

---

**EN1010 Reading English**


---

**Academic Year:** 2018/9  
**Module Level:** Year 1  
**Scheme:** UG  
**Department:** English  
**Credits:** 15

**Student Workload (hours)**

Lectures	8
Seminars	7
Practical Classes & Workshops	
Tutorials	
Fieldwork	7
Project Supervision	
Guided Independent Study	128
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>150</b>

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:** Mary Ann Lund  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
004	Writing Portfolio	100				

**Intended Learning Outcomes**

On successful completion of the module, students should be able to:

- Analyse a variety of literary forms.
- articulate their own analytical processes and responses to different texts
- write critical analyses of literary texts to a standard appropriate for a degree student of English
- absorb and use feedback to help improve their writing
- incorporate the techniques of close reading into their own engagement with texts

**Teaching and Learning Methods**

Students are required to work on a range of literary texts selected from a variety of literary periods and forms. Lectures support the seminar reading, introducing students to various elements in the close analysis of literary form and technique. Blackboard learning support for the module will also be provided.

Students attend weekly Autonomous Learning Groups alongside seminars and lectures (listed as field work in the contact hours section). After each ALG meeting the students will be required to submit a report via Blackboard's wiki facility, which will detail the discussion that took place. Each member of the group will be called on to compile at least one report across the course of the semester as a formative task. 10% will be deducted from the final module mark if the ALG report is not completed.

Each student is required to write three assessed 500-word pieces of literary analysis over the course of the semester. The final module mark will be based on the highest mark of the three 500-word analyses. Students will have the chance to discuss their writing style, critical approach and argument in detail with their seminar tutor. Students' work will be assessed by tutors at various stages throughout the semester, both during and after the teaching period.

**Assessment Methods**

Writing portfolio

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**

-

**EN1010 Reading English**

---

**Guided Independent Study: Indicative Activities**

University students are expected to engage in independent study in order to develop their knowledge and skills. The pedagogy of university English has throughout its history been centred on students' independent reading of literary texts before scheduled teaching events, such as seminars and lectures. While each student will approach this work differently, independent study is guided by the publication of learning outcomes, assessment criteria, seminar schedules and reading lists.

The way you divide your time will depend on your own working patterns and vary according to the time of year. It is difficult to quantify the time it takes to learn, but the convention in the world of higher education is that one credit is earned for each ten hours worked. This comes close to a 35 hour week in term time, so you can expect to be working for up to ten hours per week per module outside of class.

In the teaching semesters, you might find it useful to spend roughly the suggested amount of time on each of these activities:  
Seminar preparation (e.g. reading and taking notes on set texts and wider reading, or drafting/redrafting a text; participating in ALGs; preparing presentations): 60%

Research, reading and writing your assessments: 40% (more if you have an assessment due in mid term).

In the Winter and Easter vacations, during the time you have available, you might expect to spend roughly the suggested amount of time on each of these activities:

Reading, researching, planning and writing your assessments: 80%

Reading ahead for next semester's modules: 20%

In the Summer vacation, you should try to set time aside for reading ahead and planning for the coming semester.

**EN1020 A Literary Genre: the Novel**

**Academic Year:** 2018/9  
**Module Level:** Year 1  
**Scheme:** UG  
**Department:** English  
**Credits:** 30

**Student Workload (hours)**

Lectures	10
Seminars	10
Practical Classes & Workshops	4
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	276
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>300</b>

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:**  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
003	1500 word exercise	30				
004	Essay (2500 words)	70				
005	Formative assessment: 300 word writing sample					

**Intended Learning Outcomes**

- On successful completion of the module, student should be able to:
- Define and recognise the characteristic formal features of the novel
  - Trace the development of the novel across time
  - Show awareness of relevant literary movements, including realism, modernism and postmodernism
  - Debate issues of narrative representation and point of view
  - Demonstrate the ability to present a coherent argument on a topic related to the module
  - Use appropriate critical vocabulary to discuss novels
  - Conduct independent research across a range of resources
  - Demonstrate the ability to evaluate and synthesise the views of critics

**Transferable skills:**

- By the end of the module students will be able to:
- demonstrate the ability to present a coherent argument on a topic related to the course
  - use appropriate critical vocabulary to discuss novels
  - Conduct independent research across a range of resources

**Teaching and Learning Methods**

Weekly seminars and lectures focusing on close-reading of the literary texts and of critical material will be supplemented by workshops directed towards preparing students for assessment tasks. A summative assessment opportunity will help students prepare to submit the larger piece of assessment, the essay.

**Assessment Methods**

Essay and Exercise

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**

-

**EN1020 A Literary Genre: the Novel**

---

**Guided Independent Study: Indicative Activities**

University students are expected to engage in independent study in order to develop their knowledge and skills. The pedagogy of university English has throughout its history been centred on students' independent reading of literary texts before scheduled teaching events, such as seminars and lectures. While each student will approach this work differently, independent study is guided by the publication of learning outcomes, assessment criteria, seminar schedules and reading lists.

In the teaching semesters, you might find it useful to spend roughly the suggested amount of time on each of these activities:  
Seminar preparation (e.g. reading and taking notes on set texts and wider reading, or drafting/redrafting a text; participating in ALGs; preparing presentations): 60%

Research, reading and writing your assessments: 40% (more if you have an assessment due in mid term).

In the Winter and Easter vacations, during the time you have available, you might expect to spend roughly the suggested amount of time on each of these activities:

Reading, researching, planning and writing your assessments: 80%

Reading ahead for next semester's modules: 20%

In the Summer vacation, you should try to set time aside for reading ahead and planning for the coming semester.

**EN1025 Introduction to Writing Creatively (Prose)**

**Academic Year:** 2018/9  
**Module Level:** Year 1  
**Scheme:** UG  
**Department:** English  
**Credits:** 15

**Student Workload (hours)**

Lectures	10
Seminars	10
Practical Classes & Workshops	
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	130
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>150</b>

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:** Jonathan Taylor  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Creative Writing piece- 1500 words max. of creative non-fiction, or 5-6 pages of poetry	70				
002	Reflective Commentary- 750 words	30				

**Intended Learning Outcomes**

On successful completion of the module, students should be able to:

- Recognise, understand and creatively explore some of the genres and conventions of creative non-fiction and poetry
- Demonstrate practical skills in, and comprehension of, structured creative writing within creative non-fiction and poetry
- Critically evaluate and contextualise their own creative writing in relation to other work
- Demonstrate craft, editing and redrafting skills, as well as an ability to respond to peer and tutor feedback

**Teaching and Learning Methods**

The module will be taught in ten one-hour weekly lectures and ten one-hour weekly seminars. Lectures will include sessions on relevant craft skills; forms and genres of creative non-fiction and poetry; the theory and practice of Creative Writing as a subject; writing reflectively; and guest speakers. Seminars will include writing exercises, group work and feedback workshops, in which students bring in work in progress for formative assessment from tutors and peers.

**Assessment Methods**

Creative Writing and Reflective Commentary

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**

-

**EN1025 Introduction to Writing Creatively (Prose)**

---

**Guided Independent Study: Indicative Activities**

University students are expected to engage in independent study in order to develop their knowledge and skills. The pedagogy of university English has throughout its history been centred on students' independent reading of literary texts before scheduled teaching events, such as seminars and lectures. While each student will approach this work differently, independent study is guided by the publication of learning outcomes, assessment criteria, seminar schedules and reading lists.

The way you divide your time will depend on your own working patterns and vary according to the time of year. It is difficult to quantify the time it takes to learn, but the convention in the world of higher education is that one credit is earned for each ten hours worked. This comes close to a 35 hour week in term time, so you can expect to be working for up to ten hours per week per module outside of class.

In the teaching semesters, you might find it useful to spend roughly the suggested amount of time on each of these activities:  
Seminar preparation (e.g. reading and taking notes on set texts and wider reading, or drafting/redrafting a text; participating in ALGs; preparing presentations): 60%

Research, reading and writing your assessments: 40% (more if you have an assessment due in mid term).

In the Winter and Easter vacations, during the time you have available, you might expect to spend roughly the suggested amount of time on each of these activities:

Reading, researching, planning and writing your assessments: 80%

Reading ahead for next semester's modules: 20%

In the Summer vacation, you should try to set time aside for reading ahead and planning for the coming semester.

---

**EN1035 Introduction to Writing Creatively (Poetry/Screen/Web)**


---

**Academic Year:** 2018/9  
**Module Level:** Year 1  
**Scheme:** UG  
**Department:** English  
**Credits:** 15

**Student Workload (hours)**

Lectures	10
Seminars	10
Practical Classes & Workshops	
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	130
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>150</b>

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Jonathan Taylor  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	CREATIVE WRITING: 1500 words max. of prose fiction, or 5-6 pages of screenplay	70				
002	REFLECTIVE COMMENTARY: 750 words	30				

**Intended Learning Outcomes**

On successful completion of the module, students should be able to:

- Recognise, understand and creatively explore some of the genres and conventions of prose fiction and screenwriting
- Demonstrate practical skills in, and comprehension of, structured creative writing within prose fiction and screenwriting
- Critically evaluate and contextualise their own creative writing in relation to other work
- Demonstrate craft, editing and redrafting skills, as well as an ability to respond to peer and tutor feedback

**Teaching and Learning Methods**

The module will be taught in ten one-hour weekly lectures and ten one-hour weekly seminars. Lectures will include sessions on relevant craft skills; forms, styles and genres of fiction and screenwriting; the theory and practice of Creative Writing as a subject; writing reflectively; and guest speakers. Seminars will include writing exercises, group work and feedback workshops, in which students bring in work in progress for formative assessment from tutors and peers.

**Assessment Methods**

Creative Writing and Reflective Commentary

**Pre-Requisites**

EN1025

**Co-Requisites**
**Excluded Combinations**

-

**EN1035 Introduction to Writing Creatively (Poetry/Screen/Web)**

---

**Guided Independent Study: Indicative Activities**

University students are expected to engage in independent study in order to develop their knowledge and skills. The pedagogy of university English has throughout its history been centred on students' independent reading of literary texts before scheduled teaching events, such as seminars and lectures. While each student will approach this work differently, independent study is guided by the publication of learning outcomes, assessment criteria, seminar schedules and reading lists.

The way you divide your time will depend on your own working patterns and vary according to the time of year. It is difficult to quantify the time it takes to learn, but the convention in the world of higher education is that one credit is earned for each ten hours worked. This comes close to a 35 hour week in term time, so you can expect to be working for up to ten hours per week per module outside of class.

In the teaching semesters, you might find it useful to spend roughly the suggested amount of time on each of these activities:  
Seminar preparation (e.g. reading and taking notes on set texts and wider reading, or drafting/redrafting a text; participating in ALGs; preparing presentations): 60%

Research, reading and writing your assessments: 40% (more if you have an assessment due in mid term).

In the Winter and Easter vacations, during the time you have available, you might expect to spend roughly the suggested amount of time on each of these activities:

Reading, researching, planning and writing your assessments: 80%

Reading ahead for next semester's modules: 20%

In the Summer vacation, you should try to set time aside for reading ahead and planning for the coming semester.



**EN1036 Studying Language**

**Academic Year:** 2018/9  
**Module Level:** Year 1  
**Scheme:** UG  
**Department:** English  
**Credits:** 15

**Student Workload (hours)**

Lectures	10
Seminars	10
Practical Classes & Workshops	
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	130
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>150</b>

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:**  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Analysis of language (1200 words)	40				
002	Essay/Project (1800 words)	60				

**Intended Learning Outcomes**

On successful completion of the module, students should be able to:

- Engage with, and critically reflect upon, claims (scholarly and popular) about the social context of language use
- Independently and ethically collect data
- Analyse the data to evaluate and critique previous claims
- Create a fluent, logically argued, coherently structured and professionally presented essay using the collected data

**Teaching and Learning Methods**

10 x 1 hour lectures  
 10 x 1 hour seminars

**Assessment Methods**

Analysis & project

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**

-

**Guided Independent Study: Indicative Activities**

University students are expected to engage in independent study in order to develop their knowledge and skills. The pedagogy of university English has throughout its history been centred on students' independent reading of literary texts before scheduled teaching events, such as seminars and lectures. While each student will approach this work differently, independent study is guided by the publication of learning outcomes, assessment criteria, seminar schedules and reading lists.

The way you divide your time will depend on your own working patterns and vary according to the time of year. It is difficult to quantify the time it takes to learn, but the convention in the world of higher education is that one credit is earned for each ten hours worked. This comes close to a 35 hour week in term time, so you can expect to be working for up to ten hours per week per module outside of class.

In the teaching semesters, you might find it useful to spend roughly the suggested amount of time on each of these activities:  
 Seminar preparation (e.g. reading and taking notes on set texts and wider reading, or drafting/redrafting a text; participating in ALGs; preparing presentations): 60%

Research, reading and writing your assessments: 40% (more if you have an assessment due in mid term).

In the Winter and Easter vacations, during the time you have available, you might expect to spend roughly the suggested amount of time on each of these activities:

Reading, researching, planning and writing your assessments: 80%

Reading ahead for next semester's modules: 20%

In the Summer vacation, you should try to set time aside for reading ahead and planning for the coming semester.

**EN1037 Describing Language**

**Academic Year:** 2018/9  
**Module Level:** Year 1  
**Scheme:** UG  
**Department:** English  
**Credits:** 15

**Student Workload (hours)**

Lectures	10
Seminars	10
Practical Classes & Workshops	
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	130
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>150</b>

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:**  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Online Test 1	25				
002	Online Test 2	25				
003	Online Test 3	50				

**Intended Learning Outcomes**

On successful completion of the module, students should be able to:

- Identify and transcribe the sounds of English using the International Phonetic Alphabet
- Describe grammatical features of English (and other languages) using appropriate methodology
- Identify the main syntactic structures of Present Day English
- Transferable skills
  - describing data clearly in spoken and written communication and adhering to formal standards of presentation
  - conducting detailed analysis of data with a focus on thorough explanations of observed patterns and justification of such observed patterns
  - evaluating own performance through weekly formative activities in class

**Teaching and Learning Methods**

10x1 lectures  
 10X1 seminars focusing on activities to develop students skills in analysing speech sounds and morphosyntactic structures

**Assessment Methods**

quiz 1, quiz 2, test

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**

-

**EN1037 Describing Language**

---

**Guided Independent Study: Indicative Activities**

University students are expected to engage in independent study in order to develop their knowledge and skills. The pedagogy of university English has throughout its history been centred on students' independent reading of literary texts before scheduled teaching events, such as seminars and lectures. While each student will approach this work differently, independent study is guided by the publication of learning outcomes, assessment criteria, seminar schedules and reading lists.

The way you divide your time will depend on your own working patterns and vary according to the time of year. It is difficult to quantify the time it takes to learn, but the convention in the world of higher education is that one credit is earned for each ten hours worked. This comes close to a 35 hour week in term time, so you can expect to be working for up to ten hours per week per module outside of class.

In the teaching semesters, you might find it useful to spend roughly the suggested amount of time on each of these activities:  
Seminar preparation (e.g. reading and taking notes on set texts and wider reading, or drafting/redrafting a text; participating in ALGs; preparing presentations): 60%

Research, reading and writing your assessments: 40% (more if you have an assessment due in mid term).

In the Winter and Easter vacations, during the time you have available, you might expect to spend roughly the suggested amount of time on each of these activities:

Reading, researching, planning and writing your assessments: 80%

Reading ahead for next semester's modules: 20%

In the Summer vacation, you should try to set time aside for reading ahead and planning for the coming semester.

**EN1040 The History of the English Language**

**Academic Year:** 2018/9  
**Module Level:** Year 1  
**Scheme:** UG  
**Department:** English  
**Credits:** 15

**Student Workload (hours)**

Lectures	10
Seminars	10
Practical Classes & Workshops	
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	130
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>150</b>

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:**  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
003	Project	100				

**Intended Learning Outcomes**

- On successful completion of the module, students will be able to:
- discuss and analyse language using appropriate methodologies
  - demonstrate a knowledge and understanding of the evolution of English
  - show an awareness of contemporary issues arising from the historical development of English
  - put into practice a range of skills necessary for empirical research on language

**Teaching and Learning Methods**

The course is taught through lectures and seminars, which provide students with the knowledge and skills necessary for detailed linguistic analysis. As part of their assessment, students undertake a linguistic project in which they must collect quantitative and/or qualitative data and use their IT skills to present it convincingly. Students are expected to meet in weekly Autonomous Learning Groups.

**Assessment Methods**

The module is assessed by one project.

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**

-

**Guided Independent Study: Indicative Activities**

University students are expected to engage in independent study in order to develop their knowledge and skills. The pedagogy of university English has throughout its history been centred on students' independent reading of literary texts before scheduled teaching events, such as seminars and lectures. While each student will approach this work differently, independent study is guided by the publication of learning outcomes, assessment criteria, seminar schedules and reading lists.

The way you divide your time will depend on your own working patterns and vary according to the time of year. It is difficult to quantify the time it takes to learn, but the convention in the world of higher education is that one credit is earned for each ten hours worked. This comes close to a 35 hour week in term time, so you can expect to be working for up to ten hours per week per module outside of class.

In the teaching semesters, you might find it useful to spend roughly the suggested amount of time on each of these activities:  
 Seminar preparation (e.g. reading and taking notes on set texts and wider reading, or drafting/redrafting a text; participating in ALGs; preparing presentations): 60%

Research, reading and writing your assessments: 40% (more if you have an assessment due in mid term).

In the Winter and Easter vacations, during the time you have available, you might expect to spend roughly the suggested amount of time on each of these activities:

Reading, researching, planning and writing your assessments: 80%

Reading ahead for next semester's modules: 20%

In the Summer vacation, you should try to set time aside for reading ahead and planning for the coming semester.



---

**EN1050 Renaissance Drama: Shakespeare and his Contemporaries**


---

**Academic Year:** 2018/9  
**Module Level:** Year 1  
**Scheme:** UG  
**Department:** English  
**Credits:** 30

**Student Workload (hours)**

Lectures	13
Seminars	7
Practical Classes & Workshops	9
Tutorials	2
Fieldwork	
Project Supervision	
Guided Independent Study	269
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>300</b>

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Mary Ann Lund  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
005	Review (1500 words)	30				
006	Exam	70		2.5		

**Period:** Semester 2  
**Occurrence:** E1  
**Coordinator:** Sarah Knight  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Review (1500 words)	30				
002	2500 essay	70				

### Intended Learning Outcomes

On successful completion of the module, students should be able to:

- demonstrate a broad knowledge of the plays of Shakespeare and his contemporaries with a grasp of their underlying chronology
- assess the impact of historical and theatrical contexts on the development and thematic concerns of early modern drama
- compare different dramatic genres and the styles of different playwrights
- analyse early modern plays with regard to critical issues such as class, race and gender of class, race and gender
- evaluate productions of Renaissance plays, commenting critically on the features of a performance
- analyse extracts from Renaissance plays in close detail, being attentive to language, meaning, and staging

### Teaching and Learning Methods

Teaching for this module consists of a combination of seminars, workshops, study skills talks, lectures, and film screenings. Students are assigned plays to read in preparation for teaching activities; in seminars, students will be required to give oral presentations and to contribute to discussion throughout the semester.

### Assessment Methods

The module mark will be based on:

- One 1,500-word review of a production of a Renaissance play (30%)
- One 2,500-word research essay, title to be discussed with seminar tutor (70%)

Students also give a 5-minute oral presentation in the seminar group, which is graded as a formative assessment and will not contribute to the final module mark. The presentation is compulsory and 5 marks are deducted from the final module mark if the student fails to complete it. The oral presentation enables students to develop skills in spoken communication, to deepen their knowledge of individual plays, and to practice their skills in close analysis.

### Pre-Requisites

### Co-Requisites

### Excluded Combinations

-

**EN1050 Renaissance Drama: Shakespeare and his Contemporaries**

---

**Guided Independent Study: Indicative Activities**

University students are expected to engage in independent study in order to develop their knowledge and skills; each student might approach this differently and through individual working patterns. Within this module students will additionally be supported in their studies with guided activities which include:

Written feedback with reflective comments provided on the formative oral presentation

Set reading and structured tasks in preparation for seminars and workshops

Online reading list of recommended primary and secondary texts

An opportunity to review assessments and feedback with a tutor

Drop-in session for revision and essay advice

**EN2010    Chaucer and the English Tradition**
**Academic Year:** 2018/9  
**Module Level:** Year 2  
**Scheme:** UG  
**Department:** English  
**Credits:** 30

**Student Workload (hours)**

Lectures	19
Seminars	10
Practical Classes & Workshops	
Tutorials	1
Fieldwork	
Project Supervision	
Guided Independent Study	270
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>300</b>

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:**  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
003	Formative presentation	0				
004	Written Exam	70		2.5		
005	Passage analysis exercise	30				

**Period:** Semester 1  
**Occurrence:** E1  
**Coordinator:**  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Essay (3,000 Words)	100		2		

**Intended Learning Outcomes**

On successful completion of the module, students should be able to:

- identify some of the major genres of later medieval literature
- show a critical awareness of the texts in relation to the contemporary social and cultural contexts
- demonstrate a secure knowledge of the language and diction of Chaucer and his contemporaries
- reflect on the place of Chaucer in current critical debate
- understand the role of formal rhetoric in shaping poetic language

**Teaching and Learning Methods**

The course is taught through lectures and seminars. Lectures will adopt an interdisciplinary approach, making use of a range of contemporary visual material, and encouraging students to look to a range of medieval traditions and discourses to make sense of Chaucer's work and its wider cultural context. Seminars will provide students with the opportunity to deliver a paper on the text of their choice, thus enhancing their oral presentation skills, and close readings of short extracts are to be incorporated into at least some of the seminars. A passage analysis exercise of 1000-1500 words will take these close analytic skills further, as well as asking students to build on knowledge and skills developed in their first year, and use them to make sense of Chaucer's poetic register. Students will be expected to engage with current trends in critical debate in addition to close reading and analysis of the texts.

**Assessment Methods**

Formative Presentation - 0%  
 Written Examination - 70%  
 Passage Analysis Exercise - 30%

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**

-



**EN2010 Chaucer and the English Tradition**

---

**Guided Independent Study: Indicative Activities**

Refer to Appendix 2 (Guided Independent Study) of the English Programme Specifications for a comprehensive list of indicative activities.

**EN2020 Renaissance Literature**

**Academic Year:** 2018/9  
**Module Level:** Year 2  
**Scheme:** UG  
**Department:** English  
**Credits:** 15

**Student Workload (hours)**

Lectures	8
Seminars	8
Practical Classes & Workshops	2
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	132
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>150</b>

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:** Sarah Knight  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
002	Essay (2000 words)	100		0		

**Intended Learning Outcomes**

On successful completion of this module, students should be able to:

- Recognise the breadth of Renaissance literature and set it within its wider literary and cultural context
- Provide an analysis of Renaissance texts that includes a consideration of the major political, social, literary and religious factors which had an impact on the literature
- Distinguish between a number of literary forms and between the styles of different authors using the same form

**Teaching and Learning Methods**

Students are free to attend as many of the EN2020 lectures offered to those taking the module both for 15 and for 30 credits as they wish, but will be required to attend the lectures directly relevant to the set texts and contextual background supporting their seminar reading and research.

Students will be required to attend weekly seminars based on the set texts and on relevant cultural and historical contexts.

Students will be expected to attend two essay-writing workshops delivered by module tutors, intended to help them research and write the essay by which their engagement with the module will be assessed.

Blackboard support will be provided for all learning on the module.

**Assessment Methods**

The assessment for this module consists of one 2000-word essay

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**

-

**Guided Independent Study: Indicative Activities**

Refer to Appendix 2 (Guided Independent Study) of the English Programme Specifications for a comprehensive list of indicative activities.

**EN2030 Beginnings of English Literature**

**Academic Year:** 2018/9  
**Module Level:** Year 2  
**Scheme:** UG  
**Department:** English  
**Credits:** 15

**Student Workload (hours)**

Lectures	
Seminars	10
Practical Classes & Workshops	10
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	130
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>150</b>

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:** Julie Coleman  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
105	Essay	100		0		

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Julie Coleman  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
105	Essay	100		0		

**Intended Learning Outcomes**

On successful completion of the module, students should be able to:

- demonstrate an introductory knowledge of Old English literature within its appropriate historical period
- demonstrate appropriate evaluative and analytical skills
- apply close reading techniques to premodern literature in translation

**Teaching and Learning Methods**

A range of texts in translation will be studied closely in seminars and workshop/lectures, such as:

Beowulf; riddles; elegies; saints' lives; war poetry; and historical narratives .

They will be considered in relation to themes such as: History and its (Re)writing; Monsters and Magic; Women and Men; Apocalypse; Vikings; Heroes and Saints; Mystery and Enigma; Genre; Anglo-Saxon Afterlives.

Workshop/lectures will provide students with the means to engage critically with the core texts and their cultural context, and introduce students to a multi-disciplinary approach to literature, using literary theory, art history, and manuscript studies to illuminate texts. In seminars students will reflect on their knowledge and understanding of the key texts supported by close analysis.

**Assessment Methods**

Essay

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**

-

**Guided Independent Study: Indicative Activities**

Refer to Appendix 2 (Guided Independent Study) of the English Programme Specifications for a comprehensive list of indicative activities.

**EN2035 Viking Myths and Sagas**

**Academic Year:** 2018/9  
**Module Level:** Year 2  
**Scheme:** UG  
**Department:** English  
**Credits:** 15

**Student Workload (hours)**

Lectures	
Seminars	10
Practical Classes & Workshops	10
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	130
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>150</b>

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:** Julie Coleman  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
105	Essay	100		0		

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Julie Coleman  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
105	Essay	100		0		

**Intended Learning Outcomes**

On successful completion of the module, students should be able to:

- Students will achieve an introductory knowledge of Old Norse-Icelandic literature within its appropriate historical and literary contexts.
- Students will gain a basic grounding in multi-disciplinary methods of analysing texts.
- Applying relevant theoretical approaches critically within writing.

**Teaching and Learning Methods**

A range of texts in translation will be studied closely in seminars, such as:

poetic and prose mythological narratives; the Saga of the Volsungs; the Sagas of Egill, Gisli, Njall and Grettir. These texts will be used to consider themes such as revenge and heroism; myth and legend; paganism and the past; law and politics; the relationship of the Vikings and the Anglo-Saxons.

Workshop/lectures will provide students with the means to engage critically with the core texts and their cultural context, and introduce students to a multi-disciplinary approach to literature, inviting them to evaluate the possible links between Old English and Old Norse material. In seminars students will reflect on their knowledge and understanding of the key texts supported by close analysis

**Assessment Methods**

Essay

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**

-

**EN2035 Viking Myths and Sagas**

---

**Guided Independent Study: Indicative Activities**

Seminars/workshops/lectures will be supported by private study.

The module site on Blackboard contains a broad range of relevant learning support to which the student will be directed by tutors and which he/she is free to explore at any point, including the electronic reading list for the module (directly indexed to the University library's collections).

University students are expected to engage in independent study in order to develop their knowledge and skills. The pedagogy of university English has throughout its history been centred on students' independent reading of literary texts before scheduled teaching events, such as seminars and lectures. While each student will approach this work differently, independent study is guided by the publication of learning outcomes, assessment criteria, seminar schedules and reading lists.

The way you divide your time will depend on your own working patterns and vary according to the time of year. It is difficult to quantify the time it takes to learn, but the convention in the world of higher education is that one credit is earned for each ten hours worked. This comes close to a 35 hour week in term time, so you can expect to be working for up to ten hours per week per module outside of class.

In the teaching semesters, you might find it useful to spend roughly the suggested amount of time on each of these activities:  
Seminar preparation (e.g. reading and taking notes on set texts and wider reading, or drafting/redrafting a text; participating in ALGs; preparing presentations): 60%

Research, reading and writing your assessments: 40% (more if you have an assessment due in mid term).

In the Winter and Easter vacations, during the time you have available, you might expect to spend roughly the suggested amount of time on each of these activities:

Reading, researching, planning and writing your assessments: 80%

Reading ahead for next semester's modules: 20%

In the Summer vacation, you should try to set time aside for reading ahead and planning for the coming semester.

**EN2040 Medieval Literatures**

**Academic Year:** 2018/9  
**Module Level:** Year 2  
**Scheme:** UG  
**Department:** English  
**Credits:** 15

**Student Workload (hours)**

Lectures	8
Seminars	8
Practical Classes & Workshops	
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	134
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>150</b>

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:**  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
004	Essay- 2000 words	80				
005	Assessed presentation	20				
006	Essay- 2000 words	80				Y
007	Written version of presentation	20				Y

**Intended Learning Outcomes**

On successful completion of the module, students should be able to:

- understand continuities and divergences in English literary tradition
- demonstrate a clear sense of the ways in which historical and social background inform individual pieces of writing
- recognise, analyse and critically appraise a variety of medieval genres and dialects
- convey complex information verbally in a concise and accessible manner
- engage with an audience and show awareness of its particular needs and abilities

**Teaching and Learning Methods**

The module will not assume any previous knowledge of medieval history or literature, so will be open to students who have not studied the subject or period at an earlier stage of their degree. Lectures will provide students with relevant information about the core texts and their historical and intellectual backgrounds, providing an introductory overview of each piece and its central themes and ideas. Teaching sessions will also raise awareness of a range of critical approaches to medieval literature, introducing students to current scholarship on topics such as gender, social class, and textual transmission. In seminars, students will learn how to vary their approaches to different forms and genres by encountering multiple types of medieval writing, ranging from lyrics to drama, and from religious treatises to narrative verse.

**Assessment Methods**

Essay and Presentation

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**

-

**EN2040 Medieval Literatures**

---

**Guided Independent Study: Indicative Activities**

University students are expected to engage in independent study in order to develop their knowledge and skills. The pedagogy of university English has throughout its history been centred on students' independent reading of literary texts before scheduled teaching events, such as seminars and lectures. While each student will approach this work differently, independent study is guided by the publication of learning outcomes, assessment criteria, seminar schedules and reading lists.

The way you divide your time will depend on your own working patterns and vary according to the time of year. It is difficult to quantify the time it takes to learn, but the convention in the world of higher education is that one credit is earned for each ten hours worked. This comes close to a 35 hour week in term time, so you can expect to be working for up to ten hours per week per module outside of class.

In the teaching semesters, you might find it useful to spend roughly the suggested amount of time on each of these activities:  
Seminar preparation (e.g. reading and taking notes on set texts and wider reading, or drafting/redrafting a text; participating in ALGs; preparing presentations): 60%

Research, reading and writing your assessments: 40% (more if you have an assessment due in mid term).

In the Winter and Easter vacations, during the time you have available, you might expect to spend roughly the suggested amount of time on each of these activities:

Reading, researching, planning and writing your assessments: 80%

Reading ahead for next semester's modules: 20%

In the Summer vacation, you should try to set time aside for reading ahead and planning for the coming semester.

**EN2045 Reading Old English**

**Academic Year:** 2018/9  
**Module Level:** Year 2  
**Scheme:** UG  
**Department:** English  
**Credits:** 15

**Student Workload (hours)**

Lectures	
Seminars	
Practical Classes & Workshops	20
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	130
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>150</b>

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Philip Shaw  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
004	Translation and commentary	80				
006	Grammar exercises	20				

**Intended Learning Outcomes**

On successful completion of the module, students should be able to:

- translate Old English texts accurately, with reference to dictionaries and grammar reference texts
- recognise the key grammatical properties of Old English words in context, and map these onto Modern English grammatical structures
- reflect critically on translation as a process, and on the ways in which translation informs literary appreciation and cultural study

**Teaching and Learning Methods**

This module will be taught through a series of language workshops, in which students will learn about Old English language in an interactive way, using exercises to practice various aspects of the language and build up their language. Each workshop will also devote some time to working closely on the translation of Old English texts, allowing students to apply their knowledge of the language in a practical, hands on fashion, and to reflect on the ways in which translation informs literary appreciation and study of the culture of the Anglo-Saxons.

**Assessment Methods**

grammar exercises; translation and commentary

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**

-



**EN2045 Reading Old English**

---

**Guided Independent Study: Indicative Activities**

University students are expected to engage in independent study in order to develop their knowledge and skills. The pedagogy of university English has throughout its history been centred on students' independent reading of literary texts before scheduled teaching events, such as seminars and lectures. While each student will approach this work differently, independent study is guided by the publication of learning outcomes, assessment criteria, seminar schedules and reading lists.

The way you divide your time will depend on your own working patterns and vary according to the time of year. It is difficult to quantify the time it takes to learn, but the convention in the world of higher education is that one credit is earned for each ten hours worked. This comes close to a 35 hour week in term time, so you can expect to be working for up to ten hours per week per module outside of class.

In the teaching semesters, you might find it useful to spend roughly the suggested amount of time on each of these activities:  
Seminar preparation (e.g. reading and taking notes on set texts and wider reading, or drafting/redrafting a text; participating in ALGs; preparing presentations): 60%

Research, reading and writing your assessments: 40% (more if you have an assessment due in mid term).

In the Winter and Easter vacations, during the time you have available, you might expect to spend roughly the suggested amount of time on each of these activities:

Reading, researching, planning and writing your assessments: 80%

Reading ahead for next semester's modules: 20%

In the Summer vacation, you should try to set time aside for reading ahead and planning for the coming semester.

**EN2050 Satire to Sensibility: Literature 1660-1789**

**Academic Year:** 2018/9  
**Module Level:** Year 2  
**Scheme:** UG  
**Department:** English  
**Credits:** 15

**Student Workload (hours)**

Lectures	8
Seminars	8
Practical Classes & Workshops	2
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	131
Demonstration	
Supervised time in studio/workshop	1
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>150</b>

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Philip Shaw  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
003	Essay (2500 words)	100				

**Intended Learning Outcomes**

On successful completion of the module, students should be able to:

- Demonstrate understanding of the main literary conventions of the period
- Provide an analysis of texts from the period that includes a consideration of the major political, social, literary and religious factors which had an impact on the literature
- Demonstrate the ability to present a coherent argument on a topic related to the content of the course
- Demonstrate the ability to engage with texts on a detailed level, analysing elements such as diction, rhetorical techniques and tone.
- Evaluate a range of critical responses to texts from the period.

**Teaching and Learning Methods**

Students are free to attend as many of the EN2050 lectures offered to those taking the module both for 15 and for 30 credits as they wish, but will be required to attend the lectures directly relevant to the set texts and contextual background supporting their seminar reading and research.

Students will be expected to attend a film screening

Students will be required to attend seminars based on the set texts and on relevant cultural and historical contexts.

Students will be expected to attend a workshop to help them research and write the essay for the module

Blackboard support will be provided for all learning on the module, including resources specifically dedicated to evaluating and understanding critical responses to texts from the period and to preparing for the essay.

**Assessment Methods**

One 2500 word essay

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**

-

EN2050 Satire to Sensibility: Literature 1660-1789

---

**Guided Independent Study: Indicative Activities**

University students are expected to engage in independent study in order to develop their knowledge and skills. The pedagogy of university English has throughout its history been centred on students' independent reading of literary texts before scheduled teaching events, such as seminars and lectures. While each student will approach this work differently, independent study is guided by the publication of learning outcomes, assessment criteria, seminar schedules and reading lists.

The way you divide your time will depend on your own working patterns and vary according to the time of year. It is difficult to quantify the time it takes to learn, but the convention in the world of higher education is that one credit is earned for each ten hours worked. This comes close to a 35 hour week in term time, so you can expect to be working for up to ten hours per week per module outside of class.

In the teaching semesters, you might find it useful to spend roughly the suggested amount of time on each of these activities:  
Seminar preparation (e.g. reading and taking notes on set texts and wider reading, or drafting/redrafting a text; participating in ALGs; preparing presentations): 60%

Research, reading and writing your assessments: 40% (more if you have an assessment due in mid term).

In the Winter and Easter vacations, during the time you have available, you might expect to spend roughly the suggested amount of time on each of these activities:

Reading, researching, planning and writing your assessments: 80%

Reading ahead for next semester's modules: 20%

In the Summer vacation, you should try to set time aside for reading ahead and planning for the coming semester.

**EN2060 Concepts in Criticism**

**Academic Year:** 2018/9  
**Module Level:** Year 2  
**Scheme:** UG  
**Department:** English  
**Credits:** 15

**Student Workload (hours)**

Lectures	10
Seminars	5
Practical Classes & Workshops	
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	135
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>150</b>

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Corinne Fowler  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
004	Essay on one concept in criticism in relation to a set text (2,000 words)	90		0		
005	Completed autonomous learning group report.concepts	10		0		

**Intended Learning Outcomes**

On successful completion of the module, students should be able to:

- Identify and critically evaluate a range of theoretical concepts which have impacted on English Studies, identifying these with relevant theorists.
- Apply theoretical contexts to set texts on the module
- Compare and evaluate key critical concepts.
- Apply appropriate concepts in criticism to set texts.
- Convey the learning outcome of independent group discussions using a formal report.

**Teaching and Learning Methods**

Lecture  
 Seminar  
 Autonomous learning group meetings

**Assessment Methods**

- \* One report on the activity of the student's autonomous learning group within a specific week.
- \* One 2000-word coursework essay offering a reading of one or more of the set texts, or texts of the student's choice, in relation to one or two theoretical concepts. These not have to be literary texts: students can select from a range of genres including non-fictional prose, films, visual images and music.

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**

-

**EN2060 Concepts in Criticism**

---

**Guided Independent Study: Indicative Activities**

University students are expected to engage in independent study in order to develop their knowledge and skills. The pedagogy of university English has throughout its history been centred on students' independent reading of literary texts before scheduled teaching events, such as seminars and lectures. While each student will approach this work differently, independent study is guided by the publication of learning outcomes, assessment criteria, seminar schedules and reading lists.

The way you divide your time will depend on your own working patterns and vary according to the time of year. It is difficult to quantify the time it takes to learn, but the convention in the world of higher education is that one credit is earned for each ten hours worked. This comes close to a 35 hour week in term time, so you can expect to be working for up to ten hours per week per module outside of class.

In the teaching semesters, you might find it useful to spend roughly the suggested amount of time on each of these activities:  
Seminar preparation (e.g. reading and taking notes on set texts and wider reading, or drafting/redrafting a text; participating in ALGs; preparing presentations): 60%

Research, reading and writing your assessments: 40% (more if you have an assessment due in mid term).

In the Winter and Easter vacations, during the time you have available, you might expect to spend roughly the suggested amount of time on each of these activities:

Reading, researching, planning and writing your assessments: 80%

Reading ahead for next semester's modules: 20%

In the Summer vacation, you should try to set time aside for reading ahead and planning for the coming semester.

**EN2070 Using Stories**

**Academic Year:** 2018/9  
**Module Level:** Year 2  
**Scheme:** UG  
**Department:** English  
**Credits:** 15

**Student Workload (hours)**

Lectures	10
Seminars	10
Practical Classes & Workshops	
Tutorials	
Fieldwork	2
Project Supervision	
Guided Independent Study	128
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>150</b>

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:** Jonathan Taylor  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	1500- 2000 words of creative writing (or 6-8 pages of poetry and scripts)	70				
002	1000 word critical reflection	30				

**Intended Learning Outcomes**

- On successful completion of the module, students should be able to:
- effectively formulate creative ideas from research conducted in the wider world
  - evaluate and select which genre will prove most effective to realise the creative idea
  - apply craft skills in the construction of creative work
  - critically and constructively evaluate the success or otherwise of their own and other's use of such research in creative practise
  - apply research and knowledge from other fields of research in the creation of new writing

**Teaching and Learning Methods**

The module will be delivered in ten weekly one hour lectures and ten weekly one hour seminars. Lectures will include sessions on craft skills, research topics, visiting lectures and large group workshops. Seminars will consist of relevant creative writing workshop exercises, feedback workshops. Subjects covered may include the relationship between Creative Writing and Place, History and Science. Formative assessment will take the form of a field trip report by ALGs, and feedback on work in progress in workshops.

**Assessment Methods**

Creative Writing and Reflective commentary

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**

-

**EN2070 Using Stories**

---

**Guided Independent Study: Indicative Activities**

University students are expected to engage in independent study in order to develop their knowledge and skills. The pedagogy of university English has throughout its history been centred on students' independent reading of literary texts before scheduled teaching events, such as seminars and lectures. While each student will approach this work differently, independent study is guided by the publication of learning outcomes, assessment criteria, seminar schedules and reading lists.

The way you divide your time will depend on your own working patterns and vary according to the time of year. It is difficult to quantify the time it takes to learn, but the convention in the world of higher education is that one credit is earned for each ten hours worked. This comes close to a 35 hour week in term time, so you can expect to be working for up to ten hours per week per module outside of class.

In the teaching semesters, you might find it useful to spend roughly the suggested amount of time on each of these activities:  
Seminar preparation (e.g. reading and taking notes on set texts and wider reading, or drafting/redrafting a text; participating in ALGs; preparing presentations): 60%

Research, reading and writing your assessments: 40% (more if you have an assessment due in mid term).

In the Winter and Easter vacations, during the time you have available, you might expect to spend roughly the suggested amount of time on each of these activities:

Reading, researching, planning and writing your assessments: 80%

Reading ahead for next semester's modules: 20%

In the Summer vacation, you should try to set time aside for reading ahead and planning for the coming semester.

**EN2080    Advanced Creative Writing Skills**

**Academic Year:** 2018/9  
**Module Level:** Year 2  
**Scheme:** UG  
**Department:** English  
**Credits:** 15

**Student Workload (hours)**

Lectures	10
Seminars	10
Practical Classes & Workshops	
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	130
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>150</b>

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Harry Whitehead  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Oral presentation (live or recorded)	10				
002	1300 word creative writing, or 5 pages of poetry or scripts	45				
003	REFLECTIVE COMMENTARY-1300 words	45				

**Intended Learning Outcomes**

- On successful completion of the module, students should be able to:
- understand and apply to their own practice established research methods in creative writing
  - evaluate existing writing in the form of a critical review
  - apply craft skills in the construction of creative work
  - perform creative work with confidence
  - utilise and provide constructive feedback about their own and others' creative work

**Teaching and Learning Methods**

The module will be taught in ten one hour lectures and ten one hour seminars. Lectures will deal with subjects including research skills and theory in Creative Writing; writing literary reviews; performing creative work; craft skills in Creative Writing; reading as a writer. Seminars will include intensive workshopping sessions, in which peers and tutors bring in work in progress for formative feedback and assessment. There will also be formative rehearsal sessions for the oral presentations, and timetabled sessions for the assessed oral presentations themselves.

**Assessment Methods**

Creative Writing, oral presentation and Reflective Commentary

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**

-



**EN2080    Advanced Creative Writing Skills**

---

**Guided Independent Study: Indicative Activities**

University students are expected to engage in independent study in order to develop their knowledge and skills. The pedagogy of university English has throughout its history been centred on students' independent reading of literary texts before scheduled teaching events, such as seminars and lectures. While each student will approach this work differently, independent study is guided by the publication of learning outcomes, assessment criteria, seminar schedules and reading lists.

The way you divide your time will depend on your own working patterns and vary according to the time of year. It is difficult to quantify the time it takes to learn, but the convention in the world of higher education is that one credit is earned for each ten hours worked. This comes close to a 35 hour week in term time, so you can expect to be working for up to ten hours per week per module outside of class.

In the teaching semesters, you might find it useful to spend roughly the suggested amount of time on each of these activities:  
Seminar preparation (e.g. reading and taking notes on set texts and wider reading, or drafting/redrafting a text; participating in ALGs; preparing presentations): 60%

Research, reading and writing your assessments: 40% (more if you have an assessment due in mid term).

In the Winter and Easter vacations, during the time you have available, you might expect to spend roughly the suggested amount of time on each of these activities:

Reading, researching, planning and writing your assessments: 80%

Reading ahead for next semester's modules: 20%

In the Summer vacation, you should try to set time aside for reading ahead and planning for the coming semester.

**EN2090 Sociolinguistics**

**Academic Year:** 2018/9  
**Module Level:** Year 2  
**Scheme:** UG  
**Department:** English  
**Credits:** 15

**Student Workload (hours)**

Lectures	10
Seminars	9
Practical Classes & Workshops	
Tutorials	
Fieldwork	1
Project Supervision	
Guided Independent Study	130
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>150</b>

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:** Cathleen Waters  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Data Collection	10				
002	3,000 Word Essay	90				

**Intended Learning Outcomes**

On successful completion of the module, students should be able to:

- Engage with, and critically reflect upon, claims (scholarly and popular) about the social context of language use
- Independently and ethically collect data
- Analyse the data to evaluate and critique previous claims
- Create a fluent, logically argued, coherently structured and professionally presented essay using the collected data

**Teaching and Learning Methods**

10 x 1 hour lecture  
 9 x 1 hour seminar (one seminar fewer to reflect time for data collection fieldwork)

**Assessment Methods**

Collection and input of data from 10 people to form part of the dialect database (worth 10%)  
 One essay of 3,000 words (worth 90%)

The topic of the assessment will be selected by the student in consultation with the module tutor. It is expected that the students will use the database of dialect data as the basis for the project.

**Pre-Requisites**

appropriate experience

**Co-Requisites**
**Excluded Combinations**

-

**EN2090 Sociolinguistics**

---

**Guided Independent Study: Indicative Activities**

University students are expected to engage in independent study in order to develop their knowledge and skills. The pedagogy of university English has throughout its history been centred on students' independent reading of literary texts before scheduled teaching events, such as seminars and lectures. While each student will approach this work differently, independent study is guided by the publication of learning outcomes, assessment criteria, seminar schedules and reading lists.

The way you divide your time will depend on your own working patterns and vary according to the time of year. It is difficult to quantify the time it takes to learn, but the convention in the world of higher education is that one credit is earned for each ten hours worked. This comes close to a 35 hour week in term time, so you can expect to be working for up to ten hours per week per module outside of class.

In the teaching semesters, you might find it useful to spend roughly the suggested amount of time on each of these activities:  
Seminar preparation (e.g. reading and taking notes on set texts and wider reading, or drafting/redrafting a text; participating in ALGs; preparing presentations): 60%

Research, reading and writing your assessments: 40% (more if you have an assessment due in mid term).

In the Winter and Easter vacations, during the time you have available, you might expect to spend roughly the suggested amount of time on each of these activities:

Reading, researching, planning and writing your assessments: 80%

Reading ahead for next semester's modules: 20%

In the Summer vacation, you should try to set time aside for reading ahead and planning for the coming semester.

**EN2131 Gothic**

**Academic Year:** 2018/9  
**Module Level:** Year 2  
**Scheme:** UG  
**Department:** English  
**Credits:** 15

**Student Workload (hours)**

Lectures  
 Seminars 20  
 Practical Classes & Workshops  
 Tutorials 0.5  
 Fieldwork  
 Project Supervision  
 Guided Independent Study 129.5  
 Demonstration  
 Supervised time in studio/workshop  
 Work Based Learning  
 Placement  
 Year Abroad  
**Total Module Hours 150**

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:** Julian North  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
002	Essay (3000 words)	100		0		
003	500 word formative assessment	0				

**Intended Learning Outcomes**

On successful completion of the module, students should be able to:

- Show knowledge and understanding of selected Gothic texts
- Critically analyse key themes within selected Gothic texts
- Situate Gothic texts within their relevant critical and historical contexts
- Respond clearly and analytically in writing to questions posed about Gothic texts
- Present written work consistently in accordance with a recognised presentation guide

**Teaching and Learning Methods**

Teaching will be by two-hour seminars. Seminars will include mini lectures introducing students to the broader contexts of Gothic literature and key themes of the set texts. The main activity of the seminar will be guided student discussion of the set texts and appropriate cultural and historical contextual materials. There will be a 500 word formative assessment to prepare for the assessed essay. Each student will have a 30 minute individual essay consultation with the tutor.

**Assessment Methods**

Essay - 100%

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**

-

**Guided Independent Study: Indicative Activities**

Students will read, take notes and reflect on the set texts for each seminar. These activities will be guided by a series of questions and themes given to them in advance of the seminar and followed up in seminar discussion. Some reading materials will be made available through Blackboard.

**EN2303 Early Modern Fantasies and Fears**
**Academic Year:** 2018/9  
**Module Level:** Year 2  
**Scheme:** UG  
**Department:** English  
**Credits:** 15

**Student Workload (hours)**

Lectures  
 Seminars  
 Practical Classes & Workshops  
 Tutorials  
 Fieldwork  
 Project Supervision  
 Guided Independent Study  
 Demonstration  
 Supervised time in studio/workshop  
 Work Based Learning  
 Placement  
 Year Abroad  
 Total Module Hours

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Ben Parsons  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	3000 word essay	100				
002	Formative bibliography exercise	0				

**Intended Learning Outcomes**

On successful completion of the modules, students should be able to:

- critique a range of early modern forms and genres, and construct reading models suitable to each
- demonstrate knowledge of the ideologies at work in literature, and analyse the ways in which texts are informed by wider social and cultural forces
- construct a complex argument in a sustained piece of writing
- assemble and analyse a wide range of textual data
- demonstrate digital skills through guided and independent consultation of online archives

**Teaching and Learning Methods**

Teaching will be conducted through a series of two-hour weekly seminars. Each seminar will be thematic in focus, examining a particular area of early modern prose literature, ranging from newsbooks on hauntings and possessions to examples of utopian fiction. Students will be invited to think about the wider cultural and historical context of each text by comparing their primary reading to short extracts in seminar sessions. Discussions will consider early modern print culture as a phenomenon, differentiating the various reading publics it made possible, and assessing how and why genres emerged and developed within it.

**Assessment Methods**

One essay of no more than 3000 words - 100%  
 Formative bibliography exercise - 0%

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**
**Guided Independent Study: Indicative Activities**

Seminars will be supported by private study and weekly research exercises. In addition to completing the core reading for the module, students will be required to complete exercises: these are designed to familiarise students with online archives such as EEBO and LION, in order to facilitate their independent research into early modern print culture, in preparation for the final assessment. The bibliography exercise will formalise these requirements further, asking students to assemble a reading list of primary sources on a particular topic or theme which can be analysed in the course of their essays.

**EN2320 Renaissance Literature**

**Academic Year:** 2018/9  
**Module Level:** Year 2  
**Scheme:** UG  
**Department:** English  
**Credits:** 30

**Student Workload (hours)**

Lectures	17
Seminars	11
Practical Classes & Workshops	3
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	269
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>300</b>

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:** Sarah Knight  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
002	Essay (3000 words)	70		0		
003	Passage analysis (1500 words)	30				

**Intended Learning Outcomes**

On successful completion of this module, students should be able to:

- Recognise the breadth of Renaissance literature and set it within its wider literary and cultural context
- Provide an analysis of Renaissance texts that includes a consideration of the major political, social, literary and religious factors which had an impact on the literature
- Distinguish between a number of literary forms and between the styles of different authors using the same form
- Demonstrate awareness of the importance of material aspects of book and manuscript production in the period, and, in relation to this, the significance of the readership and dissemination of texts
- Understand the significance of and variation in editorial practice and its relevance to readers in relation to Renaissance/early modern texts

**Teaching and Learning Methods**

Students are expected to attend the EN2320 lectures, which are directly relevant to the set texts and contextual background supporting their seminar reading and research.

Students will be required to attend weekly seminars based on the set texts and on relevant cultural and historical contexts. Students will be expected to attend three study skills workshops delivered by module tutors: two of the workshops are intended to help them research and write the essay for the module; the third workshop will discuss and support students' preparation for the passage analysis assessment.

Blackboard support will be provided for all learning on the module, including resources specifically dedicated to book history and editorial practice, two aspects of the module's content which will be assessed by the passage analysis.

**Assessment Methods**

The assessment for this module consists of one 3000-word essay and a passage analysis of 1500 words

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**

-

**EN2320 Renaissance Literature**

---

**Guided Independent Study: Indicative Activities**

University students are expected to engage in independent study in order to develop their knowledge and skills. The pedagogy of university English has throughout its history been centred on students' independent reading of literary texts before scheduled teaching events, such as seminars and lectures. While each student will approach this work differently, independent study is guided by the publication of learning outcomes, assessment criteria, seminar schedules and reading lists.

The way you divide your time will depend on your own working patterns and vary according to the time of year. It is difficult to quantify the time it takes to learn, but the convention in the world of higher education is that one credit is earned for each ten hours worked. This comes close to a 35 hour week in term time, so you can expect to be working for up to ten hours per week per module outside of class.

In the teaching semesters, you might find it useful to spend roughly the suggested amount of time on each of these activities:  
Seminar preparation (e.g. reading and taking notes on set texts and wider reading, or drafting/redrafting a text; participating in ALGs; preparing presentations): 60%

Research, reading and writing your assessments: 40% (more if you have an assessment due in mid term).

In the Winter and Easter vacations, during the time you have available, you might expect to spend roughly the suggested amount of time on each of these activities:

Reading, researching, planning and writing your assessments: 80%

Reading ahead for next semester's modules: 20%

In the Summer vacation, you should try to set time aside for reading ahead and planning for the coming semester.

---

**EN2350 From Satire to Sensibility: Literature 1660-1789**


---

**Academic Year:** 2018/9  
**Module Level:** Year 2  
**Scheme:** UG  
**Department:** English  
**Credits:** 30

**Student Workload (hours)**

Lectures	17
Seminars	11
Practical Classes & Workshops	2
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	269
Demonstration	
Supervised time in studio/workshop	1
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>300</b>

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Kate Loveman  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
002	Passage analysis (1500 words)	30				
003	Essay (3000 words)	70				

### Intended Learning Outcomes

On successful completion of this module, students should be able to:

- Demonstrate understanding of the main literary conventions of the period
- Provide an analysis of texts from the period that includes a consideration of the major political, social, literary and religious factors which had an impact on the literature
- Demonstrate the ability to present a coherent argument on a topic related to the content of the course
- Demonstrate the ability to engage with texts on a detailed level, analysing elements such as diction, rhetorical techniques and tone.
- Evaluate a range of critical responses to texts from the period.

### Teaching and Learning Methods

Students are expected to attend the EN2350 lectures, which are directly relevant to the set texts and contextual background supporting their seminar reading and research.

Students will be expected to attend a film screening

Students will be required to attend seminars based on the set texts and on relevant cultural and historical contexts.

Students will be expected to attend two study skills workshops delivered by module tutors: one of the workshops will support students' preparation for the passage analysis; the second workshop will help students to research and write the essay.

Blackboard support will be provided for all learning on the module, including resources specifically dedicated to evaluating and understanding critical responses to texts from the period and to preparing for the essay and passage analysis.

### Assessment Methods

The assessment for this module consists of one 3000-word essay and a passage analysis of 1500 words

### Pre-Requisites

### Co-Requisites

### Excluded Combinations

-



---

**EN2350 From Satire to Sensibility: Literature 1660-1789**

---

**Guided Independent Study: Indicative Activities**

University students are expected to engage in independent study in order to develop their knowledge and skills. The pedagogy of university English has throughout its history been centred on students' independent reading of literary texts before scheduled teaching events, such as seminars and lectures. While each student will approach this work differently, independent study is guided by the publication of learning outcomes, assessment criteria, seminar schedules and reading lists.

The way you divide your time will depend on your own working patterns and vary according to the time of year. It is difficult to quantify the time it takes to learn, but the convention in the world of higher education is that one credit is earned for each ten hours worked. This comes close to a 35 hour week in term time, so you can expect to be working for up to ten hours per week per module outside of class.

In the teaching semesters, you might find it useful to spend roughly the suggested amount of time on each of these activities:  
Seminar preparation (e.g. reading and taking notes on set texts and wider reading, or drafting/redrafting a text; participating in ALGs; preparing presentations): 60%

Research, reading and writing your assessments: 40% (more if you have an assessment due in mid term).

In the Winter and Easter vacations, during the time you have available, you might expect to spend roughly the suggested amount of time on each of these activities:

Reading, researching, planning and writing your assessments: 80%

Reading ahead for next semester's modules: 20%

In the Summer vacation, you should try to set time aside for reading ahead and planning for the coming semester.

**EN2360 Concepts in Criticism**

**Academic Year:** 2018/9  
**Module Level:** Year 2  
**Scheme:** UG  
**Department:** English  
**Credits:** 30

**Student Workload (hours)**

Lectures	20
Seminars	10
Practical Classes & Workshops	
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	270
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>300</b>

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Corinne Fowler  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
004	Essay on one concept in criticism in relation to a set text (1,500 words)	30		0		
005	Completed autonomous learning group report	10		0		
006	Essay on two concepts on a text of students' choice (2,500 words).	60				

**Intended Learning Outcomes**

On successful completion of the module, students should be able to:

- Identify and critically evaluate a range of theoretical concepts which have impacted on English Studies, identifying these with relevant theorists.
- Apply theoretical contexts to set texts on the module
- Compare and evaluate key critical concepts.
- Apply appropriate concepts in criticism to set texts.
- Convey the learning outcome of independent group discussions using a formal report.

**Teaching and Learning Methods**

Lecture  
 Seminar  
 Autonomous learning group meetings

**Assessment Methods**

- One report on the activity of the student's autonomous learning group within a specific week.
- one 1500 word essay in relation to set text
- one 2500 word essay on text of students choice

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**

-

**EN2360 Concepts in Criticism**

---

**Guided Independent Study: Indicative Activities**

University students are expected to engage in independent study in order to develop their knowledge and skills. The pedagogy of university English has throughout its history been centred on students' independent reading of literary texts before scheduled teaching events, such as seminars and lectures. While each student will approach this work differently, independent study is guided by the publication of learning outcomes, assessment criteria, seminar schedules and reading lists.

The way you divide your time will depend on your own working patterns and vary according to the time of year. It is difficult to quantify the time it takes to learn, but the convention in the world of higher education is that one credit is earned for each ten hours worked. This comes close to a 35 hour week in term time, so you can expect to be working for up to ten hours per week per module outside of class.

In the teaching semesters, you might find it useful to spend roughly the suggested amount of time on each of these activities:  
Seminar preparation (e.g. reading and taking notes on set texts and wider reading, or drafting/redrafting a text; participating in ALGs; preparing presentations): 60%

Research, reading and writing your assessments: 40% (more if you have an assessment due in mid term).

In the Winter and Easter vacations, during the time you have available, you might expect to spend roughly the suggested amount of time on each of these activities:

Reading, researching, planning and writing your assessments: 80%

Reading ahead for next semester's modules: 20%

In the Summer vacation, you should try to set time aside for reading ahead and planning for the coming semester.

---

**EN3020    Romanticism to Victorians: Literature 1789-1870**


---

**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** English  
**Credits:** 20

**Student Workload (hours)**

Lectures	20
Seminars	10
Practical Classes & Workshops	
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	170
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>200</b>

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:**  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
002	Examination	100		3		

**Period:** Semester 1  
**Occurrence:** E1  
**Coordinator:**  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Essay	100				

### Intended Learning Outcomes

By the end of the module students will be able to:

- demonstrate detailed knowledge and critical understanding of a substantial range of literature;
- discuss authors, texts and issues addressed by the module in a clear and concise manner, thereby demonstrating progression in communication and presentation skills, both oral and written
- place the work of individual writers in relation to significant social, cultural and literary developments of the period;
- outline, analyse and assess the formal and thematic characteristics of the major literary genres (e.g. the ballad, the lyric, the ode, the epic, and the novel);
- compare and contrast works by a range of authors from across the period, describing and accounting for continuities as well as differences;
- demonstrate a familiarity with key works of criticism and with relevant critical approaches.

### Teaching and Learning Methods

The teaching of the module is delivered through a series of lectures on individual authors and central critical and cultural topics which provide direction and contexts for students' individual study of texts, secondary criticism and background historical and theoretical sources.

Weekly seminars provide an opportunity for students to develop their critical analysis of authors and texts and to relate them to the larger contexts of literary and cultural history. As part of this module, each week two students will be asked to prepare a critical commentary on a literary extract and to give a five minute collaborative presentation based on this.

Students will also be expected to submit a timed practice essay by way of preparation for the examination. The final date of submission for both the critical commentary and the practice essay will be determined by your course tutor.

### Assessment Methods

Assessment A and E1:

3 hour examination.

Assessment E:

3,000 word essay

### Pre-Requisites

### Co-Requisites

**EN3020    Romantics to Victorians: Literature 1789-1870**

---

**Excluded Combinations**

-

**Guided Independent Study: Indicative Activities**

---

**EN3030 Victorian to Modern: Literature 1870-1945**


---

**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** English  
**Credits:** 20

**Student Workload (hours)**

Lectures	15	16
Seminars	10	10
Practical Classes & Workshops		2
Tutorials		
Fieldwork		
Project Supervision		
Guided Independent Study	175	172
Demonstration		
Supervised time in studio/workshop		
Work Based Learning		
Placement		
Year Abroad		
<b>Total Module Hours</b>	<b>200</b>	<b>200</b>

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Victoria Stewart  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Examination	100		3		

**Period:** Semester 2  
**Occurrence:** E1  
**Coordinator:** Victoria Stewart  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Essay	100				

### Intended Learning Outcomes

By the end of the module, students will be able to:

- discuss authors, texts and issues addressed by the module in a clear and concise manner;
- define and illustrate the formal and thematic characteristics of writing from across the period;
- place the work of authors in relation to significant historical, social, cultural and literary developments between 1870 and 1945;
- compare literature from across the period, describing and accounting for continuities and differences, particularly the transition from Victorian to Modernist literature;
- communicate an appreciation of the imaginative, linguistic and thematic richness of literature of the period.

### Teaching and Learning Methods

The module's outline structure is delivered through a series of lectures on individual authors and major critical and cultural topics. These provide direction and contexts for students' private study of the literary texts, the important body of literary criticism on the period, and background historical and theoretical sources. Weekly seminars provide an opportunity for students to work with their tutors to develop their critical analysis of particular authors and texts, and to relate them to the larger contexts of literary and cultural history. In preparation for the exam, students will give a non-assessed collaborative seminar presentation. In addition, they may hand in a practice essay (2,000 words maximum).

### Assessment Methods

Assessment A and E1:

A three-hour examination. Students are required to answer two questions and should discuss the work of at least four authors (for the purposes of the examination, the contents of the anthology *Daughters of Decadence* is deemed to be equivalent to the work of one author).

Assessment E:  
3,000 word essay

### Pre-Requisites

### Co-Requisites

**EN3030 Victorian to Modern: Literature 1870-1945**

---

**Excluded Combinations**

-

**Guided Independent Study: Indicative Activities**

**EN3040 Post-war to Postmodern: Literature 1945-Present Day**

**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** English  
**Credits:** 20

**Student Workload (hours)**

Lectures	18
Seminars	10
Practical Classes & Workshops	
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	172
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>200</b>

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:**  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
004	Passage analysis exam	30		1		
005	Essay	70				

**Period:** Semester 2  
**Occurrence:** E1  
**Coordinator:**  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Essay [3000 words]	100				

**Intended Learning Outcomes**
**Subject knowledge**

By the end of the module students will be able to:

- outline the key themes and concerns of the period
- situate texts in their social, historical and political contexts
- identify the salient features of realism, postmodernism and postcolonialism in a literary context
- show an awareness of the relationship between theme and form

**Transferable skills**

By the end of the module students will be able to:

- use appropriate critical skills and vocabulary to debate texts, perform a close reading of a passage and undertake a comparative analysis of at least two texts
- communicate complex ideas in a clear and coherent manner in person and on paper
- evaluate and synthesis critical views
- construct a persuasive, well-illustrated argument about literary texts

**Teaching and Learning Methods**

The module is delivered by a series of weekly lectures, seminars, and screenings. Lectures provide an introduction to authors and issues explored on the module: background information, socio-historical context, insights into current critical debates. Screenings offer an opportunity to see plays in performance and to watch documentaries about the writers under consideration. Primary reading must be completed in advance of the seminars and students are expected to contribute to discussion. Students are offered the opportunity to attend an optional workshop in the Joe Orton archive.

**Assessment Methods**

Assessment A and E1:

One 1 hour seen Passage Analysis examination.

One 3,000-word essay. The essay will explore a theme or issue relating to the literature of the period and will cover a minimum of two authors. Students must write on different authors in the essay and exam. Tutors will offer feedback on an essay plan.

Assessment E:

One 3,000 word essay.

**Pre-Requisites**



**EN3040 Post-war to Postmodern: Literature 1945-Present Day**

---

**Co-Requisites**

**Excluded Combinations**

-

**Guided Independent Study: Indicative Activities**

---

**EN3078 Love and Death: The Novel in Nineteenth-Century Russia and France**


---

**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** English  
**Credits:** 20

**Student Workload (hours)**

Lectures	0
Seminars	20
Practical Classes & Workshops	0
Tutorials	0
Fieldwork	0
Project Supervision	0
Guided Independent Study	180
Demonstration	0
Supervised time in studio/workshop	0
Work Based Learning	0
Placement	0
Year Abroad	0
<b>Total Module Hours</b>	<b>200</b>

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:** Mark Rawlinson  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Coursework (Final)	100		0		

**Intended Learning Outcomes**

By the end of the module, students will be able to:

- describe and analyse, in a clear and concise manner, the formal and thematic characteristics of a range of realist novels;
- compare the themes and narrative devices of authors across the nineteenth century, and between cultures;
- describe and explain the variety of forms, contents, and effects of the realist novel;
- communicate an appreciation of the imaginative, aesthetic and moral richness and complexity of the texts studied, and their continuing trans-cultural significance as literary models and sources of pleasure and instruction.

**Teaching and Learning Methods**

Private study of the novels is supported by a programme of seminars, in which students have the opportunity to work with the tutor and each other in developing their knowledge and understanding of both texts and contexts. Seminars are timetabled to permit preparatory reading of substantial novels, and the closer scrutiny of issues and problems raised in earlier discussion. Directed reading in literary criticism, historical and theoretical accounts of realism, and background sources on French and Russian culture, society and history, will support the collaborative investigation of issues which emerge in the group's responses to the literature.

**Assessment Methods**

An essay of not more than 5000 words.

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**

-

**Guided Independent Study: Indicative Activities**

**EN3105 War, Trauma and the Novel**

**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** English  
**Credits:** 20

**Student Workload (hours)**

Lectures	
Seminars	20
Practical Classes & Workshops	
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	180
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>200</b>

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Philip Shaw  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	5000 word essay	100		0		

**Intended Learning Outcomes**

Specifically, the module will enable students to:

- read, think, talk and write about war, trauma, and contemporary fiction with confidence, sophistication and rigour;
- demonstrate knowledge and understanding of key psychoanalytic concepts;
- be aware of the relations between texts and socio-historical and intellectual contexts;
- analyse novels with independent judgement and with a critical grasp of appropriate secondary material;
- develop and sustain a complex argument;
- access, organize and present information to a satisfactory level in both oral and written contexts.

**Teaching and Learning Methods**

Seminars will provide the opportunity for students to clarify and reflect on the formal, historical and conceptual forces that shape the representation of war trauma. To this end, students are required to participate in seminar discussion and to present at least one ten minute oral presentation (non-assessed), which may take the form of a close reading of an extract from one of the novels, or a review of a significant work of criticism. Throughout, close attention will be paid to socio-historical as well as cultural contexts, and to attendant problems of interpretation.

**Assessment Methods**

Essay

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**

-

**Guided Independent Study: Indicative Activities**

**EN3119 Writing Voices**

**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** English  
**Credits:** 20

**Student Workload (hours)**

Lectures  
 Seminars 20  
 Practical Classes & Workshops  
 Tutorials  
 Fieldwork  
 Project Supervision  
 Guided Independent Study 180  
 Demonstration  
 Supervised time in studio/workshop  
 Work Based Learning  
 Placement  
 Year Abroad  
**Total Module Hours 200**

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:** Jonathan Taylor  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Oral presentation	10		0		
002	Creative piece (3,000-3,500 words)	60		0		
003	Reflective commentary	30		0		

**Intended Learning Outcomes**

Subject knowledge:

By the end of the module, students should be able to:

- recognise the central importance of 'voice' and 'vocality' in creative writing
- analyse the varied ways in which voices are used by writers in different literary genres and contexts

Transferable skills:

By the end of the module, students should be able to:

- write, using techniques they have acquired, for some of these different genres and contexts (e.g. radio drama, monologues, prose dialogue, poetry)
- demonstrate skills and experience in the oral presentation of creative writing

**Teaching and Learning Methods**

The module will be delivered in ten two-hour weekly seminars. Seminars will consist of relevant creative writing workshop exercises, feedback sessions, mini-lectures on particular topics, screenings of relevant material, rehearsals for oral presentations, and oral presentations by students. Subjects covered will include prose dialogue, monologues, radio drama and oral presentation. There will be relevant exercises and reading set between seminars.

This module will be taught by Dr. Jonathan Taylor.

**Assessment Methods**

The oral presentation (10%) may consist of either a short reading from the student's own creative writing OR a talk on a chosen subject OR a recording of a reading or talk undertaken elsewhere (e.g. at an external event, or in a studio).

- The Creative piece (60%) will consist of the student's own creative writing, up to 3000-3500 words (or the equivalent, dependent on genre), in one of the genres covered in the module. [Summative, submitted with the Reflective commentary]
- The Reflective commentary (30%) will discuss the process of writing the Creative piece, in relation to its wider context, 1000-1500 words. [Summative, submitted with the Creative piece.]

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**

-

**Guided Independent Study: Indicative Activities**

---

**EN3124    Woman and the Feminine in Medieval and Renaissance Literature**


---

**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** English  
**Credits:** 20

**Student Workload (hours)**

Lectures  
 Seminars 20  
 Practical Classes & Workshops  
 Tutorials  
 Fieldwork  
 Project Supervision  
 Guided Independent Study 180  
 Demonstration  
 Supervised time in studio/workshop  
 Work Based Learning  
 Placement  
 Year Abroad  
**Total Module Hours 200**

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Anne Marie D'Arcy  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Essay	100		0		

**Intended Learning Outcomes**

By the end of the module students will be able to:

- analyse and interpret textual, visual and historical material in order to trace the evolution of ideas about woman and the feminine in Western culture;
- contrast the presentation of these ideas in different literary genres, from a male and female perspective;
- develop interdisciplinary research and presentation skills through presenting work to peers which relates iconographic motifs and cultural artefacts to the literature of the period.

**Teaching and Learning Methods**

The course will be taught in weekly seminars, in which each student will be expected to engage in informed dialogue with the rest of the group, facilitated by the tutor. The impetus for discussion will be provided by a series of ten minute oral presentations, in which the designated student will address a specific aspect of the text, utilizing secondary criticism and relevant interdisciplinary material.

**Assessment Methods**

One 5000-word essay with illustrations. Weekly presentations will not be assessed.

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**

-

**EN3128 Late Victorian Gothic: Texts and Context**

**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** English  
**Credits:** 20

**Student Workload (hours)**

Lectures	
Seminars	20
Practical Classes & Workshops	
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	180
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>200</b>

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Gowan Dawson  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	5000 Word Essay	100		0		

**Intended Learning Outcomes**

By the end of the module students will have acquired:

- a detailed understanding and appreciation of a range of late Victorian literary texts;
- an in-depth knowledge of the relationship between individual literary texts and a range of different historical, socio-political and cultural contexts;
- the ability to discern the varying uses of generic conventions in different historical periods;
- the confidence to organise and present complex ideas and arguments in class discussions and oral presentations.

**Teaching and Learning Methods**

Weekly seminars will approach each text in relation to a range of contextual and critical material selected to offer introductory and in-depth understandings of core topics. Students will be required to present, either on their own or in pairs, an unassessed oral presentation (max. ten minutes) introducing one of the core texts. Additionally, participation in class discussions will allow students the opportunity to develop their analytical and evaluative skills, and to clarify and reflect on their interpretations of the themes covered in the module.

**Assessment Methods**

One 5000-word essay.

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**

-

**Guided Independent Study: Indicative Activities**

**EN3141 Representing the Holocaust**

**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** English  
**Credits:** 20

**Student Workload (hours)**

Lectures	
Seminars	20
Practical Classes & Workshops	
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	180
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	0
<b>Total Module Hours</b>	<b>200</b>

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Victoria Stewart  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	5000 word essay (Final)	100				

**Intended Learning Outcomes**

At the end of this module, typical students should be able to: - an awareness of the range of genres - autobiographical, fictional, filmic - which have been employed to represent the Holocaust - an understanding of the literary, critical and theoretical issues surrounding the analysis of Holocaust-related texts and how these might be applied in textual analysis - an awareness of the ethical and political issues influencing the depiction of the Holocaust in contemporary European and American culture

**Teaching and Learning Methods**

Students are not expected to have detailed prior knowledge of the Holocaust and the format of the early seminars will partially be shaped by the level of the students' requirements as regards historical context. Seminars will usually be centred on the close analysis of a chosen set text, with reference to supplementary materials, both textual and audio-visual, that will be provided by the tutor in consultation with the students. Discussion facilitated by the tutor will be supplemented by small group work where this is appropriate.

**Assessment Methods**

Assessment will be by essay.

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**

-

**Guided Independent Study: Indicative Activities**

**EN3142 Crime and Literature, 1600-1750**

**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** English  
**Credits:** 20

**Student Workload (hours)**

Lectures	
Seminars	20
Practical Classes & Workshops	
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	180
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>200</b>

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:** Kate Loveman  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Essay	100		0		

**Intended Learning Outcomes**

By the end of the module, students will be able to:

- construct clear and detailed arguments about works from a range of popular genres;
- demonstrate knowledge of the literary traditions and conventions which influenced early crime writing;
- evaluate the importance of historical factors for understanding particular examples of early modern crime writing;
- identify the common tactics used by authors and publishers to sell narratives, and the implications for the reception of works;
- use major online tools for the early modern period to pursue individual research interests.

**Teaching and Learning Methods**

Teaching is through weekly two-hour seminars which will include whole and small group discussions based on set readings. Each student will also give a short unassessed presentation during the term to initiate discussion on a text or topic. The module includes a training session in the Library's Special Collection Room in order to get use to handling and reading early editions of books from the seventeenth and eighteenth centuries. Students will need also need to make use of electronic research tools (such as Early English Books Online) to access copies of early editions online: guidance on this is provided.

**Assessment Methods**

One 5,000 word essay.

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**

-

**Guided Independent Study: Indicative Activities**



**EN3143 English Around The World**

**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** English  
**Credits:** 20

**Student Workload (hours)**

Lectures	
Seminars	20
Practical Classes & Workshops	
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	180
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>200</b>

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:** Cathleen Waters  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Project Plan (500 words)	10		0		
002	Essay (4500 words)	90		0		

**Intended Learning Outcomes**

At the end of the module, students should be able to

- Describe the linguistic, historical and social reasons for the diversity of English around the world today
- Independently collect and analyse data and create a logically argued, coherently structured, fluent, and professionally presented essay with the collected data
- Demonstrate an understanding of the relationship between data and theory, including the formulation and testing of hypotheses
- Critically reflect upon and engage with scholarship on varieties of English, especially in relation to the chosen area of research

**Teaching and Learning Methods**

The module will be taught in 10 x 2 hour seminars. The course materials include sociolinguistic readings and an examination of a variety of primary sources such as popular music, film/television, internet sites and literary works.

**Assessment Methods**

- 1 x 500 word research proposal (10%)
- 1 x 4500 word essay on a topic agreed between student and tutor (90%)

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**

-

**Guided Independent Study: Indicative Activities**

**EN3146 Love and Sex in Old English Literature**

**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** English  
**Credits:** 20

**Student Workload (hours)**

Lectures	
Seminars	20
Practical Classes & Workshops	
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	180
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>200</b>

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:** David Clark  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Essay	100		0		

**Intended Learning Outcomes**

By the end of the module, students will possess:

- a detailed knowledge of a range of Old English texts and their different contexts
- enhanced evaluative, analytical and team-work skills
- familiarity with the methods of medieval gender and queer studies and their limitations

**Teaching and Learning Methods**

Teaching for this module will consist of a series of weekly two-hour seminars. Activities will include group discussion, small group and individual presentations. These are designed to develop the ability to analyse, assimilate and deliver complex material clearly and to work as part of a team.

**Assessment Methods**

One 5000-word essay.

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**

-

**Guided Independent Study: Indicative Activities**

**EN3148 Classical and Post-classical Latin**

**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** English  
**Credits:** 20

**Student Workload (hours)**

Lectures	
Seminars	10
Practical Classes & Workshops	20
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	170
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>200</b>

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Sarah Knight  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Examination	25		2		
002	Writing task (commentary)	25		0		
003	Essay	50		0		

**Intended Learning Outcomes**

At the end of this module, students should be able to:

- Demonstrate a basic understanding of the grammar and mechanics of the Latin language
- Recognise the importance of Latin language and literature for the intellectual, historical and literary traditions of European culture
- Develop a deeper understanding of the Latin foundation of English, and enhance their ability to use the English language correctly and creatively
- Expand their critical awareness of primary source materials and modern scholarly literature
- Approach translations in a critical and informed way
- Develop their logical and problem-solving skills
- Expand their skills in critical analysis and research

**Teaching and Learning Methods**

10 x 1-hour discussion seminars (team-taught; variety of topics)  
 10 x 2-hour language classes

Module will be convened by the School of History but still offered as an English optional module (James Bothwell will be the co-ordinator)

**Assessment Methods**

- Commentary and analysis of a short Latin text (translation provided), 1000 words (25%).
- Thematic essay, 2500 words (50%).
- Examination, 2 hours (25%). The exam will assess translation skills, and students will be allowed to take a dictionary and a reference grammar into the exam.

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**

AH2027/HS2027

**Guided Independent Study: Indicative Activities**

---

**EN3158 Jane Austen: The Novels, their Contexts and their Adaptations**


---

**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** English  
**Credits:** 20

**Student Workload (hours)**

Lectures  
 Seminars 20  
 Practical Classes & Workshops  
 Tutorials  
 Fieldwork  
 Project Supervision  
 Guided Independent Study 180  
 Demonstration  
 Supervised time in studio/workshop  
 Work Based Learning  
 Placement  
 Year Abroad  
 Total Module Hours 200

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Julian North  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	ESSAY (Final)	100				

**Intended Learning Outcomes**

At the end of this module, typical students should be able to:

- Analyse a novel by Jane Austen in relation to its historical and literary contexts and/or a screen adaptation
- Construct a clear, analytical, written argument, of 5,000 words, based on an appropriate level of knowledge and understanding of the primary texts and secondary literature encountered on the module.
- Present a 5,000-word essay in accordance with the guidelines published in the English Handbook.

**Teaching and Learning Methods**

10 x 2-hour seminars  
 7x 2-hour screenings (included in guided independent study)  
 Each student gives a 5-minute collaborative seminar presentation  
 Written feedback on the presentation will be given if requested  
 individual essay consultations

**Assessment Methods**

One 5,000 word essay.

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**

-

**EN3160    Advanced Old English Language**

**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** English  
**Credits:** 20

**Student Workload (hours)**

Lectures	
Seminars	20
Practical Classes & Workshops	
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	180
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>200</b>

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Philip Shaw  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	2,000-word essay	40		0		
002	Online language tests	20		0		
003	Linguistic passage analysis	40		0		

**Intended Learning Outcomes**

By the end of the module, students will be able to:

- translate Old English with facility and precision
- analyse the linguistic characteristics of Old English texts
- assess the value of different kinds of textual material as evidence for the phonology of Old English

**Teaching and Learning Methods**

The course is taught through two-hour seminars, during which students will work with texts in the original Old English on translation and linguistic exercises. The work on translation will allow students to achieve the first of the intended learning outcomes, while the second and third outcomes will be addressed through the linguistic exercises. Learning of key linguistic structures will be supported by the use of online language tests, which form part of the assessment for the module. This will contribute to achieving the second and third intended learning outcomes.

**Assessment Methods**

The module is assessed by online language tests, which form 20% of the module mark and help students to learn key linguistic skills as the module progresses, by a 2000 word essay on Old English language, and by a 2000 word linguistic analysis of a piece of Old English.

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**

-

**Guided Independent Study: Indicative Activities**

---

**EN3169 Detective Fiction from Sherlock Holmes to the Second World War**


---

**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** English  
**Credits:** 20

**Student Workload (hours)**

Lectures	
Seminars	20
Practical Classes & Workshops	
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	180
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>200</b>

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:** Victoria Stewart  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
100	5000-word essay	100		0		

### Intended Learning Outcomes

By the end of the module, students will be able to:

- demonstrate an understanding of the development of detective fiction — principally the short story and the novel — during the period from the 1880s to the 1940s;
- identify and analyse the characteristic narrative forms and techniques employed by authors including Arthur Conan Doyle, Dorothy L. Sayers and Agatha Christie;
- assess the role of detective fiction in purveying and critiquing social attitudes, particularly attitudes towards gender and social 'deviance';
- consider the relationship between this popular form and other literary productions of the period;
- show an awareness of contemporary and historical critical debates about detective fiction.

### Teaching and Learning Methods

The module will be taught in ten two-hour seminars.

### Assessment Methods

One 5000-word essay on a topic agreed with the tutor.

### Pre-Requisites

### Co-Requisites

### Excluded Combinations

-

### Guided Independent Study: Indicative Activities

**EN3171    Historical Fiction**
**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** English  
**Credits:** 20

**Student Workload (hours)**

Lectures	
Seminars	20
Practical Classes & Workshops	
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	180
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>200</b>

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Kate Loveman  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
102	5000-word essay	100		0		

**Intended Learning Outcomes**

By the end of the module students will be able to:

- construct clear and detailed arguments concerning a range of historical fiction from the nineteenth century to the early twenty-first century;
- demonstrate awareness of the debates surrounding individual works of historical fiction and the 'historical novel' as a genre;
- analyze how historical sources have been employed in the creation of particular fictional narratives;
- identify the techniques used to position and market examples of historical fiction, and how these techniques may change over time.

**Teaching and Learning Methods**

The module is taught through two-hour weekly seminars. While some contextual materials will be provided, students will be asked to explore the reception of more recent works through their own investigations. Each student will offer a brief oral presentation to provide the basis for group discussion of one of the texts. Study of the longer books on the course will be spread over more than one week.

**Assessment Methods**
**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**

-

**Guided Independent Study: Indicative Activities**

-

**EN3172    Libertine Literature 1660-1690**
**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** English  
**Credits:** 20

**Student Workload (hours)**

Lectures	
Seminars	20
Practical Classes & Workshops	
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	180
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>200</b>

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:** Martin Dzelzainis  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
092	Essay	100		0		

**Intended Learning Outcomes**

By the end of the module you should have:

- engaged with a variety of Restoration genres and developed an awareness of the critical issues associated with each of them;
- developed an understanding of how philosophical materials were exploited for literary purposes;
- acquired a critical perspective on the deployment of sexually explicit material in literature;
- become broadly familiar with the historical and political contours of the Restoration period;
- reached the point where you can bring these attainments to bear in formulating an independent set of arguments in relation to a particular aspect of the course both in oral presentations and written work.

**Teaching and Learning Methods**

The module will be taught in weekly seminars. Discussion will focus on a selection of primary texts (which students will be expected to prepare beforehand), supported by secondary reading and appropriate visual materials. Each student will give a ten-minute oral presentation on a primary text as the basis for group discussion.

**Assessment Methods**

One 5000-word essay.

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**

-

**Guided Independent Study: Indicative Activities**



**EN3174 Writing Prose Fiction**

**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** English  
**Credits:** 20

**Student Workload (hours)**

Lectures	
Seminars	20
Practical Classes & Workshops	
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	180
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>200</b>

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:** Harry Whitehead  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	3500-4000 words creative writing	70		0		
002	1000-1500 word critical reflective essay	30		0		

**Intended Learning Outcomes**

After completing this module, learners should have:

- The ability to create a coherent and advanced body of prose fiction.
- An understanding of some advanced elements of creative writing technique and practice relating to writing prose fiction.
- An advanced ability to read their own and other peoples' work from the technical-critical standpoint of a writer, as distinct from that of a literary critic.

**Teaching and Learning Methods**

10 x practical workshops/seminars involving peer group review of each other's work plus discussion of set texts. The potential to attend lectures and workshops from visiting specialists being delivered by the Centre for New Writing and Literary Leicester.

**Assessment Methods**

3,500 words of prose fiction in any form and genre.  
1,500 critical reflective essay.

ALG small group activity: students review in small groups the edits each have made to their first submitted draft creative work, and write a 300 word report, and present on their experience. Formatively peer-group assessed creative work throughout the semester. Small group presentations on set topics relating to the craft of writing fiction.

**Pre-Requisites**

EN1025, EN1035, EN2070, EN2080

**Co-Requisites**
**Excluded Combinations**

-

**Guided Independent Study: Indicative Activities**

**EN3175 Understanding Screenplays**

**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** English  
**Credits:** 20

**Student Workload (hours)**

Lectures	
Seminars	20
Practical Classes & Workshops	
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	180
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>200</b>

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Harry Whitehead  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Film script adaptation	65		0		
002	A 1000-1500 word critical reflective essay	30		0		
003	Letter of introduction	5		0		

**Intended Learning Outcomes**

By the end of the module, students will have acquired:

- an ability to read a script and understand its layout and formatting requirements.
- a broad, introductory comprehension of the medium, including some of the practical film-making requirements that need to be understood when writing a script.

**Teaching and Learning Methods**

The module will be delivered by weekly two-hour seminars, which will include some short lectures, and film viewings. Students will be required to read scripts, practical and theoretical works on the subject, and make presentations on particular topics for discussion. In the final weeks, students split into groups and each group will work collectively on adapting a short story into a short film script.

**Assessment Methods**

Students will develop a short (@ 10 page) film script adaptation of a short story that illustrates comprehension of the medium's format and rules.

A 1500 word essay, critically evaluating their adaptation in terms of its use of plot, conflict, dialogue, characterization and/or other aspects of the medium.

A letter of introduction to a producer, 'pitching' the screenplay.

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**

-

**Guided Independent Study: Indicative Activities**

---

**EN3190 Kingdoms of Ice and Snow: Exploration in Writing and Film**


---

**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** English  
**Credits:** 20

**Student Workload (hours)**

Lectures  
 Seminars 20  
 Practical Classes & Workshops  
 Tutorials  
 Fieldwork  
 Project Supervision  
 Guided Independent Study 180  
 Demonstration  
 Supervised time in studio/workshop  
 Work Based Learning  
 Placement  
 Year Abroad  
 Total Module Hours 200

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Mary Ann Lund  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Essay	100		0		

**Intended Learning Outcomes**

By the end of the module, students should be able to

- demonstrate knowledge of the original expeditions including their organisation, purposes, geography, major issues and setbacks
- situate the set texts and films in their immediate historical and political contexts
- recognise the conventions of expedition publications and evaluate their individual distinguishing features
- critically analyse the texts and films with relation to issues including colonialism and empire; heroism and masculinity; the legacy of World War I; mourning and memory; humankind and the natural world
- assess the ways in which texts and films contribute towards the process of myth-making and establish narratives about the expeditions
- compare the depictions of figures such as Scott, Shackleton and Mallory in contemporary accounts at the time and in later writing and film

**Teaching and Learning Methods**

The module is taught by two-hour weekly seminars, along with film screenings. Students will be required to read set texts in advance and take notes on films for discussion in seminars. They will be expected to contribute actively to class through discussion and through (unassessed) group work.

**Assessment Methods**

One essay of 5,000 words. Students are encouraged to use images in their essays.

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**

-

**Guided Independent Study: Indicative Activities**

---

**EN3193 Writing the English Revolution: Literature and Politics in Milton and Marvell**


---

**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** English  
**Credits:** 20

**Student Workload (hours)**

Lectures  
 Seminars 20  
 Practical Classes & Workshops  
 Tutorials  
 Fieldwork  
 Project Supervision  
 Guided Independent Study 180  
 Demonstration  
 Supervised time in studio/workshop  
 Work Based Learning  
 Placement  
 Year Abroad  
 Total Module Hours 200

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Martin Dzelzainis  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Essay	100		0		

**Intended Learning Outcomes**

By the end of the module students will have;  
 become familiar with some of Milton's and Marvell's major writings;  
 developed their knowledge of the workings of literary conventions and genres and the print and manuscript culture of the period;  
 become broadly familiar with the historical, political and religious contours of the English Revolution and how these relate to literature;  
 and reached the point where they can bring these several attainments to bear in formulating an independent set of arguments in relation to a particular critical issue raised by the module.

**Teaching and Learning Methods**

One weekly two-hour seminar supplemented by presentations and online exercises

**Assessment Methods**
**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**

-

**Guided Independent Study: Indicative Activities**

**EN3194 Tragedy**

**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** English  
**Credits:** 20

**Student Workload (hours)**

Lectures	
Seminars	20
Practical Classes & Workshops	
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	180
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	0
Year Abroad	
<b>Total Module Hours</b>	<b>200</b>

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Sarah Knight  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Presentation	20				
002	Essay	80				

**Intended Learning Outcomes**

By the end of the module, students will:

- Be more aware of how tragedy has evolved and why it continues to fascinate audiences and readers.
- Be able to evaluate the influence of ancient texts on their Renaissance counterparts, and argue for the significance and complexity of this influence.
- Be able to consider Greek, Latin and Renaissance tragic plays within their contemporary social and historical contexts.
- Have gained experience in presenting their readings formally to their peers, and had the opportunity to participate in focused discussion within a smaller student group.

**Teaching and Learning Methods**

The module will be taught as ten two-hour seminars, allowing ample time both for preparatory reading and discussion within the seminar. In addition to the weekly two-hour discussion, seminar participants will be divided into Autonomous Learning Groups (ALGs): the ALGs will be asked to consider discussion points relating to the reading and to formulate their own questions for seminar discussion. Each member of the seminar group will be expected to give a short assessed presentation on his/her ideas, to be discussed beforehand with the tutor. There are two forms of assessment for this module:

- Oral presentation: each student will be expected to give a short presentation on his/her work, on a topic to be determined beforehand with the tutor. The presentation should last for approximately ten minutes: the use of PowerPoint and other visual aids (e.g. images, film clips) is encouraged, and a handout should be circulated to the group and submitted to the tutor (20%).
- Essay: each student will be asked to write a 4000-word essay on a topic relevant to the module, to be submitted after the Easter vacation. The tutor will circulate a set of essay questions at an early stage of the module, but students are also free to decide their own research topics in consultation with the tutor (80%).

**Assessment Methods**

Ten minute oral presentation and 4000 word essay.

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**

-

**Guided Independent Study: Indicative Activities**

**EN3197 On the Road Again: The Canterbury Tales After Chaucer**

**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** English  
**Credits:** 20

**Student Workload (hours)**

Lectures	
Seminars	20
Practical Classes & Workshops	
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	180
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>200</b>

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:** Ben Parsons  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	5,000 word essay	100				

**Intended Learning Outcomes**

By the end of the module, students will be able to

- demonstrate an enhanced understanding of the plurality of medieval and early modern culture;
- situate individual texts within the broader context of medieval and Renaissance literary culture;
- show an understanding of the ways in which wider tensions shape and inform individual texts;
- analyse the varying types of literary inheritance shown by these texts.

**Teaching and Learning Methods**

A series of weekly two-hour seminars.

**Assessment Methods**

One essay of not more than 5000 words.

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**

-

**EN3199 Clinical Encounters? Narratives of Doctors and Patients from the Victorians to the Present Day**

**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** English  
**Credits:** 20

**Student Workload (hours)**

Lectures  
 Seminars 20  
 Practical Classes & Workshops  
 Tutorials  
 Fieldwork  
 Project Supervision  
 Guided Independent Study 180  
 Demonstration  
 Supervised time in studio/workshop  
 Work Based Learning  
 Placement  
 Year Abroad  
 Total Module Hours 200

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Claire Brock  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Essay	100				

**Intended Learning Outcomes**

By the end of the module, students will be able to

- explore and evaluate in-depth the representation of the doctor, the patient, and the relationship between the two in literature and thought between the nineteenth and twenty-first centuries;
- place medical narratives firmly in their literary, social and historical context;
- develop a sophisticated understanding of genre (fictional and non-fictional prose), literary and cultural debates;
- draw on the oral skills learned in the presentation aspect of the module to build confidence in organising ideas and stimulating discussion.

**Teaching and Learning Methods**

Weekly, two-hour seminars will introduce students to text and context. Individual presentations will be an essential part of the course and will allow students to develop their own research interests in the period.

**Assessment Methods**

5,000- word essay

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**

-

**Guided Independent Study: Indicative Activities**

**EN3200    Twenty First Century Global Fiction**

**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** English  
**Credits:** 20

**Student Workload (hours)**

Lectures	
Seminars	20
Practical Classes & Workshops	
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	180
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>200</b>

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:** Lucy Evans  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	5000 word essay	100				

**Intended Learning Outcomes**
**Subject knowledge**

By the end of the module, students should be able to:

- Demonstrate an awareness of twenty-first century issues and how they impact on twenty-first century writing
- Show knowledge of theoretical debates relevant to contemporary fiction
- Situate a range of literary texts within specific social, cultural and historical contexts
- Analyse the style, structure and narrative mode of literary texts, and examine the relationship between form and content
- Combine detailed textual analysis with a critical assessment of relevant secondary sources

**Transferable skills**

By the end of the module, students should be able to:

- Communicate ideas clearly and confidently both orally and on paper
- Work effectively both independently and as part of a team
- Research a topic, locate relevant sources and critically analyse them
- Construct a coherent, persuasive and well supported argument

**Teaching and Learning Methods**

10 x 2 hour seminars. Discussions will combine a consideration of the module's key issues and ideas with close reading of the primary texts in relation to critical, contextual and theoretical material. Preparation sheets will be provided each week with questions to help direct independent study, and supporting material will be available on Blackboard. Seminars will vary in format, combining whole-class discussion with structured tasks in smaller groups. Each student will be required to introduce one of the set texts in an unassessed oral presentation.

**Assessment Methods**

Students will submit one 5000 word essay focusing on two or more of the set texts

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**

-



**EN3204 Writing For Laughs**

**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** English  
**Credits:** 20

**Student Workload (hours)**

Lectures	
Seminars	20
Practical Classes & Workshops	
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	180
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	0
Year Abroad	
<b>Total Module Hours</b>	<b>200</b>

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Jonathan Taylor  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Oral Presentation	10				
002	Creative and Critical Portfolio	90				

**Intended Learning Outcomes**
**Subject knowledge:**

By the end of the module, students should be able to:

- analyse the varied ways in which laughter and comedy is conceptualised by theorists and writers in different literary and philosophical contexts
- recognise the generic and conceptual ambiguities of comedy in relation to other modes of writing
- engage creatively and critically with contexts, genres and theories of 'comic' writing

**Transferable skills:**

By the end of the module, students should be able to:

- write, using techniques they have acquired, for and about some of these contexts
- interrogate, apply and empirically test out theoretical material in critical and creative contexts
- demonstrate skills and experience in the oral presentation of Creative Writing

**Teaching and Learning Methods**

The module will be delivered in ten 2 hour weekly seminars. The seminars will consist of short lectures; discussions of relevant theoretical, literary and visual texts; relevant creative writing workshop exercises; feedback sessions, and Oral Presentations. There will be sessions on theories of comedy and laughter; key modern and contemporary 'comic' texts; comic fiction and poetry; stand-up; and sit-coms. These and other topics will be explored theoretically, critically and through creative practice.

**Assessment Methods**

There are two elements of assessment:

- The Oral Presentation (10%) may consist of either a short reading from the student's own creative writing (e.g. a story, a series of poems, a short stand-up routine) OR a talk on a chosen subject OR a good-quality recording of a reading or talk given elsewhere (e.g. at an external event, or in a studio). [Formative]
- The Creative and Critical Portfolio (90%) of 4,000-4,500 words (or equivalent, dependent on chosen genre or genres for the creative work). Students can decide (in consultation with the tutor) on the relative weighting of Creative and Critical sections of the Portfolio, but the Critical section must account for a minimum of 1,000 words of the whole, to a maximum of 4,000 words. The Creative and Critical sections should explore shared ground through creative practice and critical reflection respectively. The Critical section should reflect on theories, texts and contexts relevant to the accompanying Creative work, which should explore, through creative practice, one or more of the genres studied on the module. [Summative]

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**

-



**EN3205 Multilingual and Multicultural Communities**

**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** English  
**Credits:** 20

**Student Workload (hours)**

Lectures	
Seminars	20
Practical Classes & Workshops	
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	180
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>200</b>

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:** Chryso Hadjidemetriou  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Project plan (500 words)	10				
002	Essay (3500 words)	90				

**Intended Learning Outcomes**

On successful completion of the module, students should have a sound knowledge of issues in bilingual/multilingual studies and research. They will also have the opportunity to acquire a wide range of transferable skills that would be useful both within an academic context and beyond.

Upon successfully completing the course, students will have knowledge of:

1. what is bilingualism/multilingualism
2. what is language choice
3. what are individual and societal multilingualism
4. what are language maintenance, language shift, and language death and how to describe such cases
5. what are language rights
6. what are endangered languages, how to evaluate and describe a case of language endangerment, and what is language policy and planning.

They will also acquire transferable skills, such as:

1. Researching relevant literature for assignments (not relying on the seminar readings only)
2. Summarising and assessing past research, and producing reports – very useful skills for employment in the private and public sector
3. Writing detailed notes after reviewing past research
4. Working to achieve goals and tasks within deadlines
5. Being able to write texts within set word limits
6. Gaining experience of a range of information technology software: e.g word processing

**Teaching and Learning Methods**

The module will be taught in 10 x 2 hour seminars. The course materials include sociolinguistic readings and an examination of a variety of primary sources.

**Assessment Methods**

- 1 x 500 word research proposal (including bibliography) (10%)
- 1 x 3500 word essay on one of the 5 topics provided by the tutor (90%)

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**

-

**Guided Independent Study: Indicative Activities**

**EN3206    Language, Power and Persuasion**
**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** English  
**Credits:** 20

**Student Workload (hours)**

Lectures	
Seminars	20
Practical Classes & Workshops	
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	180
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>200</b>

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:**  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	1,000 word essay	40				
002	2,000 word essay	60				

**Intended Learning Outcomes**

At the end of the module, students will be familiar with: theories of power and linguistic communication; genres and text-types commonly considered in studies of language and power; and the potential personal, social and political implications of such language use. Students will have experience in applying linguistic frameworks developed to understand how language can be used to construct power and to persuade (such as classical rhetoric, (critical) discourse analysis and conversation analysis) to provided and self-collected materials. Students will be able to reflect critically on the findings of their analyses, and consider how power and persuasive strategies of language use in private and public domains can impact on society.

**Teaching and Learning Methods**

The module is delivered via ten two-hour seminars, which will be used to deliver lecture-style information, and to facilitate group discussion, class exercises and individual student contributions. The module builds on topics covered in English Language modules in year 1 (EN1036) and year 2 (EN2090).

**Assessment Methods**

Two essays, worth 40% (1000 words) and 60% respectively (2000 words).

**Pre-Requisites**

Students are expected to have taken the modules on the English Language 'pathway' on the BA English programme, or be taking English Language as a Minor.

**Co-Requisites**
**Excluded Combinations**

-

**EN3208 Sex and Sensibility: Women, Writing, Revolution**

**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** English  
**Credits:** 20

**Student Workload (hours)**

Lectures  
 Seminars 20  
 Practical Classes & Workshops  
 Tutorials  
 Fieldwork  
 Project Supervision  
 Guided Independent Study 180  
 Demonstration  
 Supervised time in studio/workshop  
 Work Based Learning  
 Placement  
 Year Abroad  
 Total Module Hours 200

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:**  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	500 word [or equivalent] portfolio including completed presentation	15				
002	2500 word essay	85				

**Intended Learning Outcomes**

Demonstrate a sophisticated and wide-ranging set of analytical skills relating to questions of social, political and literary engagement of women writers in the 1790s and beyond.

Explore narrative technique, structure, style, and imagery in a range of texts and genres with a particular focus on the novel.

Be able to position works read within a wider social and cultural context, and a range of critical and theoretical approaches.

Present an oral and visual summary of their work and answer questions on their presentation.

**Teaching and Learning Methods**

We will analyse and discuss in class a range of novels and pamphlets by women in the 1790s, including Mary Hays's *Memoirs of Emma Courtney* and a selection of her political writing, Eliza Fenwick's *Secresy*, Elizabeth Inchbald's *Nature and Art*, Mary Robinson's *Walsingham: or, The Pupil of Nature*, A Domestic Story, Mary Wollstonecraft's *Maria: or, The Wrongs of Woman* and her *Vindication of the Rights of Woman*, as well as Jane Austen's *Sense and Sensibility*, begun in the 1790s. These novels are readily available in electronic format and annotated copies will be available in the library. Students will be required to produce an independently researched paper, and to participate in class discussion in seminars, and presentations – a close reading of a key passage, or an introduction to a critical approach. The presentation is compulsory; however, it will not be formally graded but feedback from peers and module tutor will be offered. The seminars will help develop a range of transferable analytical, critical, and discursive skills, allowing students to reflect on the larger historical and critical context and engage in formal analysis.

**Assessment Methods**

class discussion, independent readings of a range of critical sources, presentation, essay

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**
**Guided Independent Study: Indicative Activities**

Refer to Appendix 2 (Guided Independent Study) of the English Programme Specifications for a comprehensive list of indicative activities.

---

**EN3209 The Living and the Dead in Nineteenth Century Literature and Culture**


---

**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** English  
**Credits:** 20

**Student Workload (hours)**

Lectures	
Seminars	18
Practical Classes & Workshops	2
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	180
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>200</b>

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:** Claire Wood  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	3,000 word essay	90				
002	Blog contributions	10				

### Intended Learning Outcomes

Construct clear and detailed written arguments concerning the living and the dead in nineteenth-century literature and culture.

Employ relevant historical knowledge in interpreting particular examples.

Identify and analyse a range of different genres and forms of writing about death.

Use digital databases to pursue independent research interests and broaden contextual knowledge.

Develop and reflect on existing presentation skills, with a focus on adapting material for non-academic audiences.

### Teaching and Learning Methods

Teaching is through weekly two-hour seminars, which will include small group discussions based upon set readings.

Relationships between the living and the dead altered profoundly in the nineteenth century, shaped by medical advances, growing secularism, and changing mourning practices. This module surveys the tropes, genres and forms that characterised the complex literary interactions between the living, the dead, and the undead, in texts that stage presence and absence, familiarity and otherness, exploitation, longing, desire, menace, and imagined reciprocity. The course engages with key canonical works related to these themes, including *\*Frankenstein\**, *\*In Memoriam\**, *\*Wuthering Heights\**, and *\*Dracula\**, in addition to exploring popular and sensational forms of death writing. The material culture of mourning is central to understanding nineteenth-century attitudes towards the dead; to this end, the module includes a guided tour of nearby Welford Road cemetery and an object handling session.

Students will independently research primary sources relevant to the seminar theme and use Blackboard to blog about their findings, enriching and extending seminar discussion. Each student will also give a short formative presentation during the term to initiate discussion on a text or topic. To build on existing presentation skills and develop them in ways geared for interviews and employment, this exercise will involve presenting material as if to a non-academic audience and using presentation software. Students will receive feedback from the seminar tutor in the group, and also give constructive feedback to peers on their presentations.

### Assessment Methods

essay; formative presentation; blog contributions

### Pre-Requisites

### Co-Requisites

### Excluded Combinations

---

**EN3209 The Living and the Dead in Nineteenth Century Literature and Culture**

---

**Guided Independent Study: Indicative Activities**

Independent study on this final year module will entail participants structuring time to read and reflect on texts from a range of genres (e.g. novels, elegies, consolation literature, murder ballads). Note-taking skills will be essential to develop seminar discussion, essay-writing, and presentation work at a sufficiently advanced level.

Independent study will involve preparation of a short presentation (accompanied by powerpoint) on the texts for one seminar. Over the course of the term, students will also be required to contribute to the course blog, by independently researching a source linked to the seminar topic (e.g. a contemporary news report, an image, a prose extract or poem) accompanied by a short commentary.

For the essay, presentation, blog, and seminar discussion, students will be required to make use of electronic research tools and databases (such as British Periodicals, the Illustrated London News Archive, SciPer) to conduct research on literary, historical, and social contexts. Guidance on this is provided in seminars and through instruction sheets.

The module site on Blackboard contains a broad range of relevant learning support to which the student will be directed by tutors and which he/she is free to explore at any point, including the electronic reading list for the module (directly indexed to the University library's collections) and the course blog.

**EN3210 The Brontës**

**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** English  
**Credits:** 20

**Student Workload (hours)**

Lectures	
Seminars	20
Practical Classes & Workshops	
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	180
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>200</b>

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:** Emma Butcher  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	3000-word essay	100				

**Intended Learning Outcomes**

Critically evaluate the writings of the collective Brontë family, including lesser known family members (Branwell, The Rev. Patrick).

Understand relevant contextual information relating to the Brontës' literature and the wider period (early nineteenth century; 1829-1853) more broadly.

Use and incorporate the wider literary and material culture related to the Brontës (life writing, theory, artwork, objects, ephemera).

Posit the Brontës within the wider literary and cultural canon, including an evaluation of their posthumous legacies.

Develop and reflect on existing presentation skills, with a focus on adapting material for non-academic audiences.

**Teaching and Learning Methods**

Teaching is through weekly two-hour seminars which will include whole and small group discussions based on set readings.

This module provides both traditional and innovative approaches to the Brontës' literature. As well as tackling classics such as Charlotte Brontë's 'Villette', Emily Brontë's 'Wuthering Heights', and Anne Brontë's 'The Tenant of Wildfell Hall', the module will incorporate elements of the collective Brontë's juvenilia, poetry written by the Rev. Patrick Brontë, and writings by the forgotten brother, Branwell. Each seminar will begin with the seminar tutor providing a brief informal lecture to provide context, followed by variations of group work and feedback.

Each student will give a short formative presentation based around an object owned by the Brontës. This will be used to link to themes within the novels and wider context of the nineteenth century. This model encourages students to think creatively, develop presentation skills, and increase their confidence in conveying information to a non-academic audience. There will be opportunities to contact the Brontë Parsonage Museum, and liaise with the curatorial staff on which objects/images/archival documents to use. Students will receive feedback from the seminar tutor and each student will fill in an anonymous peer review form, which will be handed to the student that is presenting.

**Assessment Methods**

essay; formative presentation

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**



**EN3210 The Brontës**

---

**Guided Independent Study: Indicative Activities**

Independent study on this final year module will involve students reading and engaging with texts and objects from a range of genres (novels, magazines, art, maps, objects, poetry). Students will be expected to make their own detailed notes based on seminar discussions, and write essays and present at an advanced level.

Students will be encouraged to engage with early editions, illustrations, and objects found within museum collections and archives. Guidance on this will be provided in seminars and through instruction sheets.

Blackboard will contain relevant critical materials and an up-to-date breakdown of seminar content. Further reading will be encouraged by online reading lists (directly indexed to the University's collections).

**EN3214 Language and the News**

**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** English  
**Credits:** 20

**Student Workload (hours)**

Lectures	10
Seminars	10
Practical Classes & Workshops	
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	180
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>200</b>

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:** Ian Hutchby  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Essay (3,000 words)	100				

**Intended Learning Outcomes**

Demonstrate understanding of how news is constructed through linguistic forms.

Demonstrate understanding of the role of truth claims, factuality and rhetoric in producing persuasive accounts of newsworthy events.

Demonstrate awareness of different approaches to the understanding of both spoken and written language in relation to news.

Apply knowledge of rhetorical and other linguistic devices to the interpretation of news stories in different media.

**Teaching and Learning Methods**

Weekly two-hour sessions incorporating a lecture component and seminar discussion. The seminar discussions will usually be based on data either introduced in the lecture, or brought in on request by groups of students.

**Assessment Methods**

Essay.

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**
**Guided Independent Study: Indicative Activities**

Research and reading in the library; exploring the media and other everyday sources for the collection of seminar data.

**EN3215    Everyday Language: Talk and the Social World**
**Academic Year:** 2018/9  
**Module Level:** Year 3  
**Scheme:** UG  
**Department:** English  
**Credits:** 20

**Student Workload (hours)**

Lectures	10
Seminars	10
Practical Classes & Workshops	
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	180
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>200</b>

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Ian Hutchby  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Essay (3,000 words)	100				

**Intended Learning Outcomes**

On successful completion of the module, students should be able to:

- Develop pragmatic and interactional perspectives on everyday language use.
- Learn how to apply methodological knowledge to the interpretation of empirical data sources.
- Learn the importance of understanding communication processes in different walks of life.
- Learn to recognise the role of speech patterns in maintaining asymmetries and power differentials in modern social life.

**Teaching and Learning Methods**

Weekly two-hour sessions incorporating a lecture component and seminar discussion. The seminar discussions will usually be based on data either introduced in the lecture, or brought in on request by groups of students.

**Assessment Methods**

Essay.

**Pre-Requisites**
**Co-Requisites**
**Excluded Combinations**
**Guided Independent Study: Indicative Activities**

Research and reading in the library; exploring the media and other everyday sources for the collection of seminar data.