## Course Syllabus

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| Course Title: THE NOVEL **Level: Third Year****Prerequisite: 120251** | Course Code: 120356**Credit Hours: 3****Lecture Time: Sun, Tue, Thu: ……** |

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| Lecturer's Name: Dr. Mohammad Aljayyousi**Rank: Assist. Prof.****Office Number:** **Office Hours: Sun, Tue, Thu 9-10 Mon, Wed 11-12** **Phone: (06)479-9000****E-mail:** mohammad.aljayyousi@gmail.com |

**Course Coordinator : Prof Mohamad Asfour**

**Course Description:**

This course introduces students to the novel as a literary genre. Emphasis is laid upon the evolution and development of the novel as a narrative form of prose as opposed to preceding traditional forms such as epic and tragedy. Hence, the course will examine the rise of the novel and study representative examples from the early novels. It will also examine the development of the novel in terms content and technique: style, theme, narrative strategies, etc. Here also students will be exposed to major novels and novelists of the modern era. Close textual analyses are used to guide students' appreciation of the merits of major novelists and novels. Major novelists to consider: Daniel Defoe, Henry Fielding, Charles Dickens, Thomas Hardy, George Eliot, James Joyce, Jane Austen, F. Scott Fitzgerald, Jane Smiley, Diana Abu-Jaber, etc.

**Aims:**

**This course aims to:**

* Expand a student's acquaintance with the novel in its early development.
* Improve his/her command of the literary terminology.
* Enable the student to approach literary texts critically.

**Teaching Methods:**

Lectures; presentations; discussions; research assignments.

**Contribution to Program Learning Outcomes:**

A2, A3; B1; C1, C4, , C7; D1

Intended Learning Outcomes:

1. Knowledge & Understanding: At the end of this course, students will be able to:
* Read and comprehend a novel.
* Analyze and appreciate the impact of fiction.
1. Intellectual Skills (Thinking & Analysis): At the end of this course, students will be:
* More equipped to respond to various works of art
* More enabled to appreciate differences in values and cultures
* Of a more mature and critical mind.
1. Communicative Skills (Personal and Academic): At the end of this course, students will be:
* Able to communicate well about literature and people.
* Better equipped to discuss things with a complex approach.
* More able to address others in good English.
1. Practical and Subject Specific Skills (Transferable Skills): At the end of this course a student will be:
* Able to use a wide variety of approaches to negotiating interesting issues.
* More skilful in dealing with diverse groups, situations and topics.
* More capable of marketing his/ her talents in a future career requiring good English and a mature mind.

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| Modes of Assessment | Score | Date |
| First Exam |  20 |  |
| Second Exam |  20 |  |
| Assignments, presentations, reports |  20 |  |
| Final Exam  |  40 |  |
| Total |  100 |  |

Documentation and Academic Honesty

Students are expected to complete all homework, papers and projects independently (unless otherwise specified); any work must be yours and yours alone. Working together for anything other than data collection, relying on students' work from previous semesters and/or plagiarizing published research is considered cheating.

1. Documentation Style (with illustrative examples)

Reference list styles

Note: it is usual to italicize book titles; however, if you are not able to do this, you should underline them instead.

\* Book

Trudgill, P. and Hannah, J. (1994, 3rd edn) International English, London, Edward Arnold.

Fodor, J.A. (1983) *The Modularity of Mind*. Cambridge, MA: MIT Press.

Harré, R. and Gillett, G. (1994) *The Discursive Mind*. London: Sage.

\* Chapter/ extract from an edited collection

Harris, J. (1993) 'The grammar of Irish English' in Milroy, J. and Milroy, L. (eds) Real English: the grammar of English dialects in the British Isles, London, Longman.

\* Paper in a journal of magazine

Wales, L. (1994) 'Royalese: the rise and fall of "the Queen's English" ', English Today, vol. 10, no.3, pp. 3-10.

**Journal article:**
Roulet, E. (1997). 'A Modular Approach to Discourse Structures'. *Pragmatics* 7(2), 125–46.

Lee, E. T. & Zadeh, L. A. (1969). 'Note on fuzzy languages'. *Information Sciences* 1, 421–434.

**Book article:**

Sinha, Chris. (1999). 'Grounding, mapping and acts of meaning'. In T. Janssen and G. Redeker (Eds.), *Cognitive Linguistics, Foundations, Scope and Methodology*, Berlin: Mouton de Gruyter, pp. 223-256.

**Magazine article:**
Posner, M. I. (1993, October 29). Seeing the mind. *Science*, 262, 673-674.

**Daily newspaper article:**
'New drug appears to sharply cut risk of death from heart failure'. (1993, July 15). *The Washington Post*, p. A12.

**Entry in an encyclopedia:**
Bergman, P. G. (1993). 'Relativity'. In *The new encyclopedia Britannica* (Vol. 26, pp. 501-508). Chicago: Encyclopedia Britannica.

**Documenting Web Sources**

Burka, Lauren P. 'A Hypertext History of Multi-User Dimensions.' *MUD History*. 1993. <http://www.ccs.neu.edu/home/1pb/mud-history.html> (5 Dec. 1994).

Harnack, Andrew and Gene Kleppinger. *Beyond the MLA Handbook: Documenting*  *Electronic Sources on the Internet*. 25 November 1996. <http://falcon.eku.edu/honors/beyond-mla/> (17 Dec. 1997).

For more about APA and MLA Styles for Citing Print Sources, browse:

<http://owl.english.purdue.edu/owl/resource/557/01>

<http://wally.rit.edu/internet/subject/apamla.htm>

1. Protection of Copyright

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Students are expected to respect and uphold the standards of honesty in all their activities. Any cheating or plagiarism will result in disciplinary action to be determined by the instructor based on the severity and nature of the offense.

1. Avoiding Plagiarism

Plagiarism is a serious academic offense that will result in your failing the course.

Learning notes by heart and repeating the information word by word in the exam is a type of plagiarism.

**Expected Workload:**

On average, students are expected to spend at least (2) hours of study for each 50- minute lecture/ tutorial.

Attendance Policy

The university regulations will be applied.

**Textbooks:**

Ian Watt, *The Rise of the Novel* (1973)

Daniel Defoe, *Robinson Crusoe*

Jane Austin, *Pride and Prejudice*

F. Scott Fitzgerald, *Great Gatsby*

**Supplementary sources:**

John Peck, *How to Study a Novel* (1988)

Walter Allen, *The English Novel* (1965)

Course Outline/weekly plan

The course will be divided into three parts:

**Part I (weeks 1-4):**

general introduction: what is the novel;

the rise of the novel: detailed reading of Ian Watt's *The Rise of the Novel*

**First exam**

**Part II (weeks 5-8):**

*Robinson Crusoe*; Defoe's life (journalist and novelist); Romance, novel and history, narrative style, conventional themes, colonial perspectives

**Second exam**

**Part III (weeks 9-14):**

Smiley's *A Thousand Acres*: American farm fiction, feminist fiction, science and the novel, revisionist fiction (writing back); memory, stream of consciousness

General discussions: the novel versus tragedy; the novel versus the epic, the early novel versus modern fiction

**Final exam**