Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

COURSE SPECIFICATION

ENG 457

Modern Fiction

November
2010

Course Specification

Institution: **King Saud University**
College/Department: **College of Arts/Department of English Language and Literature**

A. Course Identification and General Information

1. Course title and code: **Modern Fiction - ENG 457**
2. Credit hours: **3**
3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs)   **B. A. in English**
4. Name of faculty member responsible for the course **Prof. Ahmad Aradat**
5. Level/year at which this course is offered: **Seventh or Eighth Level (Elective)/Fourth Year**
6. Pre-requisites for this course (if any) **ENG 318 and ENG 374**
7. Co-requisites for this course (if any) **None**
8. Location if not on main campus

B. Objectives

1. Summary of the main learning outcomes for students enrolled in the course.
Students should be able to:
       1. Differentiate between and among the different voices in the fictional work
       2. Speak to different techniques rendering novels or short stories
       3. Make a connection between the fictional and realistic worlds
       4. Demonstrate knowledge of the difference between author, implied author, narrator
       5. Demonstrate knowledge of different modes of narrating a fictional work

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)
   1.   Familiarizing students with IT: word processing, downloading, uploading, databases, spreadsheets, e-books and the like.
   2.   Updating and changing reading list
   3.   Including e-books from Gutenberg and similar projects

C. Course Description (Note: General description in the form to be used for the Bulletin or Handbook should be attached)
The course is mainly designed for BA, graduating seniors but also caters to the needs of literature, language, and writing students. It will focus on diverse realizations of linguistics in both literary and nonliterary texts and attempts to investigate how linguistics can help pass on, augment, hinder, or undermine meaning. The general aim is to help students gain a fuller understanding and appreciation of the complicated relationship between medium and message.

1. Topics to be Covered		
Topic	**No of Weeks**	**Contact hours**
Introduction to the modern British novel	Week 1	3 hours
Novel #1 — *Great Expectations* by Charles Dickens Introduction to the author. Expectations, character development, plot analysis, major themes, style, setting, symbolism, education, life in London, realism and idealism, crime, detective fiction, novel's ending.	Weeks 7-14	24 hours
A Comparison of the two novels	Week 15	3 hours
Novel #2 — *A Passage to India* by E. M. Forster Introduction to the author. Expectations, East and West, Religion, character development, plot analysis, major themes, style, setting, symbolism, education, structure, colonialism, post-colonialism, climate, nationalism	Weeks 5-9	15 hours
Novel # 3: *A Farewell to Arms* by Ernest Hemingway Introduction to the author, *A Farewell to Arms* as an autobiographical novel; motifs: the unpleasant reality of war, love and suffering, masculinity; philosophy: existentialism, we are being biologically trapped, endurance, fantasies and illusion; symbols: rain, snow, mountain, plain, hair.	Week 10- 15	15 hours
A Comparison of the three novels	16	3 hours

2. Course components (total contact hours per semester):			
Lecture: **46 hours**	Tutorial: **None**	Practical/Fieldwork/Internship: **None**	Other: **None**

3. Additional private study/learning hours expected for students per week. (This should be an average for the semester not a specific requirement in each week)
 10 office hours per week

4. Development of Learning Outcomes in Domains of Learning
For each of the domains of learning shown below indicate:
1. A brief summary of the knowledge or skill the course is intended to develop;
2. A description of the teaching strategies to be used in the course to develop that knowledge or skill;
3. The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned.

a. Knowledge

(i)   Description of the knowledge to be acquired

1.   The intellectual and social issues of the modern period

2. Understanding of the novel as a literary genre.
3. Theoretical and critical approaches in fiction

(ii) Teaching strategies to be used to develop that knowledge
1. Lectures
2. Class discussion
3. In-class exercises
4. Extra handouts

(iii) Methods of assessment of knowledge acquired
1. Class participation
2. Quizzes
3. Class presentations based on outside reading about the novels to be covered
4. Midterms
5. Research papers
6. Final written exam

b. Cognitive Skills

(i) Cognitive skills to be developed;
Students will be able to:
1. Think critically and analytically
2. Think methodically and logically
3. Use effectively critical approaches to the study of fiction
4. Critique novels

(ii) Teaching strategies to be used to develop these cognitive skills
1. Class discussions
2. Presentations
3. Written assignments
4. Assigning a research paper

(iii) Methods of assessment of students cognitive skills
1. Class participation
2. Presentations
3. Research papers
4. Midterms and exams
5. Group assignments

c. Interpersonal Skills and Responsibility

(i) Description of the interpersonal skills and capacity to carry responsibility to be developed
1. Reading and writing assignments in due time
2. Participating in class discussion and thinking critically
3. Carrying out individual as well as group projects
4. Communicating, listening, discussing, and evaluating oneself and peers

(ii) Teaching strategies to be used to develop these skills and abilities.
1. In-class reading and writing sessions
2. Ethics and plagiarism
3. Individual counseling
4. Team work

(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility
1. Active class participation reflects the students ability to keep up with the reading schedule 2. Research papers will attest to the student's ability to fulfill assignments and respect deadlines 3. Performance on midterms and final exams are evidence of the student's ability to recollect and synthesize information 4. Instructor's assessment of student's performance and seriousness during individual supervision hours
d. Communication, Information Technology and Numerical Skills

(i) Description of the skills to be developed in this domain.
   Students will be able to use:
   1. Use of electronic journals and databases
   2. Web literacy
   3. Use of IT: familiarity with e-projectors and software such as MS Office
   4. Introduction to blogging
   5. Internet writing workshops

(ii) Teaching strategies to be used to develop these skills
   1. Extensive use of academic material on the Web
   2. Frequent use of the campus IT support for help on web based material
   3. Competent use of MS Office programs
   4. Serious utilization of online English skills workshops

(iii) Methods of assessment of students numerical and communication skills Giving grades for the use of web-based material in students' presentations, research, search, etc
e. Psychomotor Skills (if applicable)
(i) Description of the psychomotor skills to be developed and the level of performance required N/A
(ii) Teaching strategies to be used to develop these skills N/A
(iii) Methods of assessment of students psychomotor skills N/A

5. Schedule of Assessment Tasks for Students During the Semester			
Assessment	**Assessment task (e.g. essay, test, group project, examination etc.)**	**Week due**	**Proportion of Final Assessment**
1	1St midterm	Week 7	20%
2	Participation	throughout	5%
3	Quizzes	throughout	5%
4	Presentations and/or papers	At the end	10%
5	2nd midterm	Week 13	20%

6	Final		End of term	40%

D. Student Support

1. Arrangements for availability of faculty for individual student consultations and academic advice. (include amount of time faculty are available each week)
10 office hours per week; email

E. Learning Resources

1. Required Text(s)
    1. Conrad, Joseph. *Heart of Darkness*. W. W. Norton & Company
    2. Forster, E. M. . *A Passage to India*. Penguin Classics
    3. Hemingway, Ernest. *A Farewell to Arms*.

2. Essential References
Heart of Darkness **and Joseph Conrad**:

Achebe, Chinua. " 'An Image of Africa': Racism in Conrad's *'Heart of Darkness.'* " In *Heart of Darkness*: *An Authoritative Text, Backgrounds and Sources, Criticism,* ed. Robert Kimbrough. New York: Norton, 1988.
Bloom, Harold, ed. *Marlow.* New York: Chelsea House Publishers, 1992.
Cheng, Yuan-Jung. *Heralds of the Postmodern: Madness and Fiction in Conrad, Woolf, and Lessing.* New York: Peter Lang, 1999.
Conrad, Joseph. *Heart of Darkness*. New York: W. W. Norton & Co., 1963.
Eagleton, Terry. *Criticism and Ideology: A Study in Marxist Literary Theory.* London: Verso, 1976.
Firchow, Peter Edgerly. *Envisioning Africa: Racism and Imperialism in Conrad's Heart of Darkness*. Lexington: University of Kentucky Press, 2000.
Guetti, James L. *The Limits of Metaphor: A Study of Melville, Conrad, and Faulkner.* Ithaca, New York: Cornell University Press, 1967.
Navarette, Susan J. *The Shape of Fear: Horror and the Fin-de-Siecle Culture of Decadence.* Lexington: University of Kentucky Press, 1998.
Stape, J. H., ed. *The Cambridge Companion to Joseph Conrad.* Cambridge: Cambridge University Press, 1996.

A Passage to Inida **and E. M. Forster: Criticsim**
Beer, John. *A Passage to India*: *Essays in Interpretation.* Totowa, New Jersey: Barnes & Noble Books, 1986.
Bradbury, Malcolm, ed. *E.M. Forster, A Passage to India*: *A Casebook.* London: Macmillan, 1970.
FORSTER, E.M. *Aspects of the Novel.* New York: Harcourt, Brace & World, 1954.
Ganguly, Adwaita P. *India, Mystic, Complex, and Real: A Detailed Study of E.M. Forster's A Passage to India*. Delhi: Motilal Banarsidass Publishers, 1990.
Gardner, Philip. E.M. *Forster: The Critical Heritage.* London: Routledge, 1997.
Herz, Judith Scherer. *A Passage to India*: *Nation and Narration.* New York: Twayne Publishers, 1993.
Kipling, Rudyard. *Kim.* New York: Penguin Classics, 1987.
Lago, Mary. *E.M. Forster: A Literary Life.* New York: St. Martin's Press, 1995.
May, Brian. *The Modernist as Pragmatist: E.M. Forster and the Fate of Liberalism.* Columbia: University of Missouri Press, 1997.
Said, Edward W. *Orientalism.* New York: Random House, 1979.
Stone, Wilfred. *The Cave and the Mountain: A Study of E.M. Forster.* Palo Alto, California: Stanford University Press, 1966.
Wilde, Alan. *Art and Order: A Study of E.M. Forster.* New York: New York University Press, 1964.

3- Recommended Books and Reference Material (Journals, Reports, etc) (Attach List)
The Norton Anthology of English Literature. Fifth Edition. Vol 2. New York: Norton & Company,

1999.

Sanders, Andrew. *The Short Oxford History of English Literature*. Oxford: Oxford University Press,2004.

Eagleton, Terry. *The English Novel*. Oxford: Blackwell Publishing, 2005.

McKeon, Michael ed. *Theory of the Novel: A Historical Approach*. The John Hopkins University Press, 2000.

Levine, George. The Realistic Imagination: English Fiction from Frankenstein to Lady Chatterley. University of Chicago Press, 1981.

Watt, Ian. *The Rise of the Novel: Studies in Defoe, Richardson and Fielding*. California: University of California Press, 1977.

Gombrich, E. H. *Art and Illusion: A Study in the Psychology of Pictorial Representation.* 2nd ed. Bollingen Series XXXV. New York: Pantheon, 1961. [An essential book for anyone interested in realism in literature and the arts.]

Lukacs, Georg. Trans. John Mander and Necke Mander. *Realism in Our Time*. New York: Harper, 1971.

Narrating Reality: Austen, Scott, Eliot. Shaw, Harry E. Ithaca: Cornell UP, 1999.

Stern, J. P. *On Realism*. London: Routledge & Kegan Paul, 1973.

Stone, Donald D. The Romantic Impulse in Victorian Fiction., 1980.

Stubbs, Patricia. Victorian Novelists and Publishers, 1981.

Vann, J. Don. *A Research Guide for Underqraduates in Enqlish & American Literature*. 1985.

MLA Handbook. MLA, 2006 (as reference guide on how to write a research paper)

4. Electronic Materials, Web Sites, etc:

Resources on the Web:

Further Resources on the Web:

- Contemporary British Novel: Resources
  Contemporary **British** Fiction
  www.webpages.uidaho.edu/~sflores/ContBritFiction07.html
- A Companion to the British and Irish Novel, 1950-2000
  English Reference **Resources** - LEARN - The University of Auckland **...**
  www.library.auckland.ac.nz/subjects/lit/engref.htm
- "The Cambridge Introduction…" includes chapters on the state and the novel, class and social change, gender, etc.
  The Cambridge Introduction to **Modern British** Fiction, 19502000 **...**
  www.amazon.co.uk/Cambridge-Introduction-19502000-Introductions-Literature/dp/product-description/0521669669
- Concordance to *Heart of Darkness*
  Concordance to **Joseph Conrad's Heart of Darkness** by **Joseph Conrad ...**
  *www.biblio.com/Concordance_to_**Joseph_Conrad**s_**Heart_of_Darkness**-by-**Joseph_Conrad**_Todd_K_Bender_Robert_J_Dillig*
- A critique of Forster's fictional method
  A Passage to India Criticism
  *www.bookrags.com/criticisms/A_**Passage_to_India***
- Imperialism in *A Passage to India*
  A Passage to India Forster's Critique of Imperialism in **A Passage ...**
  *www.enotes.com/**passage-india/forster**s-critique-imperialism-**passage-india**LITIR*
- Joseph Conrad Society
  Joseph Conrad Society (UK) - Student **Resources**
  *www.**josephconrad**society.org/student_**resources**.htm*

5. Other learning material such as computer-based programs/CD, professional standards/regulations
Students are encouraged to refer to electronic English-English dictionaries that offer pronunciation of words and phrases

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 (Lecture rooms, laboratories, etc.) **Large enough classrooms and labs. Enrollment in each class shouldn't exceed 30.**
2. Computing resources **Laptops, overhead projectors, computer labs, MS Office programs, academic software.**
3. Other resources (specify -- e.g. If specific laboratory equipment is required, list requirements or attach list) **Dictionaries, concordances, English- skills software, Linguistic and language atlases, original copies of MS Office programs.**

G. Course Evaluation and Improvement Processes

(i)   Strategies for Obtaining Student Feedback on Effectiveness of Teaching
    1. Midterm evaluation feed-back form to increase instructor's awareness of the weak and strong points of the   class
    2. End of term college evaluation of course by students (to be collected by the department)
    3. End-of-term debriefing in class of students and teacher regarding what went well and what could have gone better.
    4. Small group instructional diagnosis (SGID) whereby instructors exchange classes and gather information   from each others' students on specific points outlined by the department and the instructor being evaluated

(ii)   Other Strategies for Evaluation of Teaching by the Instructor or by the Department
    1. Peer evaluation to asses ability of faculty members to work with their colleagues
    2. **Class observations by supervisors**

(iii) Processes for Improvement of Teaching
    1. Training sessions
    2. Workshops to facilitate exchange of experiences amongst faculty members
    3. Regular meetings where problems are discussed and solutions given
    4. Discussion of challenges in the classroom with colleagues and supervisors
    5. Encouragement of faculty members to attend professional development conferences
    6. Up-to-date pedagogical theory and practice
    7. **Goals for achieving excellence in teaching at the beginning of each new semester after reviewing last semester's teaching strategies and results**

(iv) Processes for Verifying Standards of Student Achievement (e.g. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution)
    1. **Have grading checked either by a resident or visiting faculty member**
    2. Standardized tests
    3. Students who believe they are under graded can have their papers checked by a committee

(v)   Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
    1. 1. Compare syllabi and course description with other universities (including those on the net)
    2. 2. Biannual meetings of faculty members to discuss improvement
    3. 3. Review curriculum periodically and suggest improvements