



## Course Specifications

<b>Course Title:</b>	<b>Eighteenth Century Novel</b>
<b>Course Code:</b>	<b>ENG-3/346</b>
<b>Program:</b>	<b>Bachelor's Program in English</b>
<b>Department:</b>	<b>Department of English</b>
<b>College:</b>	<b>Jazan (Male and Female Campus), Samtah (Female Campus), Darb (Female Campus), and Farasan (Female Campus)</b>
<b>Institution:</b>	<b>Jazan University</b>

## Table of Contents

<b>A. Course Identification.....</b>	<b>3</b>
6. Mode of Instruction (mark all that apply) .....	3
<b>B. Course Objectives and Learning Outcomes.....</b>	<b>3</b>
1. Course Description .....	3
2. Course Main Objective.....	4
3. Course Learning Outcomes .....	4
<b>C. Course Content .....</b>	<b>4</b>
<b>D. Teaching and Assessment .....</b>	<b>5</b>
1. Alignment of Course Learning Outcomes with Teaching Strategies and Assessment Methods .....	5
2. Assessment Tasks for Students .....	5
<b>E. Student Academic Counseling and Support .....</b>	<b>5</b>
<b>F. Learning Resources and Facilities.....</b>	<b>5</b>
1.Learning Resources .....	6
2. Facilities Required.....	6
<b>G. Course Quality Evaluation .....</b>	<b>6</b>
<b>H. Specification Approval Data .....</b>	<b>7</b>

## A. Course Identification

<b>1. Credit hours:</b> 3 credit hours			
<b>2. Course type</b>			
a.	University <input type="checkbox"/>	College <input type="checkbox"/>	Department <input checked="" type="checkbox"/>
b.	Required <input checked="" type="checkbox"/>	Elective <input type="checkbox"/>	Others <input type="checkbox"/>
<b>3. Level/year at which this course is offered:</b> Level 6, Third Year			
<b>4. Pre-requisites for this course (if any):</b> Introduction to Literary Arts			
<b>5. Co-requisites for this course (if any):</b> Nil			

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

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100
2	Blended		
3	E-learning		
4	Distance learning		
5	Other		

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

No	Activity	Contact Hours
1	Lecture	45
2	Laboratory/Studio	
3	Tutorial	
4	Others (quiz, assignment and midterm)	
	<b>Total</b>	<b>45</b>

## B. Course Objectives and Learning Outcomes

### 1. Course Description

This course will introduce students to English novels of the eighteenth century and focus on the central approaches to this literary period. It will examine the origin, background and the factors that led to the development of the English novel, as an independent genre, through select novels of 1800s especially of Lawrence Sterne and Samuel Richardson. Students will concentrate on the impact of the social history of England on these writers and their writings as a means of framing reading strategies and critical debates. It involves the students in reading and understanding a piece of writing from both a literal and critical point of view. Students, for instance, will tend to identify the author's purpose, themes, attitudes, universal values and other critical facets and features. The course also considers the set texts within their socio-historical context.

## 2. Course Main Objective

On completion of this course, the students will be able to: Demonstrate the ability to analyze literary texts in-depth, Criticize ideas, structure and style in the novels of this period, develop reading comprehension through the reading of the novels, broaden cross-cultural perspectives, demonstrate advanced academic and professional literacy by explaining key concepts and theoretical issues in the culture of 18<sup>th</sup> century socio-cultural background, employ advanced cultural literacy in critically evaluating modern literature within its historical and cultural context, compose pieces of writing that adhere precisely to disciplinary conventions, specifically tailored to different purposes, Utilize management, planning and organisation skills by improving performance in the second research essay based on feedback from the first, consistently provide evidence of reflective practice and engagement through class or forum participation.

## 3. Course Learning Outcomes

CLOs		Aligned PLOs
1	<b>Knowledge and Understanding: students will be able to</b>	
1.1	Analyze of literary texts in a deeper way	K2
1.2	Demonstrate advanced academic, cultural and professional literacy	K3
2	<b>Skills: students will be able to</b>	
2.1	Explain the basic characteristics of novels	S2
2.2	Evaluate critically the ideas, structure and style of novels in this era	S3
3	<b>Values: students will be able to</b>	
3.1	Exhibit provide evidence of reflective practice and engagement through class or forum participation.	V2
3.2	Develop disciplinary codes, professional ethics specifically tailored to different purposes.	V3

## C. Course Content

No	List of Topics	Contact Hours
1	Introduction(The Novel& the factors that helped the novel to emerge)	3
2	Eighteenth Century Novel(Aspects and its major characteristics)	3
3	Main eighteenth century novelists& their major works and contribution to literature; Lawrence Sterne and his Novel <i>Tristram Shandy</i> : An Introduction	3
4	<i>Tristram Shandy(non detailed study)</i>	3
5	<i>Tristram Shandy</i>	3
6	<i>Tristram Shandy</i>	3
7	<i>Tristram Shandy</i>	3
8	Revision/ Mid-term Exam	3
9	Introduction to Richardson and the novel <i>Pamela: Virtue Rewarded</i>	3
10	<i>Pamela: Virtue Rewarded (detailed study)</i>	3
11	<i>Pamela: Virtue Rewarded</i>	3
12	<i>Pamela: Virtue Rewarded</i>	3
13	<i>Pamela: Virtue Rewarded</i>	3
14	<i>Pamela: Virtue Rewarded</i>	3
15	<i>Pamela: Virtue Rewarded</i>	3

<b>Total</b>	<b>45</b>
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## D. Teaching and Assessment

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

Code	Course Learning Outcomes	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and Understanding: students will be able to</b>		
1.1	Compare, describe and discuss the prescribed literary texts in a broader perspective	Lectures, Explanations, class room activity	Objective type questions, Short and Essay answers
1.2	Express and identify advanced academic, cultural and professional literacy	Active learning, Discussions, Presentations	Short answers, Essay answers
<b>2.0</b>	<b>Skills: students will be able to</b>		
2.1	Practice writing adhering to established norms of research	Debates, Story telling, Presentations	Subjective type questions – descriptive
2.2	Employ critically the ideas, structure and style of novels in this era	Role play, Peer learning,	Assessment of problem solving, case study
<b>3.0</b>	<b>Values{ students will be able to</b>		
3.1	Exhibit provide evidence of reflective practice and engagement through class or forum participation.	Project design	Project evaluation
3.2	Develop disciplinary codes, professional ethics specifically tailored to different purposes.	Problem based learning, Debates	Individual or and collective observation

### 2. Assessment Tasks for Students

#	Assessment task*	Week Due	Percentage of Total Assessment Score
1	Quiz	6	10
2	Midterm	8	20
3	Assignment	10	10
4	Final	16-17	60
5	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 :

Adequate and proper arrangements are made for each student in the form of an academic councilor who offers guidance in academic matters. Furthermore, 10 office hours are allotted to every faculty to be made available for the students during this time period.

## F. Learning Resources and Facilities

## 1. Learning Resources

<b>Required Textbooks</b>	Sterne, Lawrence. Tristram Shandy. London: William Heinemann, 1998 (abridged classics) Richardson, Samuel. Pamela: Virtue Rewarded. London: Heinemann, 1998. (abridged classics)
<b>Essential References Materials</b>	-Abrams, M. H. <i>A Glossary of Literary Terms</i> . 6th ed. Fort Worth: Harcourt Brace Jovanovich, 1993. -Allen, Walter. <i>The English Novel: A Short Critical History</i> . Middlesex: Penguin Books Ltd., 1981. Greenwood Press, 2003 -Forster, E. M. <i>Aspects of the Novel</i> . Any edition -Massie, Allen. <i>The Novel Today: a Critical Guide to the British Novel 1970-1989</i> . London: Longman Group Limited, 1995. -Matz, Jesse. <i>The Modern Novel: a Short Introduction</i> . Oxford: Blackwell Publishing Ltd., 2004.
<b>Electronic Materials</b>	Internet Browsing for information and the use of Computers. <a href="http://www.sparknotes.com">www.sparknotes.com</a> <a href="http://www.literature-study-online.com/essays">www.literature-study-online.com/essays</a>
<b>Other Learning Materials</b>	Web Sites, Facebook, Twitter, etc. EBR: Electronic Book Review( <a href="http://www.electronicbookreview.com">http://www.electronicbookreview.com</a> )

## 2. Facilities Required

Item	Resources
<b>Accommodation</b> (Classrooms, laboratories, demonstration rooms/labs, etc.)	1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Classrooms - 25 seats.
<b>Technology Resources</b> (AV, data show, Smart Board, software, etc.)	2. Technology resources (AV, data show, Smart Board, software, etc.) All are needed, and are not yet available.
<b>Other Resources</b> (Specify, e.g. if specific laboratory equipment is required, list requirements or attach a list)	1. Working projectors 2. Smart-boards 3. Internet in the classrooms 4. Computers 5. Libraries

## G. Course Quality Evaluation

Evaluation Areas/Issues	Evaluators	Evaluation Methods
Teaching effectiveness	Faculty, Students	Direct and indirect Assessment
Course learning outcomes	Program leaders / Peer reviewers	Direct and Indirect Assessment

**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 Council (session # 2101)
<b>Reference No.</b>	43/54/25644
<b>Date</b>	29/9/21