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| QFO-AP-VA-008 | **رمز النموذج :** | **اسم النموذج :** خطة تدريس مادة دراسية | **جامعة فيلادلفيا**  Philadelphia University |
| 1 | **رقم الإصدار: (Revision)** | **الجهة المصدرة:**  نائب الرئيس للشؤون الأكاديمية |
| 7-3-2019 | **تاريخ الإصدار:** | **الجهة المدققة :** اللجنة العليا لضمان الجودة |
| 1 | **عدد صفحات النموذج :** |

**Faculty of Arts**

**Department of English**

**Semester 1, Year 2020\2021**

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| **Course Syllabus** | |
| **Course code: 120356** | | **Course Title: Novel** | |
| **Course prerequisite (s): 120251** | | **Course Level: Third year** | |
| **Credit hours: 3** | | **Lecture Time: 9:45-11:15** | |

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|  |  | **Academic Staff Specifics** |  |  |
| **E-mail Address** | **Office Hours** | **Office Number and Location** | **Rank** | **Name** |
| akhalifeh@philadelphia.edu.jo | 11:15-12:15 (Mon. Wed)  10-11 (Sun. Tues, Thur) | English Department-Head office | Associate Professor | **Dr. Areen Khalifeh** |

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**Course module description**

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. 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 context of each novel and the world they live in. Students will eventually be able to read and critique novels 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 from the 17th century to the present.

**Course module objectives**

**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 analyze literary texts and approach them critically.

**Course/ module components**

* **Books:**

**1-Nineteen Eighty-Four. Orwell, George. David Campbell: London, 2000.**

**2-The Picture of Dorian Gray. Wilde, Oscar. Penguin Classics: London, 1994.**

**Teaching methods:**

During the first week, the students will get some general glimpse of the syllabus. By about this time, the instructor will give the title of the first obligatory essay/ homework, and the date it is due. Another essay/homework will be required to be submitted before the second exam. Presentations will be an inherent part of the work and the total score; and general discussions will be based on such presentations. A rough distribution of time allotted to all the above activities is as follows:

Duration: 15 weeks, 45 hours in total.

30 classes of about 45: conventional lectures; 15 classes for presentations with discussion.

**Student Learning Outcomes (SLO)**

A2, A3, B1, B2, B3, B4, B5, C1, C2, C4, C6, D1, D2, D4.

***Intended Learning Outcomes:***

1. ***Knowledge & Understanding:***

***At the end of this course, students will be able to:***

* Read and comprehend a mature piece of writing.
* Analyze and appreciate the impact of works of art.
* Have a better view of literature in general.

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 skillful with English vocabulary and usage.

1. ***Practical and Subject Specific Skills (Transferable Skills)***

***At the end of this course students will be:***

* Able to use a wide variety of approaches to negotiate interesting issues.
* More familiar with the diversity of people's habits and ways of life.
* More capable of marketing their talents in a future career requiring good English and mature minds.

**Assessment instruments:**

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| --- | --- |
| **Allocation of Marks** | |
| **Mark** | Assessment Instruments |
| 30 marks | Mid exam |
| 50 marks | Final exam |
| 20 marks | Project/participation |
| 100 marks | Total |

**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 styles**

Note: Italicize book titles; if you are not able to do this, you should underline them instead.

\* 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.

\* 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.

\* 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).

1. **Protection of Copyright**

Publications in all forms require permission from the copyright owner in advance. You are not allowed to reproduce, store in a retrieval system, or transmit, in any form or by any means, without the prior permission of the publisher.

1. **Avoiding Plagiarism**

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

So are learning notes by heart and repeating the information word by word in the exam.

Course Outline

**Course/module academic calendar**

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| **Weak (1)** | Orientation |  |
| **Weak (2)** | George Orwell’s *1984* |  |
| **Weak (3)** | *1984* |  |
| **Weak ( 4)** | *1984* |  |
| **Weak (5)** |  |  |
|  | | |
| **Weak (6)** | *1984* |  |
| **Weak (7)** | *1984* |  |
| **Weak (8)** | *1984* |  |
| **Weak (9)** | *1984* |  |
| **Weak (10)** | *1984* |  |
| **Mid Exam** | | |
| **Weak (11)** | OscarWilde’s *The Picture of Dorian Gray* |  |
| **Weak (12)** | *The Picture of Dorian Gray* |  |
| **Weak (13)** | *The Picture of Dorian Gray* |  |
| **Weak (14)** | *The Picture of Dorian Gray* |  |
| **Weak (15)** | *The Picture of Dorian Gray* |  |
| **Weak (16)** | **Final Exam** | **To be announced by the Registration Office** |

**[[Expected workload**

On average students need to spend ( 2 ) hour of study and preparation for each lecture.

**Attendance policy**

Absence from lectures and/or tutorials shall not exceed 15%. Students who exceed the 15% limit without a medical or emergency excuse acceptable to and approved by the Dean of the relevant college/faculty shall not be allowed to take the final examination and well receive a fail grade for the course. If the excuse is approved by the Dean, the student shall be considered to have withdrawn from the course.

**Course Policies:**

1. You are allowed up to (5) absences on Mondays/Wednesdays or (7) absences on Sundays/Tuesdays/Thursdays. If you exceed this number, you will fail the course.
2. Tardiness will not be tolerated. If you come to class after I take attendance, you are welcome to attend, but you will be considered absent.
3. Plagiarism is a serious academic offense that will result in your failing the course.
4. Learning notes by heart and repeating the information word by word in the exam is a type of plagiarism.
5. Participation is an essential part of course work. It does not merely mean coming to class; it involves preparing beforehand and playing an active role in class discussion.
6. Make-up exams will be offered for valid reasons only with the consent of the Dean.

**Module referenc**

The Rise of the Novel. Watt, Ian. University of California Press: California, 2001.

How to Study a Novel. Peck, John. Palgrave: New York, 1995.

The English Novel: An Introduction. Eagleton, Terry. Blackwell: Oxford, 2005.

The Norton Anthology of English Literature. Greenblatt, Stephen. Norton &Company: New York, 2012.

The Norton Anthology of American Literature. Baym, Nina. Norton &Company: New York: 2008.

The Oxford Companion to English Literature. Drabble, Margaret. Oxford Uni press: New York, 2000.