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الجمهورية اليمنية وزارة التعليم العالي والبحث العلمي مجلس الاعتماد وضمان جودة التعليم العالي

الرواية الإنجليزية في القرن (٢٠) Template for Course Specification

I. Course Identification and General Information:						
Course Title:	20 th Cen	20 th Century Novel				
Course Code and Number:	ENG	ENG				
	theory seminar practice training Total					
Credit Hours:	3 hrs				42 hrs	
Level & Semester:	Level 4	Semeste	r II		l	
Pre-requisites (if any):	19 th Cen	tury Novel	Course			
	History	History of English Literature Course				
Co-requisites (if any):						
Program in which this course is	B.A. in English					
offered:						
Language of teaching the course:	English	English				
Location of teaching the course:	Faculty	Faculty of Arts and Humanities – University of				
	Sana'a					
Prepared by:	DR. AN	DR. ANTELAK MOHAMMED ABDULMALKE				
	ALMUTAWAKEL					
Date of Approval:						

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The 20^{th} Century novel Course is one of the literary courses. It is the third course in novel. Students have already have had 18^{th} and 19^{th} Century novel courses. This course introduces students to the modern novel and traces its development in a range of social, historical, political and cultural contexts. The course covers the modern novel written by the end of the 19th Century to the mid-twentieth Century. The course further explores the assigned texts from the perspective of the modern critical trends, approaches and innovating evaluations. This course includes four recommended novels; one is a required textbook and the fourth one is self-study. The suggested novels are Virginia Woolf A room of Owen's Own, E.M.Foster A Passage to India, D.H Lawrence Sons and Lovers and Joseph Conrad Heart of Darkness.

IV. Alignment of Course Intended Learning Outcomes (CILOs)toProgram Intended					
Learning Outcomes (PILOs)					
	CILOs				
PILOs					
(A) Knowledge &	t Understanding:				
Upon the completion of the BA program, students are expected to be able to:	Upon the completion of this course, students are expected to be able to:				
A1: show knowledge and understanding of	a1- To Show awareness of the major themes				
different linguistic and literary theories	and concepts in English 19 th cent. novel				
and schools of thought in English					
linguistics/literature;					
A2: show knowledge of social values and	a2- To Show understanding of the various				
traditions common in other cultures;	English issues & culture manipulated by English literature.				
	•				
A3: show a solid background of various	a3- To Reflect their understanding of the				
communication skills, be it reading,	material studied through their ability to				
writing, speaking, or translation skills;	express ,themes in fluent spoken English and				
	accurate writing.				
A4: show knowledge and understanding of	a4- Be able to use the computer and internet				

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عميد الكلية

أ.م.د. عبدالملك محد عيسر

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modern research tools and methods,	to communicate their ideas promptly and	
including the employment of	produce well critical essays throughout the	
technology;	semester and search for critical essays in the	
	library electronic libraries.	
(B) Intelle	ctual Skills	
B1: distinguish different literary forms and	B1- Be able to differentiate the varied literary	
currents as well as their distinct	aspects of fiction genres of short story, novel	
characteristics;	and novella.	
B2: evaluate linguistic and cultural	b2- Be able to think critically and analytically	
phenomena and suggest explanations	and analyze and criticize the various aspects	
for them;	of the 20 th Cent novel and Compare and	
	contrast the modern novelists with their peers	
	in the previous ages.	
B3: compare different literary, linguistic	b3- Be able to interpret & explain the literary	
and translation theories and strategies;	characteristics of a novel , and understand the	
	reasons for their emergence compared to 18 th	
	& 19 th cent. Novel.	
B4: distinguish different language skills in	b4- Analyze the forms and styles used in the t	
terms of reading, writing, and speaking	short story produced by 20 th century novel	
and listening;	authors.	
(C) Professional	& Practical Skills	
C1: employ theories, terms and concepts	c1- Interpret 20 th century novels using a	
common in literature, linguistics and	variety of critical perspectives and to Explain	
translation studies;	the relationship between select historical	
	events/trends and the studied novels.	
C2: employ different language skills in	c2- Develop some language skills to enhance	
order to read and write different texts	their ability to analyze, paraphrase and	
in English and translate them from	interpret texts from a 20 th cent. Novels.	
English into Arabic and vice versa;		
L		

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C3:use research tools and methods to	c3- Carry out some in-depth research based	
collect research data, analyze them,	on individual or groups efforts through library	
and present them in a scientifically	reading to supplement their spoken and	
appropriate manner;	writing skills.	
C4: make use of basic technological	c4- Use of electronic journals and databases	
applications to facilitate learning and		
research process.		
(D) Transfe	rrable Skills	
D1: make use of the linguistic and cultural	d1- Suggest ways in which the newly	
knowledge acquired in order to interact	acquired knowledge can be used to	
efficiently and appropriately with	communicate imaginatively and efficiently	
people from different cultures;	with others within the same culture or	
	beyond.	
D2: manage time, work under pressure,	d2- Cooperate with others in group work so	
and involve in team activities;	as to develop team spirit in the production of	
	research reports and presentation.	
D3: pursue knowledge to improve self-	d3- Develop interest in acquiring more	
learning;	knowledge in the field and other practical	
	ways to deepen interest in self-learning.	
D4: involve creatively in social and	d4- Use creative thinking and critical ways to	
academic activities.	enhance personal skills that engage with	
	others in social and academic activities.	

IV. Alignment of Course Intended Learning Outcomes (CILOs)

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

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CILOs	Teaching Strategies	Assessment
		Strategies
a1- To be able to provide a	- Library activities	- class participation
critical review of the major	- lectures	- quizzes
themes and concepts in English	- class discussion	- mid-term exam
20 th cent. Novel and the	- Team work	-Presentation
historical events that influenced	- presentation	
its emergence.	- assignment	
	- Guest lecturer	
	- Self learning	
a2- show understanding of the	- lectures	- class participation
various elements that	- class discussion	- quizzes
contributed to the emergence of	- presentation	- mid-term exam
the new story whether political,	- assignment	- research report
gender, philosophical or social	- produce Creative work	- End-of-term
20 th cent changes and trends.	- research report	debriefing in class of students and teacher
	- Self learning	regarding what went
		well and what could have gone better.
		-Small group
		instructional diagnosis (SGID) whereby
		instructors exchange
		classes and gather information from each
		other on specific
		points outlined by the instructor being
		evaluated.
a3- reflect their understanding of	- lectures	- class participation
the material studied through the	- class discussion	- quizzes
ability to express ideas in fluent	- presentation	- mid-term exam

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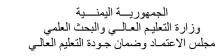
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spoken English and accurate	-	assignment	-creative work (writing
writing.	-	Team work	a short story, painting
	-	Discussions with guest	of characters, plays on
		lecturer (novelists	themesetc. left open
		writers, professors of	for students' creativity
		Arabic Dept. PHD	
		students in the same	
		field).	
	-	Self learning	
a4- To be able to use the	-	class discussion	- quizzes
computer and internet to	-	presentation	- class participation
communicate their ideas	-	assignment	- mid-term exam
promptly, and produce well	-	Team work	-research reports
researched reports throughout	-	Self learning	
the semester.			
(D) Al! I-4 I-1	T	: O4	1 (1 '11 . 4 . 75 1 '

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

CILOs	Teaching Strategies	Assessment
		Strategies
b1-Contrast the major literary	- lectures	- class participation
and philosophical elements of the	- class discussion	- quizzes
of the NOVEL to other genres	- presentation	- mid-term exam
of fiction.	- assignment	
	- guest lecturer	
b2- Appreciate the various	- lectures	- class participation
aspects of the 19 th cent. novel	- class discussion	- quizzes
and its impact on the English	- presentation	- mid-term exam
culture and vice versa.	- assignment	
	- Team work	

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b3- Interpret the literary	- lectures	- class participation
characteristics of a 19 th cent. and	- class discussion	- quizzes
understand the reasons for their	- presentation	- mid-term exam
emergence.	- assignment	
b4- Analyze the forms and styles	- lectures	- class participation
used in the fiction produced	- class discussion	- quizzes
during this period.	- presentation	- mid-term exam
	- assignment	-Final Exam
	- Team work	-Research reports

(C) Alignment of Course Intended Learning Outcomes of Professional and Practical Skills to the Teaching Strategies and Assessment Strategies:

CILOs	Teaching Strategies	Assessment
		Strategies
c1- Analyze the forms and	- lectures	- class participation
styles used in the selected	- class discussion	- quizzes
novels.	- Group work	- mid-term exam
	- presentation	
c2- Use literary language skills	- lectures	- class participation
to analyze texts from the 19 th	- class discussion	- quizzes
century novels and relate them	- presentation	- mid-term exam
to aspects and background of the	- assignment	- Final Exam
novel.	- Group work	
c3- Carry out some in-depth	- lectures	- class participation
research based on individual or	- class discussion	- quizzes
team efforts through library	- presentation	- mid-term exam
reading or electronic resources	- assignment	
to supplement spoken and		
writing skills.		

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c4- Take advantage of computer	- presentation	- class participation				
and internet facilities to produce	- assignment	- quizzes				
good and prompt analytical	- Research report	- mid-term exam				
reports.		- research reports				
(D) Alignment of Course Intended Learning Outcomes of Transferable Skills to Teaching Strategies and Assessment Strategies:						
CILOs	Teaching Strategies	Assessment				

CILOs	Teaching Strategies	Assessment
		Strategies
d1- use the literary and cultural	- group discussion	- oral quizzes
knowledge in order to	- pair work	- individual
communicate efficiently with	-Team self-learning work	presentation
people from different cultures		
d2 managa tima and angaga in	group disquesion	orol quizzos
d2- manage time and engage in	- group discussion	- oral quizzes
team activities	- pair work	- individual
	-Team work	presentation
d3-engage creatively in social	- group discussion	- oral quizzes
and academic activities	- pair work	- individual
	-Compare and contrast novels to	presentation
	our culture and novels from real	-Group presentation
	life.	-Guest lecturer from
	-Compare to the development of	Arabic Literature
	in the novel in the Arabic	Dept. or Yemeni
	literature	novelists.

V. Course Co	ntent:
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1-Theoretical Aspect:

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Order	Units/Topics	Sub-Topics	Number of Weeks	Contact Hours	Learning Outcomes
1	Revision of the	The influence left by			
	20 th Cent.	the 19 th century		3	a1, a2, a3, b1
	History of	pioneer novelists (e.g.			
	English	Jane Austin, Charles	first		
	literature and	Dickens, Lewis	IIISt		
	history of	Carroll, George Eliot,			
	England	Thomas Hardy)			
2	Revision of the	Elements, art, and		3	a2, a3, b2, c1,
	Aspects of the	techniques	Second		c2, c3, d2
	Novel.				
3	E.M.FOSTER	A PASSAGE TO			
		INDIA	Third	9	a2, a3, b2, c1,
			fourth&		c2, c3, d2
			Fifth		
4	VIRGIANIA	A ROOM OF ONES	sixth	9	a2, a3, b2, c1,
	WOOLF	OWN	Seventh &		c2, c3, d2
			eighth		
5	D.H.LAWREN	SONS & LOVERS			a2, a3, b2, c1,
	CE		Ninth	9	c2, c3, d2
			tenth &		
			Eleventh		
6	JOSEPH	HEART OF	twelfth	9	a2, a3, b2, c1,
	CONRAD	DARKNESS	Thirteenth		c2, c3, d2
			&		
			fourteenth		
9		ANY SELECTED	Fifteenth		
		NOVEL (IF	&	SEFL-	WRITTEN

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	POSSIBLE.)		sixteent	th	STUDY	REPORT	
Number of Weeks and Contact Hours per Semester:			16		42		
2.	2. Practical Aspect (if any):						
Order	Tasks/Experiments	N	Number C		Contact	Learning	
		of	f Weeks		Hours	Outcomes	
1	NOT APPLICABLE						
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
	Number of Weeks and Contact Hours per Semester:						
VI. Teaching Strategies of the Course							
- I	- Lectures						
- (Group Discussions						
- I	- Individual Presentations						

VII.	Activities/Assignments

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No.	Activities/Assignments	Aligned CILOs	Week Due	Mark
1	Attendance and Participation	d1, d2, d3	All weeks	10
2	Assignments	a1, a2, a3, b1, b2, b3,	All weeks	10
		c1, c2, c3, d1, d2, d3		

VIII	VIII. Schedule of Assessment Task for Students During the Semester:				
No	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned CILOs
•		Due		Assessment	CILOS
1	Assignments	Weeks	10	10%	a1, a2, a3, b1,
		2-13			b2, b3, c1, c2,
					c3, d1, d2, d3
2	Attendance and	All	10	10%	d1, d2, d3
	Participation	weeks			
3	midterm	Week 7	20	20%	?
4	written final exam	Week 14	60	60%	?
Total Mark		100	100%		

IX. Learning Resources:

A. Required Textbook(s) (maximum two):

1. SIGNED NOVELS OF THE 20TH CENTURY

B: Essential References:

- 1. E.M.Foster. Aspects of the Novel.1927.
- 2. How to Study a Novel, Martin Coyle & Jhon Peck. New York: Palgrave Macmillan
- 3. The Norton Anthology of English Literature , Oxford , vol $1\&\ 2$, 2000
- 4. Critical Studies on 20 th Cen. Novelists. Online essays.
- 5. Beer, J. (Ed.). (1985). A Passage to India: Essays in Interpretation. New York: Palgrave Macmillan.

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C. Supplementary Materials:

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

- U-tube lectures.
- CD Films

D. Electronic Materials and Websites (if any):

http://www.sparknotes.com.

http://literature.org

https://literarydevices.net/scansion/

cal articles of short stories on website. Students search by themselves

X. Course Policies:

1. Class Attendance:

- Absence is absence whatever is the reason.
- Absence, however, does not constitute as an excuse for not completing assignments or keeping yourself updated. A student is responsible for all the class work and handing in papers on-time in spite of his/her absence.
- Based on the university by-laws a student must attend 70 % of classes in order to have the right to receive a grade, which means that he/she is allowed a maximum of four absences during the whole semester. Five absences will result in an "F" regardless of his/her progress. (according to the law of the university)

2. Tardiness: (Based on the university laws)

1. All students are expected to conduct themselves in a professional manner. Unprofessional behavior such as, but not limited to, repeated disruption of class (including habitually walking in after class has started), sleeping in class, doing other course work in class, reading a newspaper in class, a ringing cell phone, frequent side conversations

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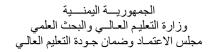
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with other students and/or rudeness toward any person will be considered a serious violation of this standard and will lower your grade accordingly. Please be sure to turn off your cell phone before the start of class.

- 2. Attention to detail entails being prepared for class. This would include, but is not limited to; having a pencil/pen, note pad, calculator; reading and following the course syllabus, etc. All students are expected to conduct themselves in a professional manner. Unprofessional behavior such as, but not limited to, repeated disruption of class (including habitually walking in after class has started), sleeping in class, doing other course work in class, reading a newspaper in class, a ringing cell phone, frequent side conversations with other students and/or rudeness toward any person will be considered a serious violation of this standard and will lower your grade accordingly. Please be sure to turn off your cell phone before the start of class.
- 3. Attention to detail entails being prepared for class. This would include, but is not limited to; having a pencil/pen, note pad, calculator; reading and following the course syllabus, etc.

3. Exam Attendance/Punctuality:

As per university council decision, a student is eligible for a Test, Midterm or Final examination make-up if and only if he/she had the following incidents:

- 1. Sickness; proved by hospitalization report; that is; a discharge summary is necessary.
- 2. Death in the family proved by a death certificate or equivalent and personal identification.
- 3. Accidents proved by an expert report.

Military/Official engagement.

4. Assignments/Projects:

Homework should be clearly presented i.e.:

- 1. It should be written on A4 paper.
- 2. It should include a title page (Course Name, Semester, Date, Name...).

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	3. Should submitted on time.
5.	Cheating: (Based on university by-laws)
	Cheating is strictly prohibited behavior.
	University regulations will be pursued and enforced on any cheating student
6.	Plagiarism: (Based on university laws)
	Plagiarism is defined as "copying or stealing someone else's words or ideas and claiming or presenting them as if they were your own."
	University regulations will be pursued and enforced on any plagiarism attempt.
7.	Other Policies:

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