

Republic of Yemen
Alandalus University

Quality Assurance Unit



الجمهورية اليمنية
جامعة الاندلس
للعلوم والتقنية
وحدة ضمان الجودة والاعتماد

**19th century English : توصيف مقرر :
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: | Nineteenth Century English Novel | | | | |
| 2 | Course Code &Number: | 3402356 | | | | |
| 3 | Credit hours: | C.H | | | TOTAL | |
| | | Th. | Seminar | Pr | | Tr. |
| | | 36 | Seminars, exercises.. | practical | Field, training | 36 |
| 4 | Study level/ semester at which this course is offered: | <i>Level Three/ second 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 studies the 19th Century English novel and concentrates on works by most of the major figures in the periods of Romanticism and Victorianism: Jane Austen, Walter Scott, the Brontes, George Eliot, Dickens, Trollope and Thomas Hardy. It also examines reasons for the popularity of the novel as a literary form in the nineteenth century. Attention is given to the authors and questions of their personal, historical and social identity within the context of a widening cultural, social, economic and political transformation. Students will see why and how the novels in this course continue to impress and move contemporary readers. The selected literary works are studied in terms of basic elements such as plot, characterization, setting, point of view, theme, style, tone, symbolism, and also in terms of critical concepts and approaches so as to enhance students' meaningful reading of literature and to heighten their sensibility and appreciation of aesthetic, social, cultural, ethical and philosophical dimensions of literary expressions.

The course will take a selection from a range of different writers. The course instructor has the chance to choose the appropriate text (novel) or texts (novels) for study. The following are good suggestions.

1. Jane Austen: *Pride and Prejudice* OR *Emma* OR others.
2. Emily Bronte: *Wuthering Heights*.
3. Charlotte Bronte: *Jane Eyre*.
4. Charles Dickens: *Great Expectations* OR *Oliver Twist* OR *David Copperfield* OR others.
5. George Eliot: *Middlemarch*.
6. Anthony Trollope : *Barchester Towers* OR others.
7. Thomas Hardy: *Jude the Obscure*, OR others.

III. Intended learning outcomes (ILOs) of the course:

By the end of completing the course, students will be able to:

1. Recognize the pre-eminence of the nineteenth century novel as a field of study.
2. Define the relationship between the novels under study and the political and social concerns of nineteenth century Britain.
3. Demonstrate an understanding of the language of these novels as a significant field of study, independent of thematic issues.
4. Analyze the characteristics of literary forms.
5. Critically justify personal preferences from the novels under study.
6. Respond critically to the texts studied in oral and in written form.
7. Show acquaintance to literary texts using ideas and details from such texts to support reactions and make literary connections.
8. Develop strategies for reading texts within the context of nineteenth century British culture.
9. Know major English novelists and their works in 9th c. Britain.
10. Apply their knowledge of the intricacies of different characters in the novels to new experiences and situations in real life.

(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- Show acquaintance to literary texts using ideas and details from such texts to support reactions and make literary connections. | <ul style="list-style-type: none"> - Class discussion - Lecturing - debate | <ul style="list-style-type: none"> - Oral questions - Exams - Powerpoint presentations |
| A2- Know major English novelists and their works in 9 th c. Britain. | <ul style="list-style-type: none"> - Class discussion - Lecturing - Debate - Group and pair work | <ul style="list-style-type: none"> - Oral questions - exams - Quizzes |
| A3- | | |
| A4- | | |
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(B) Alignment Course Intended Learning Outcomes of Intellectual Skills to Teaching Strategies and Assessment Strategies:

| Course Intended Learning Outcomes | Teaching strategies | Assessment Strategies |
|-----------------------------------|---------------------|-----------------------|
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| B1- Critically justify personal preferences from the novels under study. | <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 |
| B2- Demonstrate an understanding of the language of these novels as a significant field of study, independent of thematic issues. | <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 particularly language. - Exams. - 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- Analyze the characteristics of literary forms. | <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- Develop strategies for reading texts within the context of nineteenth century British culture. | <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- | | |
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(D) Alignment Course Intended Learning Outcomes of Transferable Skills to Teaching Strategies and Assessment Strategies:

| Course Intended Learning Outcomes | Teaching strategies | Assessment Strategies |
|---|---|--|
| D1- Apply their knowledge of the | <ul style="list-style-type: none"> - Instructor's | <ul style="list-style-type: none"> - Opinion questions |

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| intricacies of different characters in the novels to new experiences and situations in real life. | guidance - Analytical and critical approach - Discussion | - students' behavior and reactions |
| D2- | | |
| D3- | | |
| D4- | | |

1. Course Content:

A – Theoretical Aspect:

| Order | Units/Topics List | Learning Outcomes | Sub Topics List | Number of Weeks | contact hours |
|-------|---|---|---|----------------------|---------------|
| 1 | An introduction to 19 th c. novel | <p>To know major writers of the period and their works.</p> <p>To be aware of the political, social, economic etc. situation in Britain.</p> | <p>i. Background of the age.</p> <p>ii. Major English novelists and their works in 19th c.</p> | 1 st week | 3hs |
| 2 | General overview of the novel(s) and novelist(s) assigned for the course. | <p>To recognize the distinct literary characteristics of the novelist and the work under discussion.</p> <p>To understand and identify the elements of the novel.</p> | <p>i. A short biography on the novelist</p> <p>ii. Discussion of Elements of novel (plot, theme, setting, characterization, point of view etc.) in relation to the novel under study.</p> <p>iii. Social, political, religious etc. changes and implications referring to the assigned novel.</p> | 2 nd | 3hs |

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|---|--|---|---|--|------|
| 3 | Read and discuss the first ten chapters of the novel assigned for the course (e. g. <i>Great Expectations</i> by Charles Dickens OR <i>Pride and Prejudice</i> by Jane Austen OR others). | 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 psychological modes of description. ix. Political, economic, religious, social, literary, cultural etc. perspectives in the novel. | 3rd week | 3hs |
| 4 | In each lecture, the course instructor with the students read and discuss ten chapters of the novel assigned for the course (e. g. <i>Great Expectations</i> by Charles Dickens OR <i>Pride and Prejudice</i> by Jane Austen OR others). | 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 | <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 psychological modes of description. ix. Political, economic, religious, social, literary, cultural etc. perspectives in the | 4 th , 5 th , 6 th , 8 th , 9 th , 10 th . | 18hs |

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| | | social, political, economic and cultural implications in the assigned work. | 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. | 7 th week | 3hs |
| 6 | Discussion of the second novel assigned for students to read at home. | To develop students' sense of literary appreciation and enjoyment, critical, analytical and reading skills. | <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 psychological modes of description. ix. Political, economic, religious, social, literary, cultural etc. perspectives in the novel. | 11 th and 12 th weeks | 6hs |
| 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 | 3hs |
| Number of Weeks /and Units Per Semester | | | | 13 weeks | 36+3=40hs |

| B - Practical Aspect: (if any) | | | | |
|---------------------------------------|--------------------|-----------------|---------------|-------------------|
| Order | Tasks/ Experiments | Number of Weeks | contact hours | Learning Outcomes |
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| 2 | | | | |

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| Number of Weeks /and Units Per Semester | | | | |

2. 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

3. Assignments:

| No | Assignments | Aligned CILOs _(symbols) | Week Due | Mark |
|----|-------------|------------------------------------|----------|------|
|----|-------------|------------------------------------|----------|------|

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| 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 writers or works. | 10 th | 5 |
| 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 |
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4. 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 |

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| | | | | | an opportunity to practice and use the language. - To improve their language skills. |
| 3 | Mid-term exam | 7 th | 20 | 20% | To assess students knowledge and language skills. |
| 4 | Final-term examination | 13 th | 60 | 60% | To assess and evaluate students on the basis of the course intended objectives. |
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5. Learning Resources:

- Written in the following order: (Author - Year of publication – Title – Edition – Place of publication – Publisher).

1- Required Textbook(s) (maximum two).

- 1- Austen, Jane, 2001. *Pride and Prejudice*. 1st ed. New Delhi: UBSPD.
- 2- Dickens, Charles, 2014. *Great Expectations*. London: IPP.

2- Essential References.

- 1- Forester, E. M., 1972. *Aspects of the Novel*. New York: Harcourt & Bruce.
- 2- Harvey, W. J., 1965. *Character and the Novel*. Ithaca: Carnell University Press.

3- Electronic Materials and Web Sites etc.

- 1- <http://www.sparknotes.com>. A site that includes a lot of information, analyses, essays on literary genres including novel.
- 2- www.bl.uk/
- 3- www.vanderbilt.edu.

6. Course Policies:

- 1 **Class Attendance:** Follows the program and the university general policy.

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| 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. |