

ATTACHMENT 5.

Kingdom of Saudi Arabia
The National Commission for Academic Accreditation &
Assessment

T6. Course Specifications
(CS)

Course Specifications

Institution King Khalid University	Date
College/Department: Faculty of Languages and Translation, English Department	

A. Course Identification and General Information

1. Course title and code: Novel (Eng. 431)			
2. Credit hours 2 hours			
3. Program(s) in which the course is offered. B. A. in English Language (If general elective available in many programs indicate this rather than list programs)			
4. Name of faculty member responsible for the course Dr. Mahmoud Ibrahim Ibrahim Radwan			
5. Level/year at which this course is offered: 7			
6. Pre-requisites for this course (if any) Eng. 330 Introduction to Literary Forms			
7. Co-requisites for this course (if any) None			
8. Location if not on main campus			
9. Mode of Instruction (mark all that apply)			
a. traditional classroom	<input type="checkbox"/>	What percentage?	<input type="text" value="90%"/>
b. blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text" value="10%"/>
c. e-learning	<input type="checkbox"/>	What percentage?	<input type="text"/>
d. correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
f. other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			

B Objectives

<p>1. What is the main purpose for this course?</p> <ul style="list-style-type: none"> 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 move from simple to more subtle and complex literary styles. To promote students' knowledge of language in real contexts through teaching them how to write a research paper on the novel.
<p>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)</p> <ol style="list-style-type: none"> Use of IT/web-based reference materials Use of visual materials Incessant change of readings list as a result of new findings in the field

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

<p>Course Description:</p> <p>This course introduces students to the fundamentals of the novel. By course-end, students will be able to understand and analyze narrative techniques and elements such as plot, character, setting, theme, point of view, structure, symbols, and leitmotifs.</p>
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1. Topics to be Covered		
List of Topics	No. of Weeks	Contact hours
Introduction to the Novel relying on E. M. Forster's <i>Aspects of the Novel</i> , Marjorie Boulton's <i>Anatomy of the Novel</i> and Sharon Hamilton's <i>Essential Literary Terms</i>	3	6

<p>E. M. Forster's <i>A Passage to India</i></p> <ul style="list-style-type: none"> • Introduction to the author and the British colonial India • Novel structure, plot analysis, major themes, character development, narrator, oriental background, style, techniques etc. 	6	12
<p>Mark Twain's <i>The Adventures of Huckleberry Finn</i></p> <ul style="list-style-type: none"> • Introduction to the author and his views on American Slavery • Novel structure, plot analysis, major themes, character development, narrator, oriental background, style, techniques etc. 	6	12

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory or Studio	Practical	Other:	Total
Contact Hours	30		0	0	0	30
Credit	2 per week					

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

2

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	Knowing various types, styles, techniques and strategies of fiction.	<ul style="list-style-type: none"> Lectures Discussion Close reading and text analysis Collaborative learning/Team work 	<ul style="list-style-type: none"> Two-midterm tests Assignments Quizzes Final Exam
1.2	Knowing how to read and analyze a novel.		
2.0	Cognitive Skills		
2.1	To acquire the ability of evaluation, critical thinking, description, comparison, and character analysis.	<ul style="list-style-type: none"> Discussion Interviews Presentations 	<ul style="list-style-type: none"> Lectures E-learning Class discussions: teaching students to think independently and engage in group discussions Individual meetings with students/ encouragement of students to discuss paper topics

2.2	Ability to apply different critical approaches to the study of fiction		
3.0	Interpersonal Skills & Responsibility		
3.1	Students can participate in class discussion and think critically and analytically.	<ul style="list-style-type: none"> • Lectures • Discussion • Group assignments 	<ul style="list-style-type: none"> • Research papers will attest to the student's ability to fulfill assignments and respect deadlines • Individual and group Presentations
3.2	Students can act dutifully and ethically in carrying out individual as well as group Projects		
4.0	Communication, Information Technology, Numerical		
4.1	Use of e-learning , electronic journals and data basis	<ul style="list-style-type: none"> • Extensive use of reliable material on the Web • Acquaintance with IT, especially: PowerPoint, databases and spreadsheets 	<ul style="list-style-type: none"> • Giving extra marks for the use of web-based material in presentations
4.2	Use of IT tools such as laptop and projector systems		
5.0	Psychomotor		
5.1	Not applicable		
5.2			

5. Map course LOs with the program LOs. (Place course LO #s in the left column and program LO #s across the top.)

Course LOs #	Program Learning Outcomes (Use Program LO Code #s provided in the Program Specifications)											
	1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	4.1	4.2
1.1												
1.2												
2.1												
2.2												
2.3												
3.1												

3.2												
4.1												
4.2												

6. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Assignment 1	Week 5	5%
2	Test 1	Week 7	20%
3	Assignment 2	Week 10	5%
4	Test 2	Week 13	20%
5	Final Exam	Week 16	50%
6	Total		100 %
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)

OFFICE HOURS: 7 hours per week

E Learning Resources

1. List Required Textbooks

- **E. M. Forster's *A Passage to India***
- **Mark Twain's *The Adventures of Huckleberry Finn***

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

- **E. M. Forster's *Aspects of the Novel***
- **Marjorie Boulton's *The Anatomy of the Novel***
- **Sharon Hamilton's *Essential Literary Terms***

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

- **Cases in point are:**
- Aspects of E.M.Forster [online]. Available from: <http://wwwstud.rz.uni-leipzig.de/~pge97cfh/index.html> [Accessed January 14 2001]
- A Passage Through Forster (2001). [online]. Available from: <http://www.geocities.com/SoHo/Exhibit/6747/index.html> [Accessed 7 March 2001]
- Cambridge University Archives: E. M. Forster Papers (1986). [online]. Available from: <http://www.twsu.edu/library/specialcollections/86-22-a.html> [Accessed November 4 2000]
- Da Silva, Stephen, Transvaluing Immaturity: Reverse Discourses of Male Homosexuality in E.M. Forster's Posthumously Published Fiction [online] Available from: http://www.findarticles.com/cf_0/m2220/n2_v40/20992277/print.jhtml [Accessed 8 August 2001]
- [Furbank](#), P. N, E. M. Forster. A Life (London: Cardinal, 1991).
- Land, Stephen K, Challenge and Conventionality in the Fiction of E.M. Forster (New York: AMS Press, 1990).
- Prakash, Lakshmi, Symbolism in the Novels of E.M. Forster (Delhi: Seema Publications, 1987).
- Kiskis, Michael J., "Mark Twain and Collaborative Autobiography," in *Studies in the Literary Imagination*, Vol. XXIX, No. 2, Fall 1996, pp. 27-40. Reprinted in *Nonfiction Classics for Students*, Vol. 4
- Lester, Julius, "Morality and Adventures of Huckleberry Finn." In *Satire or Evasion?: Black Perspectives on Huckleberry Finn*, edited by James S. Leonard, Thomas A. Tenney, and Thadious M. Davis, pp. 199-207. Durham, N.C.: Duke University Press, 1992. Reprinted in *Twentieth-Century Literary Criticism*, Vol. 161.

- Sloane, David E. E., "Huck Acts, an Escape from Sivilization." In Adventures of Huckleberry Finn: American Comic Vision, pp. 50-60. Boston: Twayne Publishers, 1988. Reprinted in Twentieth-Century Literary Criticism, Vol. 161.
- Mason, Ernest D., "Attraction and Repulsion: Huck Finn 'Nigger' Jim, and Black Americans." CLA Journal 33 (September 1989): 36-48. Reprinted in Twentieth-Century Literary Criticism, Vol. 161.
- Dawson, Hugh J., "The Ethnicity of Huck Finn--and the Difference It Makes." American Literary Realism: 1870-1910 30, no. 2 (winter 1998): 1-16. Reprinted in Twentieth-Century Literary Criticism, Vol. 161.
- Chadwick-Joshua, Jocelyn, "Whah Is de Glory?: The (Un)Reconstructed South." In The Jim Dilemma: Reading Race in Huckleberry Finn, pp. 115-35. Jackson, Miss.: University Press of Mississippi, 1998. Reprinted in Twentieth-Century Literary Criticism, Vol. 161.
- Link, Eric Carl, "Huck the Thief." Midwest Quarterly 41, no. 4 (summer 2000): 432-47. Reprinted in Twentieth-Century Literary Criticism, Vol. 161.
- Pinsker, Sanford, "Huckleberry Finn and the Problem of Freedom." Virginia Quarterly Review 7, no. 4 (autumn 2001): 642-49. Reprinted in Twentieth-Century Literary Criticism, Vol. 161.
- Twain, Mark, A letter to W. D. Howells, July 21, 1883, in The Adventures of Huckleberry Finn: An Authoritative Text, Backgrounds and Sources, Criticism, Second Edition, edited by Sculley Bradley, Richmond Croom Beatty, E. Hudson Long, and Thomas Cooley, W. W. Norton & Company, Inc., 1977, p. 283.
- Henley, William Ernest, A review of The Adventures of Huckleberry Finn, in The Critical Response to Mark Twain's "Huckleberry Finn," edited by Laurie Champion, Greenwood Press, 1991, p. 21.

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

- **Students are motivated to explore relevant electronic materials for further details.**

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

- **Use of computers and audio-visual equipment and provide training in the design and production of educational materials.**

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.)

- **Large enough classrooms and labs**
- **Lecture rooms with a capacity of 30 students**

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

- **Laptops, overhead projectors, computer labs, MS Office programs, academic software.**

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

- **Students are encouraged to use the Language Enhancement Program (LEP)**
- **Dictionaries, English- skills software, Linguistic and language atlases,**

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

- **Confidential completion of standard course evaluation questionnaire by students at the end of each semester**
- **Occasional student-faculty meetings to get students' feedback**

<p>2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department</p> <ul style="list-style-type: none">• In-class observation by other colleagues• Peer observation• Observation by external experts
<p>3 Processes for Improvement of Teaching</p> <ul style="list-style-type: none">• Workshops by internal and external experts• Coordination between teachers of different sections of the same course• Training and orientation for new instructors of the course
<p>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)</p> <ul style="list-style-type: none">• Establishing guidelines for uniformity, objectivity, and fairness of evaluation standards by the department• Mutual checking of random samples of examination papers by coordinators and other teachers of the same course
<p>5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ul style="list-style-type: none">• Regular meetings between teachers and course coordinator• Regular meetings by The Curriculum Review Committee• Departmental council meetings to discuss and finalize proposals made by the Curriculum Review Committee

Name of Instructor: Dr. Mahmoud Ibrahim Ibrahim Radwan
Signature: _____

Date Report Completed: 29/3/2016

Name of Field Experience Teaching Staff (Literature)
Program Coordinator: _ Dr. Mahmoud Ibrahim Ibrahim Radwan _____

Signature: _____ Date Received: 4/4/2016 _____