



Course Specification

— (Bachelor)

Course Title Modernism and the Novel

Course Code: ENG 3313

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



Table of Contents

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





A. General information about the course:

1. Course Identification

| | | | |
|--|-------------------------------------|----------------------------------|--|
| 1. Credit hours: | | | |
| 3 | | | |
| 2. Course type | | | |
| A. | <input type="checkbox"/> University | <input type="checkbox"/> College | <input checked="" type="checkbox"/> Department |
| | <input type="checkbox"/> Track | <input type="checkbox"/> Others | |
| B. | <input type="checkbox"/> Required | | <input checked="" type="checkbox"/> 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: | | | |
| <p>This course introduces students to modernism, which lasted from the last decades of the 19th century (1880s) to the beginning of the 20th century. A period marked by World War I, increasing urbanism and industrialization, struggle for labor and Women's rights, decolonization, and the emergence of multi cultures and advanced technologies. The course examines the characteristics and contents of the period, the emergence of modernism and modernist texts that reflect these rapid and drastic changes. It focuses on how these texts interpret and reflect the bewildering experience of modernity and the connections of these texts to a range of ideas associated with politics, aesthetic, tradition, gender, identity and nation. They will also be analyzed in relation to the major themes of modernism, such as: alienation (loss and despair), confusion and disillusionment, search for truth, cultural fragmentation, objection to religion, and social system. Modernist movements and related contexts will be introduced too.</p> <p>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.</p> | | | |
| 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 modernist period and the literary texts that reflect modernity and its rapid changes, in order to establish a connection between the intellectual and scientific climate of modernity 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 <ul style="list-style-type: none"> 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 (specify): 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 modernist period. | K2 | <ul style="list-style-type: none"> - 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 | | |
| 1.3 | Evaluate possible interrelationships between the selected texts and works of visual culture such as theatre, film and other art forms | K3 | <ul style="list-style-type: none"> - Traditional lecturing. - Reading critical articles. - Seminars. | <ul style="list-style-type: none"> - Quizzes and exams. - Class discussion. Online discussions |
| 2.0 | Skills | | | |





| Code | Course Learning Outcomes | Code of CLOs aligned with program | Teaching Strategies | Assessment Methods |
|------------|---|-----------------------------------|--|--|
| 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. | 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. - Online discussion. - Reading analytical essays. - Seminars - Interactive workshops. | Analytical essay assignment. Analytical exam questions. Creative assignment |
| 2.4 | Analyze the influence of the selected texts on theater, film and other art forms, both local and international | S2 | - Analyzing or engaging with other art forms in class or online. - Reading critical articles. - Watching documentaries and critical content. - Interactive workshops. | Class discussion. Online discussion. Analytical assignment. Creative assignment |
| 3.0 | Values, autonomy, and responsibility | | | |
| 3.1 | Demonstrate ethical behavior in all | V1 | - Traditional lecturing | Class discussion. |





| Code | Course Learning Outcomes | Code of CLOs aligned with program | Teaching Strategies | Assessment Methods |
|------|---|-----------------------------------|--|-------------------------|
| | professional, personal and academic contexts | | - Reading scholarly articles. | 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. | Introduction: What is Modernism and Modernist fiction? What are the main characteristics of modernism? The destructions and fragmentation of society after World War I. | 3 |
| 2. | The horror of war, loss and alienation Suggested texts: Earnest Hemingway's <i>The Sun also Rises</i> A Farewell to Arms. Franz Kafka's <i>The Trial</i> | 3 |
| 3. | The individual and social psychology Suggested texts: Joseph Conrad's <i>Heart of Darkness</i> , Marcel Proust's <i>Remembrance of Things Past</i> . Henry James's <i>The Wings of the Dove</i> and <i>The Golden Bowl</i> | 3 |
| 4. | Psychoanalysis and stream of consciousness Suggested texts: Virginia Woolf's <i>To the Lighthouse</i> . James Joyce's <i>Ulysses</i> , <i>Portrait of the Artist as a Young Man</i> . | 3 |
| 5. | Dystopia and Utopia: The cruelty of man, racial and class differences Suggested texts: William Faulkner's novel <i>The Sound and the Fury</i> | 3 |
| 6. | Midterm or Quizzes | 2 |
| 7. | Detailed discussion of a novel of the instructor's or preferably the students' choice. | 13 |
| 8. | | |
| 9. | | |
| 10. | | |





Total

30

D. Students Assessment Activities

| No | Assessment Activities * | Assessment timing (in week no) | Percentage of Total Assessment Score |
|----|---|--------------------------------|--------------------------------------|
| 1. | <p>Midterms or Quizzes: The exam should contain at least 10% subjective questions dedicated to measuring the students' ability to analyze and think critically.</p> <p>Students should be held responsible for language mistakes. A "reasonable" percentage of the grade should be allocated to language and punctuation problems.</p> <p>A clear rubric should be followed.</p> | 6 | 30% |
| 2. | <p>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.</p> | 9 | 10% |
| 3. | <p>Discussion in class and online</p> <p>Students should be encouraged to speak up and express their opinion on a variety of topics and issues related to the course.</p> | weekly | 10% |
| 4. | <p>Final: The exam should contain at least 20% subjective questions dedicated to measuring the students' ability to analyze and think critically.</p> <p>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.</p> | 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 above. |
| Supportive References | <p>Butler, Christopher. "James Joyce (1882-1941): Modernism and Language". Ed. Michael Bell. <i>The Cambridge Companion to European Novelists</i>. Cambridge: Cambridge UP, 2012. 361-377.</p> <p>Benjamin, Andrew, ed. <i>The Problems of modernity: Adorno and Benjamin</i>. London: Routledge, 1989.</p> <p>Berman, Art. Preface to <i>Modernism</i>. Urbana: University of Illinois Press, 1994.</p> <p>Bradbury, Malcolm and James McFarlane, eds. <i>Modernism, 1890-1930</i>. Brighton: Harvester Press, 1978.</p> <p>Bradshaw, David, ed. <i>A Concise Companion to Modernism</i>. Oxford: Blackwell, 2003.</p> <p>Childs, Peter. <i>Modernism</i>. London: Routledge, 2000.</p> <p>Chodat, Robert. "Sense, Science, and the Interpretations of Gertrude Stein". <i>Modernism/Modernity</i> 12.4 (2005): 581-605.</p> <p>Doyle, Laura. "Notes Toward a Dialectical Method: Modernities, Modernisms, and the Crossings of Empire." <i>Literature Compass</i> 7.3 (2010): 195-213.</p> <p>Friedman, Susan Stanford. "Definitional Excursions: The Meanings of Modern/Modernity/Modernism". <i>Modernism/Modernity</i> 8.3 (2001): 493-513.</p> <p>Friedman, Susan Stanford. "Portrait of the Artist as a Young Woman: H. D.'s Rescriptions of Joyce, Lawrence, and Pound". <i>Writing the Woman Artist: Essays on Poetics, Politics, and Portraiture</i>. Ed. Suzanne W. Jones. Philadelphia: U of Pennsylvania P, 1991. 23-42.</p> <p>Kato, Megumi. "The Politics/Poetics of Motherhood in <i>To the Lighthouse</i> In <i>Virginia Woolf and Communities</i>, ed. Laura Davis and Jeanette McVicker. New York: Pace University Press, 1999.</p> <p>Kelley, Alice van Buren. <i>To the Lighthouse: The Marriage of Life and Art</i>. Boston: Twayne Publishers, 1987.</p> <p>Knox-Shaw, Peter. "To the Lighthouse: The Novel as Elegy." <i>English Studies in Africa: A Journal of the Humanities</i> 29, no. 1 (1986): 3152.</p> <p>Vogler, Thomas A., ed. <i>Twentieth-Century Interpretations of To the Lighthouse: A Collection of Critical Essays</i>. Englewood Cliffs, New Jersey: Prentice-Hall, 1970.</p> <p>Bloom, Harold, ed. <i>Modern Critical Views: James Joyce</i>. New York: Chelsea House Publishers, 1986.</p> <p>Connolly, Thomas E., ed. <i>Joyce's Portrait: Criticisms and Critiques</i>. New York: Appleton-Century-Crofts, 1962.</p> <p>Ellmann, Richard. <i>The Consciousness of Joyce</i>. New York: Oxford University Press, 1977.</p> <p>Bloom, Harold, ed. <i>Modern Critical Interpretations: William Faulkner's The Sound and the Fury</i>. New York: Chelsea House, 1988.</p> <p>Cowan, Michael H., ed. <i>Twentieth Century Interpretations of The Sound and the Fury</i>. Englewood Cliffs, New Jersey: Prentice, 1968.</p> |
| Electronic Materials | |



Other Learning Materials

2. Required Facilities and equipment

| Items | Resources |
|---|------------------------|
| facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.) | Classrooms |
| 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 |

