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| **Approval date:**  |  | **Philadelphia University** |
| **Issue:** | **Faculty of Arts** |
| **Credit hours: 3** | **Department of English Language and Literature** |
| **Bachelor**  | **Course Syllabus** | **Academic year: 2022/23** |

**Course information**

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| **Prerequisite**  | **Course title** | **Course#** |
| 0120251 | **Novel** | **0120356** |
| **Room #** | **Class time** | **Course type** |
| 408 | Sun. Tue. 8.15- 9.45 | [ ]  University Requirement [ ]  Faculty Requirement [x]  Major Requirement [ ]  Elective [ ]  Compulsory |

**Instructor Information**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **E-mail** | **Office Hours** | **Phone No.** | **Office No.** | **Name** |
| nhamdi@philadelphia.edu.jo | S, T 11.30- 12.30 | 2159 | 405 | Nadia Hamdi |

**Course Delivery Method**

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| **Course Delivery Method** |
| [x]  **Physical** [ ]  **Online** [ ]  **Blended** |
| **Learning Model** |
| **Physical** | **Asynchronous** | **Synchronous** | **Precentage**  |
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**Course Description**

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| This course is intended to get students acquainted with the English novel and its traditions. This is done through reading, analyzing and discussing three or four novels at least. The purpose of this analysis is to enable students to understand the novels discussed and to make it easy for them to make the connection between the world of each novel and the world they live in, and to facilitate their reading on their own. This course also develops the students’ aesthetic appreciation and critical skills. In addition to this, it shows the development of the novel in the 17th, 18th, 19th , 20th centuries, up to the present. |

**Course Learning Outcomes**

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| **Corresponding Program outcomes**  | **Outcomes** | **Number** |
| **Knowledge**  |
|  Learn about literary theories and master their use in critical and intellectual analysis | Recognize different movements, genres and elements (literary devices) in selected novels | **K1** |
|  | Identify the major authors and their representative works | **K2** |
|  | Identify the basic elements and literary devices of a novel | **K3** |
| **Skills**  |
| Analyzing literary texts in English, distinguishing literary genres and literary eras, and reading texts through their historical context | Conduct a critical analysis of a text within the historical context of the novel | **S1** |
|  | Apply literary theories to analyze novels | **S2** |
| **Competencies** |
| Gaining cultural transparency that enables the student to respect cultural differences, appreciate cultural diversity and its impact on literary and cultural production | Appreciate cultural differences and their influence on cultural production | **C1** |

**Learning Resources**

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| --- | --- |
|  Fitzgerald, Scott, The Great Gatsby,  Independently published, 2002Austen, Jane, Pride and Prejudice, [New Jersey: Prentice Hall Regents, 2021] | Course textbook |
| John Peck, How to Study a Novel (1988)Walter Allen, The English Novel (1965)Ian Watt, The Rise of the Novel (1973) | Supporting References |
| https://sites.udel.edu/britlitwiki/the-novel/ | Supporting websites |
| [x] **Classroom** [ ]  **laboratory** [ ] **Learning platform** [ ] **Other**  | Teaching Environment  |

**Meetings and subjects timetable**

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| --- | --- | --- | --- | --- |
| **Learning Material**  | **Tasks**  | **Learning Methods** | **Topic** | **Week** |
| What is Teaching and Learning p 1-3 |  | Lecture | General introduction: what is the novel; The rise of the English novel | **1** |
| The rise of the English novelCh. 1- 6 | In class assignment | Lecture | Revision of definitions (plot, theme tone, diction). Jane AustenPride and Prejudice  | **2** |
| Ch. 7- 13 |  | Collaborative learning | Pride and Prejudice | **3** |
| Ch. 14- 22 | HW assignment | Project based learning | *Pride and Prejudice*  | **4** |
| Ch. 22- 36 | In class assignment |  | *Pride and Prejudice*  | **5** |
| Ch. 37- 49 |  | Collaborative learning | *Pride and Prejudice*  | **6** |
| Ch. 50- 61 |  | Collaborative learning | *Pride and Prejudice*  | **7** |
| Finish any remaining chapters | HW assignment | Project based learning | The American novelThe history of the genre in the USMajor figures | **8** |
|  |  | Lecture  |  F. Scott FitzgeraldThe Jazz Age | **9** |
| Ch. 1 |  | Student presentations | The Great Gatsby | **10** |
| Ch. 2 | HW assignment | Flipped class | The Great Gatsby  | **11** |
| Ch.3 |  | Problem solving | *The Great Gatsby*  | **12** |
| Ch.4-5 |  | Student presentations | *The Great Gatsby*  | **13** |
| Ch.6-7 |  | Student presentations | *The Great Gatsby*  | **14** |
| Ch.8-9 |  | Student presentations | *The Great Gatsby*  | **15** |
|  |  |  | Final Exam | **16** |

\* includes: Lecture, flipped Class, project- based learning, problem solving based learning, collaborative learning

**Course Contributing to Learner Skill Development**

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| Using Technology  |
| Students will do online research Students will use the online literary dictionaries to learn the meaning of terms |
| Communication skills  |
| Students will use new vocabulary to communicate effectively |
| Application of concepts learnt |
| Students will use the concepts they learn to read and analyze different novels  |

**Assessment Methods and Grade Distribution**

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| **Link to Course Outcomes** | **Assessment Time****(Week No.)** | **Grade Weight** | **Assessment Methods** |
|  | 6 | **30 %** | **Mid Term Exam** |
|  | Continuous  | **30 %** | **Various Assessments \*** |
|  |  | **40 %** | **Final Exam** |
|  |  | **100%** | **Total** |

\* includes: quiz, in class and out of class assignment, presentations , reports, videotaped assignment, group or individual projects.

**Alignment of Course Outcomes with Learning and Assessment Methods**

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| --- | --- | --- | --- |
| **Assessment Method\*\***  | **Learning Method\*** | **Learning Outcomes** | **Number**  |
|  **Knowledge** |
| Out of class assignment | Flipped class, problem solving | Recognize different movements, genres and elements (literary devices) in selected novels | **K1** |
| Homework | Lecture | Identify the major authors and their representative works | **K2** |
| project | Project based learning | Identify the basic elements and literary devices of a novel | **K3** |
|  **Skills**  |
| project | Flipped class, project based | Conduct a critical analysis of a text within the historical context of the novel | **S1** |
| Out of class  | Lecture | Apply literary theories to analyze novels | **S2** |
|  **Competencies** |
| Group project | Lecture | Appreciate cultural differences and their influence on cultural production | **C1** |

\* includes: Lecture, flipped Class, project- based learning , problem solving based learning, collaborative learning

\*\* includes: quiz, in class and out of class assignment , presentations , reports, videotaped assignment, group or individual projects.

**Course Polices**

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|  **Policy Requirements** | **Policy** |
| The minimum passing grade for the course is (50%) and the minimum final mark recorded on transcript is (35%). | **Passing Grade** |
| * Missing an exam without a valid excuse will result in a zero grade to be assigned to the exam or assessment.
* A Student who misses an exam or scheduled assessment, for a legitimate reason, must submit an official written excuse within a week from the an exam or assessment due date.
* A student who has an excuse for missing a final exam should submit the excuse to the dean within three days of the missed exam date.
 | **Missing Exams** |
| The student is not allowed to be absent more than (15%) of the total hours prescribed for the course, which equates to six lectures days (M, W) and seven lectures (S,T,R). If the student misses more than (15%) of the total hours prescribed for the course without a satisfactory excuse accepted by the dean of the faculty, s/he will be prohibited from taking the final exam and the grade in that course is considered (zero), but if the absence is due to illness or a compulsive excuse accepted by the dean of the college, then withdrawal grade will be recorded. | **Attendance**  |
| Philadelphia University pays special attention to the issue of academic integrity, and the penalties stipulated in the university's instructions are applied to those who are proven to have committed an act that violates academic integrity, such as: cheating, plagiarism (academic theft), collusion, and violating intellectual property rights. | **Academic Honesty**  |

**Program Learning Outcomes to be Assessed in this Course**

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| **Target Performance level** | **Assessment Method**  | **Course Title** | **Learning Outcome**  | **Number**  |
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**Description of Program Learning Outcome Assessment Method**

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| **Detailed Description of Assessment** | **Number** |
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**Assessment Rubric of the Program Learning Outcome**