



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

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رئيس القسم

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CILOs	Teaching Strategies	Assessment Strategies
a1- To be able to provide a critical review of the major themes and concepts in English 20th cent. Novel and the historical events that influenced its emergence.	<ul style="list-style-type: none"> - Library activities - lectures - class discussion - Team work - presentation - assignment - Guest lecturer - Self learning 	<ul style="list-style-type: none"> - class participation - quizzes - mid-term exam -Presentation
a2- show understanding of the various elements that contributed to the emergence of the new story whether political, gender, philosophical or social 20th cent changes and trends.	<ul style="list-style-type: none"> - lectures - class discussion - presentation - assignment - produce Creative work - research report - Self learning 	<ul style="list-style-type: none"> - class participation - quizzes - mid-term exam - research report - End-of-term debriefing in class of students and teacher 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 the material studied through the ability to express ideas in fluent	<ul style="list-style-type: none"> - lectures - class discussion - presentation 	<ul style="list-style-type: none"> - class participation - quizzes - mid-term exam

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<p>spoken English and accurate writing.</p>	<ul style="list-style-type: none"> - assignment - Team work - Discussions with guest lecturer (novelists writers, professors of Arabic Dept. PHD students in the same field). - Self learning 	<p>-creative work (writing a short story, painting of characters, plays on themes....etc. left open for students' creativity</p>
<p>a4- To be able to use the computer and internet to communicate their ideas promptly, and produce well researched reports throughout the semester.</p>	<ul style="list-style-type: none"> - class discussion - presentation - assignment - Team work - Self learning 	<ul style="list-style-type: none"> - quizzes - class participation - mid-term exam -research reports

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

CILOs	Teaching Strategies	Assessment Strategies
<p>b1-Contrast the major literary and philosophical elements of the of the NOVEL to other genres of fiction.</p>	<ul style="list-style-type: none"> - lectures - class discussion - presentation - assignment - guest lecturer 	<ul style="list-style-type: none"> - class participation - quizzes - mid-term exam
<p>b2- Appreciate the various aspects of the 19th cent. novel and its impact on the English culture and vice versa.</p>	<ul style="list-style-type: none"> - lectures - class discussion - presentation - assignment - Team work 	<ul style="list-style-type: none"> - class participation - quizzes - mid-term exam

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b3- Interpret the literary characteristics of a 19th cent. and understand the reasons for their emergence.	<ul style="list-style-type: none">- lectures- class discussion- presentation- assignment	<ul style="list-style-type: none">- class participation- quizzes- mid-term exam
b4- Analyze the forms and styles used in the fiction produced during this period.	<ul style="list-style-type: none">- lectures- class discussion- presentation- assignment- Team work	<ul style="list-style-type: none">- class participation- quizzes- mid-term exam-Final Exam-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 styles used in the selected novels.	<ul style="list-style-type: none">- lectures- class discussion- Group work- presentation	<ul style="list-style-type: none">- class participation- quizzes- mid-term exam
c2- Use literary language skills to analyze texts from the 19th century novels and relate them to aspects and background of the novel.	<ul style="list-style-type: none">- lectures- class discussion- presentation- assignment- Group work	<ul style="list-style-type: none">- class participation- quizzes- mid-term exam- Final Exam
c3- Carry out some in-depth research based on individual or team efforts through library reading or electronic resources to supplement spoken and writing skills.	<ul style="list-style-type: none">- lectures- class discussion- presentation- assignment	<ul style="list-style-type: none">- class participation- quizzes- mid-term exam

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	POSSIBLE.)	sixteenth	STUDY	REPORT
Number of Weeks and Contact Hours per Semester:		16	42	
2. Practical Aspect (if any):				
Order	Tasks/Experiments	Number of Weeks	Contact Hours	Learning 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

- Lectures
- Group Discussions
- Individual Presentations

VII. Activities/Assignmentsعميد الكلية
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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, c1, c2, c3, d1, d2, d3	All weeks	10

VIII. Schedule of Assessment Task for Students During the Semester:

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned CILOs
1	Assignments	Weeks 2-13	10	10%	a1, a2, a3, b1, b2, b3, c1, c2, c3, d1, d2, d3
2	Attendance and Participation	All weeks	10	10%	d1, d2, d3
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*):

- SIGNED NOVELS OF THE 20TH CENTURY

B: Essential References:

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

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	<p>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.</p> <p>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.</p> <p>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.</p>
<p>3.</p>	<p>Exam Attendance/Punctuality:</p> <p>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:</p> <ol style="list-style-type: none"> 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. <p>Military/Official engagement.</p>
<p>4.</p>	<p>Assignments/Projects:</p> <p>Homework should be clearly presented i.e.:</p> <ol style="list-style-type: none"> 1. It should be written on A4 paper. 2. It should include a title page (Course Name, Semester, Date, Name...).

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