

ATTACHMENT 2 (e)

Course Specifications

Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

LANE- 342

FICTION

COURSE SPECIFICATION

Dr. Naushad Umarsharif Shaikh

Course Specifications

Institution: KING ABDULAZIZ UNIVERSITY	Date of Report- 20-01-2016
College/Department: FACULTY OF SCIENCES AND ARTS, KHULAIS CAMPUS, Department of English and Translation	

A. Course Identification and General Information

1. Course title and code: LANE -342		
2. Credit hours: 3		
3. Program(s) in which the course is offered: LANE (If general elective available in many programs indicate this rather than list programs)		
4. Name of faculty member responsible for the course: Dr. Naushad Umarsharif Shaikh		
5. Level/year at which this course is offered: THIRD YEAR – Spring Semester		
6. Pre-requisites for this course (if any): NONE		
7. Co-requisites for this course (if any):		
8. Location if not on main campus: KHULAIS		
9. Mode of Instruction (mark all that apply):		
a. Traditional classroom	<input checked="" type="checkbox"/> What percentage?	<input type="text" value="80"/>
b. Blended (traditional and online)	<input type="checkbox"/> What percentage?	<input type="text"/>
c. e-learning	<input checked="" type="checkbox"/> What percentage?	<input type="text" value="20"/>
d. Correspondence	<input type="checkbox"/> What percentage?	<input type="text"/>
f. Other	<input checked="" type="checkbox"/> What percentage?	<input type="text"/>
Comments:		

B Objectives 1. What is the main purpose for this course?

B. Objectives

1. Summary of the main learning outcomes for students enrolled in the course.

- Become familiar with various British and American writers and novels that explore different cultures, times, and forms
- Examine critical and analytical responses to novels
- Judge the history of the changing nature of the novel, and its interaction with Victorian, modern and contemporary issues
- Develop the skills of close reading;
- Apply the elements of fiction in reading, observing, and interpreting the novels within their cultural and historical contexts
- Describe the development of fiction and identify representative British and American writers and novels
- Explain the textual meaning of the novels under discussion
- Identify/Explain the ways in which fiction responds, and/or constructs life in these centuries
- Write performance reviews, reports, journals, and/or a research paper on the literary and cultural implications of fiction.
- Show a deep response and appreciation to the experience of literature
- Criticize the human subject and its role in society
- Explore ideas through the use of journal-type writing
- Write reviews, and a research paper that should demonstrate correct usage of the English language
- Demonstrate the skills of critical thinking

2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)

This is a three hour credit course that traces the development of fiction as a literary genre from its early beginnings to the Victorian, Modern and Contemporary periods. The course examines major British and American writers and novels in the context of some of the key social, cultural movements and artistic issues of the periods. Moreover, it introduces students to literary elements pertaining to fiction. It also sharpens their critical skills in reading, analyzing, and writing about fiction.

C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)

1. Topics to be Covered		
List of Topics	No. of Weeks	Contact Hours
Introduction and History of Prose	2	3
Emma- Jane Austin	4	12
Silas Marinar	4	12
	4	12

2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	39					39
Credit						
3. Additional private study/learning hours expected for students per week.					1	

4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy:
<ul style="list-style-type: none"> A brief summary of the knowledge or skill the course is intended to develop; A description of the teaching strategies to be used in the course to develop that knowledge or skill.

- The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching.

The *National Qualification Framework* provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.

Every course is not required to include learning outcomes from each domain.

	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge: <i>This course will enable students to:</i> <ul style="list-style-type: none"> • Become familiar with various British writers and novels that explore different cultures, times, and forms • Examine critical and analytical responses to novels • Judge the history of the changing nature of the novel, and its interaction with Victorian issues • Develop the skills of close reading; apply the elements of fiction in reading, observing, and interpreting the novels within their cultural and historical contexts • Write performance reviews, reports, journals, and/or a research paper on the literary and cultural implications of fiction 		
1.1			
1.2			
2.0	Cognitive Skills <i>This course will enable students to:</i>		

	<ul style="list-style-type: none"> Develop critical thinking skills to analyze and synthesize ideas by applying the elements of fiction in reading, examining, judging, and interpreting novels within their cultural and historical contexts Demonstrate the skills of independent critical thinking Criticize the human subject and its role in society Explore ideas through the use of journal-type writing Develop maturity and self-growth in learning about themselves and others through the interpretation of novels 		
2.1			
2.2			
3.0	Interpersonal Skills & Responsibility		
3.1			
3.2			
4.0	Communication, Information Technology, Numerical		
4.1			
4.2			
5.0	Psychomotor		
5.1			
5.2			

Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs
Knowledge	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
Cognitive Skills	<p>(i) Description of cognitive skills to be developed- Students will imbibe skills of critical reading as the core approach to making sense of literary texts.</p> <p>(ii) Teaching strategies to be used to develop these cognitive skills- Students will receive a calibrated exposure to the terms, texts, and tools of literary studies by way of lectures, worksheet-based exercises, group discussion and oral presentations.</p> <p>(iii) Methods of assessment of students cognitive skills- I shall assess their level by conducting periodic tests.</p>

Interpersonal Skills & Responsibility	Organizing group discussions and Oral Presentations
Communication, Information Technology, Numerical	Google fiction related information.

Suggested ***verbs not to use*** when writing measurable and assessable learning outcomes are as follows:

Consider	Maximize	Continue	Review	Ensure	Enlarge	Understand
Maintain	Reflect	Examine	Strengthen	Explore	Encourage	Deepen

Some of these verbs can be used if tied to specific actions or quantification.

Suggested assessment methods and teaching strategies are:

According to research and best practices, multiple and continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports, lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping.

Differentiated teaching strategies should be selected to align with the curriculum taught, the needs of students, and the intended learning outcomes. Teaching methods include: lecture, debate, small group work, whole group and small group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guest speakers, memorization, humor, individual presentation, brainstorming, and a wide variety of hands-on student learning activities.

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	QUIZ 1	5	15%
2	MID-TERM TEST	10	20%
3	QUIZ 2	14	15%
4	IN-CLASS ASSESSMENT	16	20%

5	Final Exam	16	30%
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D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week):

I am available at my office for 2 hours a day, exclusively for students to interact with me. I also encourage students to ask me for any help they may require in the classroom sessions. Besides, I am available for consultations on my e-mail.

E. Learning Resources

1. List of Required Textbooks:

Jane Austin- *Emma*
George Eliot- *Silas Marner*
Charles Dickens – *Oliver Twist*

2. List Essential References Materials (Journals, Reports, etc.):

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc.):

- Baym, Nina, ed. *The Norton Anthology of English Literature*. New York: Norton, 2002.
- ---, ed. *The Norton Anthology of American Literature: 1945 to Present*. Vol. E. New York: Norton, 2007.
- Cassill, R. V., and Richard Bausch, eds. *The Norton Anthology of Short Fiction*. London: Norton, 2006.
- Hall, Oakley, and James Wood. *How Fiction Works*. Cincinnati: Short Press, 2001.
- Kennedy, X. Joseph, and Dana Gioia. *An Introduction to Fiction*. London: Longman, 2007.
- Lodge, David. *The Art of Fiction: Illustrated from Classic and Modern Texts*. New York: Penguin, 1994.
- Chatman, Seymour. 1978. *Story and Discourse: Narrative Structure in Fiction and Film*. Ithaca : Cornell University Press.
- Cohn, Dorrit. 1978. *Transparent Minds: Narrative Modes for Presenting Consciousness in Fiction*. Princeton: Princeton University Press.
- Cuddon, J. A. 1998. *A Dictionary of Literary Terms and Literary Theory*. ed. Oxford: Blackwell.

4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.):

- Radio and TV interviews
- News bulletins
- Interviews
- Business bulletins
- National Geographic commentaries
- Discovery Channel commentaries

5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

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F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.):

- Classrooms
- LCD Projectors
- Multimedia white board
- Laboratory computers

2. Computing resources (AV, data show, Smart Board, software, etc.):

CDs containing video material on literary criticism- Critical Analysis of Fiction work

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list) -NIL

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching:

1. Periodical quizzes and tests
2. Classroom manoeuvres to continually assess learners' progress
3. In class interaction among learners
4. Periodical analyses of learner errors
5. Suggestions for the learners to eliminate their errors

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor:

Periodic internal as well as common tests and Quizzes.

3 Processes for Improvement of Teaching:

I periodically offer the learners a sample of their errors and my suggestions for them to eliminate them.

4. Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution)

Discussion among various team members of the faculty based on the examination results.

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement:

The skills coordinator may consult other teachers of the department for a continuous assessment of the learners' progress in the areas of language learning, and listening skill in particular.

Faculty or Teaching Staff: DR. NAUSHAD UMARSHARIF SHAIKH

Signature: _____ **Date Report Completed: 20-01-2016**

Received by: _____ **Dean/Department Head**

Signature: _____ **Date:** _____