Course Specification
(Bachelor)

Course Title: British Novel & Drama	
Course Code: ENGL222	
Program: B.A. in English	
Department: English	
College: Education	
Institution: Majmaah University	
Version: TP-153- 2023	
Last Revision Date: *Pick Revision Date.*	

Table of Contents

A. General information about the course:

1. Course Identification

1. Credit hours: (3)

2. Course type

A.	☐University	☐College	☒ Department	☐Track	☐Others
B.	☒ Required			☐Elective	

3. Level/year at which this course is offered: (Level 5)

4. Course general Description:

The course surveys the development of British drama and novels from the time of Chaucer up to the modern and postmodern ages. To this end, it casts light on the most central writers, works, movements, and their general historical, social, and cultural contexts and milieus. Some particular representative works will receive more emphasis throughout the survey by highlighting their major critiques and critical evaluation. Whilst the study of these works will chiefly mirror the interplay between British literature and British history, references can also be made to overseas influences and intersexuality. Instructors should maximize students' benefit from this survey not only via the knowledge of British literature but also by promoting their reading and writing proficiency.

5. Pre-requirements for this course (if any):

211 ENGL

6. Co-requisites for this course (if any):

NA

7. Course Main Objective(s):

By the end of the course, students should be to:

1. Inform students with the development of British novel and drama from the time of Chaucer up to the twentieth and twenty first centuries.
2. Acquaint students with the political, social and cultural backgrounds of the major British literary works since the Middle Ages.
3. Introduce students to the landmark movements in British literature with a particular focus on novel and drama (e.g., Elizabethan drama, Nineteenth century novel, twentieth century drama and novel, twenty first trends in drama and novel, etc.).
4. Help students appreciate the artistic and aesthetic qualities of British drama and novel along with recognising the interplay between these qualities and their political and so cultural milieu.
5. Give students a sense of early and modern British writings and how they can be viewed from different perspectives using different literary analytic frameworks.
6. Enable students to talk and write informatively about some major British dramatists and novelists.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	40	88%
2	E-learning	5	12%
3	Hybrid • Traditional classroom • E-learning		
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	45
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		45

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	**Knowledge and understanding**			
1.1	Identify the milestones of British drama and novel and their distinctive characteristics.	**K1**	conventional instruction methods, (when necessary), self/ peer correction	exams (mid/final), quizzes, homework, class participation, oral presentations, written

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
				assignments, projects
1.2				
...				
2.0	**Skills**			
2.1	Cognition: Analyze and criticize literary texts via addressing the conventions of each genre.	S2	• lecturing • interactive class discussion	- Exams, Quizzes (True & False/ Fill in the blank / Short note questions.)
2.2	Communication: Reflect critically on specific topics relevant to British drama and novel.	S3	• lecturing • interactive class discussion	- Exams, Quizzes (True & False/ Fill in the blank / Short note questions.)
...				
3.0	**Values, autonomy, and responsibility**			
3.1	Show team work skills from their work on project, academic commitment, ethical principles and group discussions/presentations (issues of literary plagiarism).	V1& V2	Individual assignments (essays/papers)	Rubric
3.2				
...				

C. Course Content

No	List of Topics	Contact Hours
1.	Introduction to the course; A brief survey of the British prose and drama + Middle English Literature	3
2.	*Middle English Literature* *Chaucer and the Canterbury Tales: The General Prologue to the Canterbury Tales*	6
3	Elizabethan Drama and Prose- Historical Background of the century Renaissance period T he characteristics of the Elizabethan prose	6

4	John Lyly's *Campaspe*. Analyzing the plot and the characters. Lyly's language and style in *Campaspe*. Lyly's influence on the 16th century writers.	6
5	Different genres of the Elizabethan drama: Mystery Plays or "Cycle" Drama and Morality Plays Famous Elizabethan dramatists: Ben Jonson, Christopher Marlowe and William Shakespeare	6
6	**Shakespeare and his Time** William Shakespeare and his significance in English drama – *Hamlet* - brief analysis of the plot, characters, and themes. Macbeth – a short analysis	6
7	**Nineteenth-century Novel and Novelists -** Historical Background of the Century The characteristics of the Victorian novel. The dominating literary movement: Romanticism and Realism. The famous Victorian Novelists; Charles Dickens, Thomas Hardy and Jane Austen Dickens' Hard Times – brief analysis of the plot, characters, and themes.	6
8	Twentieth-century British Drama and Novel The characteristics of the modern British drama Famous Modern British dramatists: Henrik Ibsen, George Bernard Shaw and Oscar Wilde, Samuel Becket, etc. Shaw's *Pygmalion - brief analysis of the plot, characters and themes* *Joyce and the Stream of Consciousness style* *21st century British Literature: A very Short Survey*	6

	Total	45

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Midterm	8	30%
2.	Quiz	All the way through	15%
3.	Projects/ papers/ presentations/ reflections	All the way through	5%
4.	Assignment and Class Participation		10%
4	Final Exam	Week 15	40%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	G C Thornley and Gwyneth Roberts' An Outline of English Literature. Longman. 2004.
Supportive References	- Chaucer, Geoffrey, and Peter Ackroyd. The Canterbury Tales. CreateSpace, 2015. - Campaspe (Revels Plays) by John Lyly. Manchester University Press; New Ed edition (February 1999) - Shakespeare, Hamlet. York Classics. 2003. - John Dryden, All for Love. CreateSpace, 2013. - Daniel Defoe. Robinson Crusoe. CreateSpace, 2018. - Charles Dickens. Hard Times. Penguin Classics; Reissue edition (April 29, 2003). - George Bernard Shaw. Pygmalion. CreateSpace, 2018.
Electronic Materials	•wesites
Other Learning Materials	SDL, Central Library on the Campus

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	classrooms

Items	Resources
Technology equipment (projector, smart board, software)	Data show computer, internet access.
Other equipment (depending on the nature of the specialty)	NA

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	- Students - Head of the Department - Program Coordinators	Indirect (CES + PES + SES) Direct assessment of course learning outcomes.
Effectiveness of Students assessment	- Head of the Department - Program coordinators - Peer Instructors	- Check the marking of a sample of examination papers either by a resident or visiting faculty member - Arrange with another institution to have two common test items included on an exam and

Assessment Areas/Issues	Assessor	Assessment Methods
		compare marks given. - Double-check papers by a second reader in case of students who believe they are underrated.
Quality of learning resources	Course Coordinator Quality Coordinators Program coordinators	Annual meetings of faculty members to discuss improvement of learning resources.
The extent to which CLOs have been achieved	Instructors Head of the Department Quality Coordinators Course Coordinator Program Coordinator	Tests -questionnaires - reports (Direct, Indirect)
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify)

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	
REFERENCE NO.	
DATE	