



# Course Specification

## (Bachelor)

Course Title: **Eighteenth Century Novel**

Course Code: **ENG346-3**

Program: **Bachelor**

Department: **Department of Foreign Languages**

College: **College of Arts & Humanities (Jazan Male and female Campuses)**

Institution: **Jazan University**

Version: **2024**

Last 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.....	7



## A. General information about the course:

### 1. Course Identification

<b>1. Credit hours:</b>					
3 hrs.					
<b>2. Course type</b>					
A.	<input type="checkbox"/> University	<input type="checkbox"/> College	<input checked="" type="checkbox"/> Department	<input type="checkbox"/> Track	<input type="checkbox"/> Others
B.	<input checked="" type="checkbox"/> Required		<input type="checkbox"/> Elective		
<b>3. Level/year at which this course is offered: Level 6 / Third Year.</b>					
<b>4. Course general Description:</b>					
<p>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 Daniel Defoe 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.</p>					
<b>5. Pre-requirements for this course (if any):</b>					
ENG234-3 Introduction to Literature.					
<b>6. Co-requisites for this course (if any):</b>					
None					
<b>7. Course Main Objective(s):</b>					
<p>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 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.</p>					

### 2. Teaching mode (mark all that apply)



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

### 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
<b>Total</b>		

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





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and understanding</b>			
1.1	Compare, describe, and discuss 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
<b>2.0</b>	<b>Skills</b>			
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
<b>3.0</b>	<b>Values, autonomy, and responsibility</b>			
3.1	Exhibits 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

Contact Hours	List of Topics	No
3	Introduction (The Novel & the factors that helped the novel to emerge)	1.
3	Eighteenth Century Novel (Aspects and its major characteristics)	2.
3	Main eighteenth century novelists & their major works and contribution to literature; Daniel Defoe and his Novel <i>Robinson Crusoe</i>	3.
3	Daniel Defoe's <i>Robinson Crusoe</i>	4.





3	Daniel Defoe's Robinson Crusoe	5.
3	Daniel Defoe's Robinson Crusoe	6.
3	Daniel Defoe's Robinson Crusoe	7.
3	Daniel Defoe's Robinson Crusoe	8.
3	Introduction to Richardson and the novel Pamela: Virtue Rewarded	9.
3	Pamela: Virtue Rewarded	10.
3	Pamela: Virtue Rewarded	11.
3	Pamela: Virtue Rewarded	12.
3	Pamela: Virtue Rewarded	13.
3	Pamela: Virtue Rewarded	14.
3	Pamela: Virtue Rewarded	15.
45	Total	

#### D. Students Assessment Activities

Percentage of Total Assessment Score	Assessment timing (in week no)	Assessment Activities *	No
10%	4	Quiz	1.
20%	9	Mid-term exam	2.
10%	12	Assignment / Presentation / Discussion	3.
60%	17	Final Exam	4.
100%		Total	

\*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	Defoe, Daniel. Robinson Crusoe. Lumbreras Classics Books, 2021. Richardson, Samuel. Pamela: Virtue Rewarded. 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. -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. 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)
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**

<b>COUNCIL /COMMITTEE</b>	DEPARTMENT COUNCIL (SESSION # 144607)
<b>REFERENCE NO.</b>	15036
<b>DATE</b>	26/12/2024

