Course Specification

(Bachelor)

Course Title:	**The Victorian Novel**
Course Code:	**ENG 3312**
Program:	**BA in English Language**
Department:	**Department of English**
College:	**College of Social Sciences**
Institution:	**Umm Al-Qura University**
Version:	**2**
Last Revision Date:	**2023**

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A. General information about the course:

1. Course Identification

| **1. Credit hours:** |
| 3 |

2. Course type

A.	□ University	□ College	■ Department	□ Track	□ Others
B.	□ Required			■ Elective	

3. Level/year at which this course is offered:

The course can be taken at any level in the last two years of the program after passing the requirements.

4. Course general Description:

This course aims at introducing students to the fictional creations published during Queen Victoria's long reign (1837-1901). It will be particularly concerned with the development of the novel and its emergence as a popular literary genre that tackles some of the prominent issues of the age. Throughout this course, students will develop an understanding of the relationship between the socioeconomic and intellectual climate of the era and the issues raised by popular novelists such as Charles Dickens, the Brontës, Lewis Carroll, Oscar Wilde, and Arthur Conan Doyle among others. They will also tackle the emergence of some of the popular subgenres such as children's literature, Condition of England novels, science fiction and the social novel.

Note: Students will focus only on one of the key texts suggested in the list of topics. Other texts may be mentioned, but they will not be discussed in detail.

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

Literary Criticism in Practice

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

None

7. Course Main Objective(s):

To familiarize students with the distinct characteristics and contexts of the Victorian period and the literary texts that reflect industrialism and the challenging events of the era, in order to establish a connection between the intellectual and scientific climate of the Victorian age and the ideas, themes and issues raised in the literary production of the era.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	3 hours per week	100%
2	E-learning	-	-
3	Hybrid ● Traditional classroom	-	

No	Mode of Instruction	Contact Hours	Percentage
	● E-learning		
4	Distance learning	-	-

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	**Lectures**	28 hours
2.	**Laboratory/Studio**	-
3.	**Field**	-
4.	**Tutorial**	-
5.	**Others:** Exams	2 hours
Total		30 hours

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	Critique the forms, modes and key texts associated with the novels of the Victorian era	**K2**	-Traditional lecturing. -Reading critical articles. -Seminars	Quizzes and exams.
1.2	Examine the political, scientific, historical and cultural contexts that shaped the assigned texts.	**K2**		- Quizzes and exams. - Class discussion.
1.3	Evaluate possible interrelationships between the selected texts and works of visual culture such as theatre, film and other art forms.	**K3**	- Traditional lecturing. - Engaging with other art forms in class and online. - Reading critical articles.	- Quizzes and exams. - Class discussion. - Online discussion.

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
2.0	**Skills**			
2.1	Interpret texts critically and analytically.	**S2**	- Traditional lecturing. - Class discussion. - Online discussion. - Reading analytical essays. - Seminars. - Interactive workshops.	- Open-book quizzes. - Analytical exam questions. - Analytical essay assignment. Class discussion.
2.2	Demonstrate research and analytical skills.	**S5**	- Traditional lecturing. - Reading analytical essays. - Research seminars. - Interactive workshops.	- Analytical essay assignment.
2.3	Build well-constructed responses (creative or academic) that reflect independent and personal understanding of the selected texts.	**S3**	- Class discussion. - Exposure to creative content online or in class. - Reading analytical essays. - Reading creative content. - Interactive workshops.	- Analytical essay assignment. - Analytical exam questions. Creative assignment.
2.4	Analyze possible interrelationships between the selected texts and visual artworks (theater, film and art forms) both local and international.	**S2**	- Analyzing or engaging with other art forms in class or online. - Reading critical articles.	- Class discussion. - Online discussion. - Analytical assignment. -Creative assignment.

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			- Watching documentaries and critical content. Interactive workshops.	
3.0	**Values, autonomy, and responsibility**			
3.1	Demonstrate ethical behavior in all professional, personal and academic contexts.	**V1**	- Traditional lecturing - Reading scholarly articles.	Class discussion. Projects Assignments
3.2	Work responsibly and autonomously when performing a task individually or within a team.	**V2**	- Traditional lecturing - Class discussion. - Watching documentaries.	

C. Course Content

No	List of Topics	Contact Hours
1.	**A survey of the Victorian Age (historical, political, cultural and social backgrounds)** An introduction to the Victorian literature in general and the Victorian novel in particular (its literary movements, development in relation to other literary periods and artistic forms, major themes and genres of the Victorian novel.	**3**
2.	**Social Realism, social criticism and industrial novels.** **Suggested texts:** • Charles Dickens's *Oliver Twist, Great Expectations* and *Hard Times*. George Eliot's *Middlemarch* and *The Mill on the Floss* Thomas Hardy's *Jude the Obscure*. Elizabeth Gaskell's *North and South*. William Makepeace Thackeray's *Vanity Fair*. •	**3**
3.	**Gothic, mystery and horror** • **Suggested texts**: Bram Stoker's *Dracula*, Mary Shelly's *Frankenstein*, Emily Bronte's *Wuthering Heights*	**3**
4.	**Psychological Realism** • **Suggested texts**: Charlotte Bronte's *Jane Eyre*, Charles Dickens's *Great Expectation*s. George Eliot's *Middlemarch*. Henry James's *The Portrait of a lady*.	**3**

5.	**Science fiction and children literature** **Suggested texts**: H. G. Wells *The Time Machine* and *The Invisible Man*. Mary Shelly's *Frankenstein* • Lewis Carroll's *Alice's Adventures in Wonderland* and *Through the Looking Glass*	3
6.	Midterm or Quizzes	2
7.	Detailed analysis and discussion of one selected novel throughout the rest of the weeks. • A survey of the critical approaches to literary texts in general, and the specific approaches and genres related to the selected texts in particular	4
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Total		**30**

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	**Midterms or Quizzes:** The exam should contain at least 10% subjective questions dedicated to measuring the students' ability to analyze and think critically. Students should be held responsible for language mistakes. A "reasonable" percentage of	6	30%

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
	the grade should be allocated to language and punctuation problems. A clear rubric should be followed.		
2.	**Assignments or Quizzes:** - Teachers have a choice between implementing quizzes and exams such as open-book exams and reading quizzes or assignments. - Assignments can include annotations, short written responses or analytical essays. -Topics, guidelines and deadlines should be specified at the beginning of the course. Assignments should be marked for structure, punctuation, content and proper citation of sources. A clear rubric should be followed.	9	10%
3.	**Discussion in class and online:** Students should be encouraged to speak up and express their opinion on a variety of topics and issues related to the course.	weekly	10%
4.	**Final:** The exam should contain at least 20% subjective questions dedicated to measuring the students' ability to analyze and think critically. Students should be held responsible for language mistakes. A "reasonable" percentage of the grade should be allocated to language and punctuation problems. A clear rubric should be followed.	13	50%

*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	Any of the suggested texts
Supportive References	

	Adams, James Eli. *A History of Victorian Literature*. Oxford: Blackwell, 2012. Chesteron, G. K. *The Victorian Age in Literature*. Harleston: Edgeways, 2001. Kumar, Shiv Kumar. *British Victorian literature; recent revaluations*. New York University Press, 1969. Tillotson, Geoffrey. *A View of Victorian Literature*. Clarendon Press, 1978. Drabble, Margaret, *The Oxford Companion to English Literature*. Oxford: Oxford UP,1995.[SEP] Keach, William. et. al. *Adventure in English Literature*.Jovanovich.1989. James, Henry. *The Art of Fiction*. FQ Legacy Books, 2010. Kettle, Arnold. *An Introduction to the English Novel*. Routledge, 2016. Bode, Christopher. *The Novel: An Introduction*. First Edition. Wiley-Blackwell, 2011. McKay, Marina. *The Cambridge Introduction to the Novel*. Cambridge University Press, 2011 Austin, Michael. *Useful Fictions: Evolution, Anxiety and the Origin of Literature*. Lincoln: University of Nebraska Press, 2010. Boyd, Brian. *On the Origin of Stories: Evolution, Cognition and Fiction*. Cambridge Massachusetts: Harvard UP, 2010. *The Literary Animal: Evolution and the Nature of Narrative*. ed. Jonathan Gottschalk and David Sloan Wilson. Evanston: Northwestern UP, 2005. Zunshine, Lisa. *Why We Read Fiction: Theory of Mind and the Novel*. Ohio State University Press, 2012. Vermeule, Blakey. *Why Do We Care about Literary Characters?* Johns Hopkins University Press, 2011.
Electronic Materials	Victorian Era https://sites.google.com/a/cheshire.k12.ct.us/victorian-era/ http://www.wwnorton.com/college/english/nael/victorian/welcome.htm https://www.english-heritage.org.uk/learn/story-of-england/victorian/ Victorian literature https://ebooks.adelaide.edu.au/l/literature/victorian/ *"Victorian Literature - Literature Periods & Movements"*. *www.online-literature.com*. "Thomas Hardy - *Biography and Works. Search Texts, Read Online. Discuss"*. www.online-literature.com.
Other Learning Materials	

2. Required Facilities and equipment

Items	Resources
facilities	Classrooms

Items	Resources
(Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	
Technology equipment (projector, smart board, software)	Screens and Projectors
Other equipment (depending on the nature of the specialty)	-

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students Peer reviewer The institution	Institutionally controlled questionnaires/ Peer-review procedure.
Effectiveness of Students assessment	Teachers	Exams, assignments, and class discussions.
Quality of learning resources	Students Teachers	Institutionally controlled questionnaires
The extent to which CLOs have been achieved		
Other		

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

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	DEPARTMENT COUNCIL
REFERENCE NO.	424040414453 / 132022
DATE	2023 - 1445