



Course Specification

(Bachelor)

Course Title: Eighteenth Century Novel

Course Code: 346 ENG-3

Program: Bachelor in English Language

Department: Department of English

College: Jizan (Male and female Campuses), Samtah University College, Darb University College, Farazan University College

Institution: Jazan University

Version: Course Specification Version Number

Last Revision Date: Pick Revision Date.



Table of Contents

A. General information about the course:	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods	4
C. Course Content	5
D. Students Assessment Activities	6
E. Learning Resources and Facilities	6
F. Assessment of Course Quality	7
G. Specification Approval	8





A. General information about the course:

1. Course Identification

1. Credit hours:

3 Credit Hours

2. Course type

A. ☐ University ☐ College ☒ Department ☐ Track ☐ Others
B. ☒ Required ☐ Elective

3. Level/year at which this course is offered: (Level 6 – Third year)

4. Course general 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.

5. Pre-requirements for this course (if any):

None

6. Co-requisites for this course (if any):

None

7. Course Main Objective(s):

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 18th 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 organization 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.



2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	45	100
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> Traditional classroom E-learning 		
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	45
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	45
Total		

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Compare, describe, and discuss the prescribed literary texts in a broader perspective.	K1	Lectures, Explanations, classroom activity	Objective type questions, Short and Essay answers
1.2	Express and identify advanced academic, cultural, and professional literacy.	K2	Active learning, Discussions, Presentations	Short answers, Essay answers





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
2.0	Skills			
2.1	Practice writing adhering to established norms of research.	S2	Debates, Storytelling, Presentations	Subjective type questions – descriptive
2.2	Employ critically the ideas, structure and style of novels in this era.	S3	Role play, Peer learning,	Assessment of problem solving, case study
3.0	Values, autonomy, and responsibility			
3.1	Exhibit provide evidence of reflective practice and engagement through class or forum participation.	V2	Project design	Project evaluation
3.2	Develop disciplinary codes, professional ethics specifically tailored to different purposes.	V2	Problem based learning, Debates.	Individual or and collective observation

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</i> (non detailed study)	3





5.	<i>Tristram Shandy (non detailed study)</i>	3
6.	<i>Tristram Shandy</i>	3
7.	<i>Tristram Shandy</i>	3
8.	Revision/ Mid-term Exam 3	3
9.	Introduction to Richardson and the novel <i>Pamela: Virtue Rewarded</i> 3	3
10.	<i>Pamela: Virtue Rewarded</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
Total		

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz	6	10%
2.	Mid-term exam	8	20%
3.	Assignment / Presentation / Discussion	10	10%
4.	Final Exam	16-17	60%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	Sterne, Lawrence. <i>Tristram Shandy</i> . London: William Heinemann, 1998 (abridged classics). Richardson, Samuel. <i>Pamela: Virtue Rewarded</i> . London: Heinemann, 1998. (abridged classics).
Supportive References	-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.





	<p>-Forster, E. M. <i>Aspects of the Novel</i>. Any edition.</p> <p>-Massie, Allen. <i>The Novel Today: a Critical Guide to the British Novel</i>. 1970-1989. London: Longman Group Limited, 1995.</p> <p>-Matz, Jesse. <i>The Modern Novel: a Short Introduction</i>. Oxford: Blackwell Publishing Ltd., 2004.</p>
Electronic Materials	<p>Internet Browsing for information and the use of Computers.</p> <p>www.sparknotes.com</p> <p>www.literature-study-online.com/essays</p>
Other Learning Materials	<p>Web Sites, Facebook, Twitter, etc.</p> <p>EBR: Electronic Book Review</p> <p>(http://www.electronicbookreview.com)</p>

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.) Classrooms - 25 seats.
Technology equipment (projector, smart board, software)	Technology resources (AV, data show, Smart Board, software, etc.) All are needed, and are not yet available.
Other equipment (depending on the nature of the specialty)	1. Working projectors 2. Smart-boards 3. Internet in the classrooms 4. Computers 5. Libraries

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Course Teachers, Teaching and Learning Unit, Program Leaders and Students	Formative and Summative Assessment (Direct), Student Evaluation (Indirect)
Effectiveness of Students assessment	Course Teachers, Teaching and Learning Unit, Program Leaders	Formative and Summative Assessment (Direct), Course Report, CLO Excel Worksheet (Indirect)



Assessment Areas/Issues	Assessor	Assessment Methods
Quality of learning resources	Course Teachers, Teaching and Learning Unit, Program Leaders and Students	Formative and Summative Assessment (Direct), Course Report, Student Evaluation (Indirect)
The extent to which CLOs have been achieved	Course Teachers, Teaching and Learning Unit, Program Leaders	Formative and Summative Assessment (Direct), Course Report, CLO Excel Worksheet (Indirect)
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	

