Course Specification

(Bachelor)

Course Title:	**The Rise of the Novel**
Course Code:	**ENG 3311**
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:

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 emergence of the novel as a distinct genre and the factors that contributed to its development and popularity. It will specifically address eighteenth-century novels, starting with the works of Daniel Defoe, Samuel Richards and Henry Fielding, and help students analyze them in light of earlier attempts at the genre such as those of Philip Sidney's and John Bunyan's. Special attention will be dedicated to reading the eighteenth-century novel in light of the historical, philosophical, moral and political concerns of the era.

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 roots and historical development of *The English Novel* in Britain as a literary genre and to establish a connection between the intellectual climate of the era and the ideas, themes and issues raised then.

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 ● E-learning	-	-

No	Mode of Instruction	Contact Hours	Percentage
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 novel since its establishment as a literary genre in eighteenth-century England	**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	**K3**	- Traditional lecturing. - Engaging with other art forms in class and online.	- Quizzes and exams. - Class discussion.

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	theatre, film and other art forms.		- Reading critical articles.	- Online discussion.
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	**S2**	- Analyzing or engaging with other art forms in class or online.	- Class discussion. - Online discussion.

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	artworks (theater, film and art forms) both local and international.		- Reading critical articles. - Watching documentaries and critical content. Interactive workshops.	- Analytical assignment. -Creative assignment.
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 Assignm ents
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.	Explain the genesis and early development of the English novel Ian Watts *The Rise of the Novel*	3
2.	Introduction to the Eighteenth-century Novel. • E.M. Foster. *Aspects of the Novel*	3
3.	• Daniel Defoe's *Robinson Crusoe*	6
4.	• Quiz	1
5.	• Defoe's Sinful Protagonists and their Memoires	2
6.	Midterm or Quizzes	2
7.	Samuel Richard's *Pamela* • The Novel as a Tool for Moral Instruction	4
8.	● Henry Fielding's *Shamela*	3
9.	● *Joseph Andrews*	3
10.	Comparing and contrasting the two novels. ● Critical perspective: The journey as a device of social criticism	3
	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 the grade should be allocated to language and punctuation problems. A clear rubric should be followed.	6	30%
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	Defoe, Daniel. *Robinson Crusoe*. Penguin Classics. Fielding, Henry. *Joseph Andrews*. Penguin Classics.

Supportive References	Foster, E.M. *Aspects of the Novel. Boston*: Mariner Books,1956. Taylor, Richard. *Understanding the Elements of Style*. London: Macmillan Press, 1981. Watts, Ian. *The Rise of the Novel*. Berkeley and Los Angeles: University of California Press, 1959
Electronic Materials	Ellis, Frank H. (Frank Hale), 1916-2007. *Twentieth century interpretations of Robinson Crusoe*. Englewood Cliffs, N.J., Prentice-Hall [1969] (OCoLC)562532641
Other Learning Materials	Battestin, Martin C. The Moral Basis of Fielding's Art: A Study of Joseph Andrews. Middletown: Wesleyan University Press, 1959. Dircks, Richard J. Henry Fielding. Boston: Twayne, 1983. Fielding, Henry. Joseph Andrews and Shamela. New York: Penguin, 1999. Goldberg, Homer. The Art of Joseph Andrews. Chicago: University of Chicago Press, 1969. Johnson, Maurice. Fielding's Art of Fiction. Philadelphia: University of Pennsylvania Press, 1961. Macallister, Hamilton. Fielding. London: Evans Brothers Limited, 1967. Varey, Simon. Joseph Andrews: A Satire of Modern Times. Boston: Twayne, 1990.

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