

Republic of Yemen
Alandalus University



الجمهورية اليمنية
جامعة الاندلس

Quality Assurance Unit

للعلوم والتقنية

وحدة ضمان الجودة والاعتماد

توصيف مقرر: 18th century Novel

University of : Alandalus

Faculty of: Arts & Humanities

Department: English & Translation

Title of the Program: BA

TEMPLATE FOR COURSE SPECIFICATION

I. COURSE IDENTIFICATION AND GENERAL INFORMATION:					
1	Course Title:	<i>18th Century Novel</i>			
2	Course Code &Number:	3402353			
3	Credit hours:	C.H			TOTAL
		Th.	Seminar	Pr	
		36	Seminars, exercises..	practical	Field, training
4	Study level/ semester at which this course is offered:	<i>Level Three / First Semester</i>			
5	Pre –requisite (if any):				
6	Co –requisite (if any):				
8	Program (s) in which the course is offered:	BA in English			
9	Language of teaching the course:	English			
10	Location of teaching the course:	Alandalus University			
11	Prepared By:	Dr Mujahid Ahmed Mohammed Alwagaa.			
12	Date of Approval				

II. COURSE DESCRIPTION:

This course aims to introduce students to the range of fiction writing namely novel in English in the eighteenth century. The course explores the development, emergence, effect and popularity of the novel in this period. It examines the formal characteristics that differentiate the novel from earlier forms of prose fiction and the relation between culture and this genre. The 18th c. novel responds to changing modes of perception and reality as these were affected by the new philosophy and science, the rise of the merchant class, middle classes and capitalism, the influence of the Press and the taste of new reading publics. Highlighting the work of major canonical writers (Defoe, Fielding, Richardson, Sterne, Swift), their novels shall be examined in relation to such social, political, economic, cultural and religious developments in terms of outlook, values and practices, human nature and the sense of reality they try to construct, and how the novels reflect, respond to or try to resolve the tension between traditional values and new changes. For the course to be successful, students should do their share of background reading. The course instructor should provide a historical context for the novel under discussion. The course instructor has the opportunity to select a text (s) for 18th c. novel from the following.

1. *Robinson Crusoe* by Daniel Defoe.
2. *Gulliver's Travels* by Jonathan Swift.
3. *Pamela* by Samuel Richardson.
4. *Joseph Andrews* by Henry Fielding.
5. *A sentimental Journey Through France and Italy* by Laurence Sterne.

III. INTENDED LEARNING OUTCOMES (ILOS) OF THE COURSE:

1. To equip students with the necessary skills and knowledge to appreciatively and critically read and analyze 18th c. English novel.
2. To familiarize students with the theme, characterization, symbols, events, style, point of view and setting of 18th c. novel.
3. To critically know and understand such literary concepts as realism, digression, satire, parody, burlesque and types of novel for example the picaresque novel.
4. Develop analytical and critical skills through close reading of the set texts.
5. Acquire knowledge of relevant cultural and critical contexts within which to situate the set texts.
6. To differentiate between novel genre and other literary works.
7. To prepare students for 19th c. novel so as to be able to compare and contrast significant social

paradigms and the elements of the novel in the two periods.

(A) Alignment Course Intended Learning Outcomes of Knowledge and Understanding to Teaching Strategies and Assessment Strategies:

Course Intended Learning Outcomes	Teaching strategies	Assessment Strategies
A1- To critically know and understand such literary concepts as realism, digression, satire, parody, burlesque and types of novel for example the picaresque novel.	<ul style="list-style-type: none"> - Class discussion - Lecturing - debate 	<ul style="list-style-type: none"> - Oral questions - Exams - Powerpoint presentations
A2- Acquire knowledge of relevant cultural and critical contexts within which to situate the set texts	<ul style="list-style-type: none"> - Class discussion - Lecturing - Debate - Culture contrast and comparison 	<ul style="list-style-type: none"> - Oral questions - exams
A3-		
A4-		

(B) Alignment Course Intended Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies:

Course Intended Learning Outcomes	Teaching strategies	Assessment Strategies
B1- Develop analytical and critical skills through close reading of the set texts.	<ul style="list-style-type: none"> - Class discussion - lecturing - reflection or critical thinking. 	<ul style="list-style-type: none"> - Exams. - Oral questions - Close textual analysis
1. B2- To familiarize students with the theme, characterization, symbols, events, style, point of view	<ul style="list-style-type: none"> - Class discussion - lecturing - comparison and contrast 	<ul style="list-style-type: none"> - Writing short notes on different elements of literature such as setting, theme etc. - Exams.

and setting of 18 th c. novel.		- Oral questions
B3-		
B4-		

©Alignment Course Intended Learning Outcomes of Professional and Practical Skills to Teaching Strategies and Assessment Strategies:		
Course Intended Learning Outcomes	Teaching strategies	Assessment Strategies
C1- To equip students with the necessary skills and knowledge to appreciatively and critically read and analyze 18 th c. English novel.	<ul style="list-style-type: none"> - Close textual analysis - Critical thinking and reflection - Discussion - Lecturing 	<ul style="list-style-type: none"> - assignments - presentations - exams
C2- To differentiate between novel genre and other literary works.	<ul style="list-style-type: none"> - Close textual analysis - Critical thinking and reflection - Discussion - Lecturing - Comparison and contrast 	<ul style="list-style-type: none"> - Essay writing - Exams - Critical oral questions
C3-		
C4-		
(D) Alignment Course Intended Learning Outcomes of Transferable Skills to Teaching Strategies and Assessment Strategies:		

Course Intended Learning Outcomes	Teaching strategies	Assessment Strategies
D1- To prepare students for 19 th c. novel so as to be able to compare and contrast significant social paradigms and the elements of the novel in the two periods.	<ul style="list-style-type: none"> - Class discussion - Reflection or critical thinking - Lecturing 	<ul style="list-style-type: none"> - Oral questions - Exams
D2- to apply what they have learned in their real life.	<ul style="list-style-type: none"> - Instructor's guidance - Analytical and critical approach 	<ul style="list-style-type: none"> - Opinion questions - students' behavior and outlooks
D3-		
D4-		

IV. COURSE CONTENT:					
A – Theoretical Aspect:					
Order	Units/Topics List	Learning Outcomes	Sub Topics List	Number of Weeks	contact hours
1	An introduction to 18 th c. novel	To know major writers of the period and their works. To be aware of the political, social, economic etc. situation in Britain and Europe.	<ul style="list-style-type: none"> i. Background of the age ii. Major novelists and their works in 18th c. Britain 	1 st	3hs
2	General overview of the novel(s) and	To understand and identify the elements of	<ul style="list-style-type: none"> i. A short biography on the novelist ii. Discussion of Elements of novel 	2 nd week	3hs

	novelist(s) assigned for the course.	the novel.	(plot, theme, setting, characterization etc) in relation to the novel under study.		
3	Read and discuss the first five chapters of the novel assigned for the course (e. g. <i>Robinson Crusoe</i> by Defoe).	To develop students' communication and reading skills through class discussion and their preparation for presentations in the class. To get a proper understanding of the elements of novel and critically analyze the social, political, economic and cultural implications in the assigned work.	<ul style="list-style-type: none"> i. Theme(s) ii. Setting iii. Point of view iv. Characterization v. Symbolism, irony, parody, satire vi. Plot, subplot vii. Diction or Language (style) viii. Realistic mode of description. ix. Political, economic, religious, social, literary, cultural etc. perspectives in the novel. 	3 rd week	3hs
4	Read and discuss five chapters from the novel assigned for the course (e. g. <i>Robinson</i>	To develop students' communication and reading skills through class discussion and their preparation for	<ul style="list-style-type: none"> i. Theme(s) ii. Setting iii. Point of view iv. Characterization v. Symbolism, irony, parody, satire vi. Plot, subplot vii. Diction or Language (style) 	4 th , 5 th , 6 th , 7 th weeks.	12hs

	<i>Crusoe</i> by Defoe) in each lecture.	presentations in the class. To get a proper understanding of the elements of novel and critically analyze the social, political, economic and cultural implications in the assigned work.	viii. Realistic mode of description. ix. Political, economic, religious, social, literary, cultural etc. perspectives in the novel.		
5	Mid-term exam	To assess and evaluate students on what they have studied.	The exam is based on both subjective and objective models.	8 th week	3hs
6	In each lecture , the instructor with the students read and discuss five chapters of the second selected novel assigned for the course (e. g. <i>Gulliver's Travels</i> by Swift).	To develop students' communication and reading skills through class discussion and their preparation for presentations in the class. To get a proper understanding of the elements of novel and critically analyze the social, political, economic and	i. A brief introduction into the second selected novel and novelist ii. Theme(s) iii. Setting iv. Point of view v. Characterization vi. Symbolism, irony, parody, satire vii. Plot, subplot viii. Diction or Language (style) ix. Realistic mode of description. x. Political, economic, religious, social, literary, cultural etc. perspectives in the	9 th , 10 th , 11 th , 12 th weeks	12hs

		cultural implications in the assigned work.	novel.		
7	Final term exam	To assess and evaluate students on what they have studied.	The exam is based on both subjective and objective models.	13 th week	3
Number of Weeks /and Units Per Semester				13ws	36+ 3= 39hs

B - Practical Aspect: (if any)				
Order	Tasks/ Experiments	Number of Weeks	contact hours	Learning Outcomes
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Number of Weeks /and Units Per Semester		
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V. TEACHING STRATEGIES OF THE COURSE:

Teaching strategies and methods can be listed as follows:

1. Lecturing
2. Group work
3. Pair work
4. Open discussion
5. Critical debate
6. Close textual analysis
7. Presentation
8. Seminars
9. powerpoint presentations
10. Critical thinking and reflection

VI. ASSIGNMENTS:

No	Assignments	Aligned CILOs(symbols)	Week Due	Mark
1	Writing an essay on the works of a particular novelist , which might be an in-depth study of a single text or a thematic exploration OR an essay on the historical background of the age.	- To develop students' critical and cognitive abilities as well as writing and analytical skills.	6 th	5
2	preparing a comparative analysis between two novelists(novels).	- To evaluate and appreciate different styles, thoughts, movements and outlooks by comparing and contrasting two	10 th	5

		writers or works.		
3	Each student should prepare at home to make a presentation in class on a particular topic.	- To give students a chance to use the language communicatively and to overcome their anxiety, stress and psychological barriers towards a comfortable and effective learning.	3 rd to 12 th	No marks

VII. SCHEDULE OF ASSESSMENT TASKS FOR STUDENTS DURING THE SEMESTER:					
No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned Course Learning Outcomes
1	Class attendance and students' participation.	All weeks	10	10%	Students will be able to engage in the learning process so as to acquire knowledge and skills in an effective way.
2	Writing essays, assignments analyses and delivering presentations	6 th , 8 th , 9 th , 10 th and 11 th	10	10%	To make sure that students are learning effectively - to give them an opportunity to practice and use the language. - to improve

					their language skills.
3	Mid-term exam	8 th	20	20%	To assess students knowledge and language skills.
4	Final-term exam	13 th	60	60%	To assess and evaluate students on what they have studied.
5					
6					
7					
8					
9					

VIII. LEARNING RESOURCES:	
<ul style="list-style-type: none"> • <i>Written in the following order: (Author - Year of publication – Title – Edition – Place of publication – Publisher).</i> 	
1- Required Textbook(s) (maximum two).	
	1- Defoe, Daniel, 2007. <i>Robinson Crusoe</i> . 1 st ed. New Delhi: UBSPD. 2- Swift, Jonathan, 2004. <i>Gulliver's Travels</i> . London: Barnes & Noble Classic Series.
2- Essential References.	
	1- Richetti, John, 1996. <i>The Cambridge Companion to the 18th Century Novel</i> . 2- Doody, Margaret Anne, 1997. <i>The True Story of the Novel</i> . New York: Rutgers University Press
3- Electronic Materials and Web Sites etc.	
	1- http://.articlebase.com/collage-and-university-article/the-18th-century-novel-characteristic-feature . 2- http://www.historicalnovels-inf/18th century.html . 3- http://www.spark notes.com . A site that includes a lot of information, analyses, essays on all literary genres including novel.

IX. COURSE POLICIES:	
1	CLASS ATTENDANCE: FOLLOWS THE PROGRAM AND THE UNIVERSITY GENERAL POLICY.
2	TARDY: SUBJECT TO THE REGULATIONS OF THE PROGRAM AND THE GENERAL POLICY OF THE UNIVERSITY.
3	EXAM ATTENDANCE/PUNCTUALITY: FOLLOWS THE POLICIES OF THE PROGRAM AND UNIVERSITY.
4	ASSIGNMENTS & PROJECTS: ASSIGNMENTS TASKS AND SUBMISSION TO BE ASSIGNED BY THE INSTRUCTOR.
5	CHEATING : SUBJECT TO THE REGULATIONS AND RULES OF THE UNIVERSITY AS DIRECTED BY THE SYSTEMS OF THE MINISTRY OF HIGHER EDUCATION.
6	PLAGIARISM : SUCH MATTER IS RULED BY THE GENERAL REGULARITIES OF THE UNIVERSITY AND MHE.
7	OTHER POLICIES: DETAILED IN THE GENERAL POLICY OF THE PROGRAM.