and exams
2.2	Apply different critical and theoretical approaches to the study of English novels	<ul style="list-style-type: none"> • Class surveys • E-learning • In class thematic discussions: teaching students to think independently and engage in group discussions 	<ul style="list-style-type: none"> • Individual assignments • Exams
3.0	Values		
3.1	Participate actively in class discussion and think critically and analytically.	<ul style="list-style-type: none"> • Lectures • Discussion • Group and individual assignments • Pair work 	<ul style="list-style-type: none"> • Individual and group presentations
3.2	Act dutifully and ethically in carrying out individual as well as group literary projects that engage students with social issues	<ul style="list-style-type: none"> • Lectures • Discussion • Group and individual assignments • Pair work 	<ul style="list-style-type: none"> • Students' behavior during group assignments is monitored and evaluated against planned standards.

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%

#	Assessment task*	Week Due	Percentage of Total Assessment Score
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

Required Textbooks	<p>Texts Prepared by the Department that include:</p> <ul style="list-style-type: none"> • E. M. Forster <i>A Passage to India</i> • Daniel Defoe's <i>Robinson Crusoe</i> • Mark Twain's <i>Huckleberry Finn</i> <p>Other Alternative Texts:</p> <ul style="list-style-type: none"> • Joseph Conrad's <i>Heart of Darkness</i> • Paul Kalanithi's <i>When Breath Becomes Air</i> • Jane Austen's <i>Pride and Prejudice</i>
Essential References Materials	<ul style="list-style-type: none"> • Boulton, Marjorie. <i>The Anatomy of the Novel</i> (Routledge Revivals) 1st Edition, 2015 • Defoe, Daniel. <i>Robinson Crusoe: 300th Anniversary Edition</i>. Restless Classics, 2019. • Forster, Edward Morgan. <i>Aspects of the Novel</i> (eBook edition 2016) • Hamilton, Sharon. <i>Essential Literary Terms: A Brief Norton Guide with Exercises</i>, 2016. • Grenier, Rae. <i>Sympathetic Realism in Nineteenth-Century British Fiction</i> (2001) • Ingham, Patricia. <i>Invisible Writing and the Victorian Novel: Readings in Language and Ideology</i> (2000) • Jeremy Hawthorn's <i>Studying the Novel</i>, Seventh Edition, 2016. • O'Gorman, Francis, ed. <i>A Concise Companion to the Victorian Novel</i>, Wiley-Blackwell, 2008. • Rasmussen, R. Kent . <i>Critical Insights: Adventures of Huckleberry Finn</i>. Salem Press, 2017.

	<ul style="list-style-type: none"> • Regan, Stephen, ed. <i>The Nineteenth-Century Novel: A Critical Reader</i> (2015) • Rogers, Pat, ed. <i>Daniel Defoe: The Critical Heritage</i>. Routledge 2013 • ---. <i>Robinson Crusoe (Routledge Revivals)</i>. Routledge, 2014.
Electronic Materials	<ul style="list-style-type: none"> • Students are motivated to explore relevant electronic materials for further details. • http://lib.kku.edu.sa/ • www.shmoop.com • www.sparknotes.com • search.proquest.com www.questia.com (only for campus connected computers)
Other Learning Materials	Use of computers and audio-visual equipment

2. Facilities Required

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

G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Effectiveness of Teaching	Students, Coordinators, the Curriculum Review Committee	<ul style="list-style-type: none"> • Confidential completion of standard course evaluation questionnaire by students at the end of each semester • Occasional student-faculty meetings to get students' feedback • Regular review of the courses by the curriculum committee
Improvement of Teaching	Program Leader, Internal and External experts	<ul style="list-style-type: none"> • Organizing and conducting academic

Evaluation Areas/Issues	Evaluators	Evaluation Methods
		seminars, workshops and forums <ul style="list-style-type: none"> • Training and orientation for new instructors of the course
Verification of Standards of Student Achievement of Course Learning Outcomes	Peer Reviewers, Program Leader	<ul style="list-style-type: none"> • Examination of student work, e.g. assignments, exit exams, etc.)

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 of English
Reference No.	14
Date	May 2, 2021