

EN1010 Reading English

Academic Year: 2019/0
Module Level: Year 1
Scheme: UG
Department: English
Credits: 15

Student Workload (hours)

Lectures	8
Seminars	8
Practical Classes & Workshops	6
Tutorials	
Fieldwork	7
Project Supervision	
Guided Independent Study	121
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
Total Module Hours	150

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/Reflective 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
- Reflect on and articulate motivations, strengths and experience of developing one or more transferable skills

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.

Students will also be asked to reflect on their own development, and to articulate their experience through the semester and the transferable skills they have required.

Assessment Methods

Writing portfolio

Pre-Requisites

Co-Requisites

Excluded Combinations

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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; 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 all three 500-word pieces of literary analysis

Reporting back on group discussion and tasks in ALG via wiki on Blackboard

Set reading and structured tasks in preparation for seminars and ALGs

Feedback on ALG work through seminar discussion and/or written comments on Blackboard

Online reading list of recommended primary and secondary texts

An opportunity to review assessments and feedback with a tutor

Reflect on own self-development and transferable skills.

EN1020 A Literary Genre: the Novel

Academic Year: 2019/0
Module Level: Year 1
Scheme: UG
Department: English
Credits: 30

Student Workload (hours)

Lectures	10
Seminars	10
Practical Classes & Workshops	7
Tutorials	5
Fieldwork	
Project Supervision	
Guided Independent Study	268
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
Total Module Hours	300

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)	60				
005	Portfolio	10				

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, eg. by showing 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
- Conduct independent research across a range of resources
- Reflect on and articulate motivations, strengths and experience of developing one or more transferable skills
- Students will demonstrate academic integrity in their submitted work through appropriate use of academic citation and referencing conventions in their discipline

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. These will include explicit guidance on how to demonstrate academic integrity, how to acknowledge the work of others appropriately and avoid plagiarism and collusion, including explicit training in how to reference any relevant type of existing work. A summative assessment opportunity will help students prepare to submit the larger piece of assessment, the essay. Students will also be given the opportunity to reflect on their own development and the transferable skills they have acquired.

Assessment Methods

Essay and Exercise

Pre-Requisites

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Co-Requisites

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Excluded Combinations

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Guided Independent Study: Indicative Activities

Independent study will focus on the reading of the primary texts in the light of guidance from the seminar tutor, which will be supplemented by activities designed to help prepare students for the assessment, such as reading specified secondary materials.

EN1025 Introduction to Writing Creatively (Prose)

Academic Year: 2019/0 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 Total Module Hours 150
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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

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Co-Requisites

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Excluded Combinations

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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:	2019/0	Student Workload (hours)	
Module Level:	Year 1	Lectures	10
Scheme:	UG	Seminars	10
Department:	English	Practical Classes & Workshops	
Credits:	15	Tutorials	
		Fieldwork	
		Project Supervision	
		Guided Independent Study	130
		Demonstration	
		Supervised time in studio/workshop	
		Work Based Learning	
		Placement	
		Year Abroad	
		Total Module Hours	150

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 Commentry

Pre-Requisites

EN1025

Co-Requisites

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Excluded Combinations

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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: 2019/0
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	
Total Module Hours	150

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

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EN1036 Studying 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.

EN1037 Describing Language

Academic Year: 2019/0
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	
Total Module Hours	150

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

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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: 2019/0
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	
Total Module Hours	150

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

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Co-Requisites

-

Excluded Combinations

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EN1040 The History of the English 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.

EN1050 Renaissance Drama: Shakespeare and his Contemporaries

Academic Year:	2019/0	Student Workload (hours)	
Module Level:	Year 1		Lectures 13
Scheme:	UG		Seminars 7
Department:	English		Practical Classes & Workshops 9
Credits:	30		Tutorials 2

	Fieldwork	
	Project Supervision	
	Guided Independent Study	269
	Demonstration	
	Supervised time in studio/workshop	
	Work Based Learning	
	Placement	
	Year Abroad	
	Total Module Hours	300

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 word 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%) (A, E and E1 Occurrence)
- One 2.5 hour examination (A and E Occurrence)
- One 2,500-word research essay, title to be discussed with seminar tutor (70%) (E1 Occurrence only)

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.

EN1050 Renaissance Drama: Shakespeare and his Contemporaries

Pre-Requisites

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Co-Requisites

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Excluded Combinations

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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 Medieval Culture

Academic Year: 2019/0
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	
Total Module Hours	300

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				
005	Passage analysis exercise	30				
006	Essay (2,500 words)	70				

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 (2,500 Words)	70		2		
002	Formative Presentation	0				
003	Passage Analysis Exercise	30				

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%
 Essay (2,500 words) - 70%
 Passage Analysis Exercise - 30%

EN2010 Chaucer and Medieval Culture

Pre-Requisites

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Co-Requisites

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Excluded Combinations

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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: 2019/0
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	
Total Module Hours	150

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 (2500 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 2500-word essay

Pre-Requisites

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Co-Requisites

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Excluded Combinations

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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: 2019/0 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 Total Module Hours 150
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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
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

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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: 2019/0
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	
Total Module Hours	150

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
105	Essay	100		0		

Period: Semester 2
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
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

-

EN2035 Viking Myths and Sagas

Excluded Combinations

-

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.

EN2036 Charles Dickens

Academic Year: 2019/0
Module Level: Year 2
Scheme: UG
Department: English
Credits: 15

Student Workload (hours)

Lectures	
Seminars	18
Practical Classes & Workshops	1
Tutorials	1
Fieldwork	
Project Supervision	
Guided Independent Study	130
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
Total Module Hours	150

Period: Semester 2
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	2,500 word essay	100				

Intended Learning Outcomes

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

- Construct clear and detailed written arguments concerning Dickens's novels, journalism, and shorter fiction
- Employ relevant historical, contextual, and critical knowledge in interpreting Dickens's works
- Demonstrate knowledge of the different literary traditions, genres, and conventions that influenced Dickens's writing (e.g. documentary realism, melodrama, detective fiction, ghost stories, fairy-tales, gothic fiction)
- Demonstrate close reading skills in interpreting Dickens's works
- 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, in addition to two small group tutorials focused on short extracts to support the development of close reading skills.

This module covers a range of Dickens's early and mature work, with sessions dedicated to his short stories and journalism, as well as a selection of the major novels. The set reading will facilitate an understanding of the author's lively engagement with a variety of social and political issues; the historical and literary context in which Dickens worked; and the innovative aspects of his fiction.

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

Pre-Requisites

-

Co-Requisites

-

Excluded Combinations

-

EN2036 Charles Dickens

Guided Independent Study: Indicative Activities

Independent study on this second year module will entail participants structuring time to read and reflect on a selection of Dickens's novels, shorter fiction, and journalism. Students will also be encouraged to explore the author's work via a range of critical approaches (e.g. historicist, psychoanalytic, feminist, postcolonial). Note-taking skills will be essential to develop seminar discussion, essay-writing, and presentation work at a sufficiently advanced level.

Independent study will also involve preparation of a short presentation (accompanied by powerpoint) on the text(s) for one seminar.

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).

EN2040 Sin and Redemption in the Middle Ages

Academic Year: 2019/0
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	
Total Module Hours	150

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 Sin and Redemption in the Middle Ages

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: 2019/0
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	
Total Module Hours	150

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 Love Wars: Gender, Writing and Society 1660-1789

Academic Year: 2019/0 Module Level: Year 2 Scheme: UG Department: English Credits: 15	Student Workload (hours) Lectures 9 Seminars 8 Practical Classes & Workshops 2 Tutorials Fieldwork Project Supervision Guided Independent Study 130 Demonstration Supervised time in studio/workshop 1 Work Based Learning Placement Year Abroad Total Module Hours 150
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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
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 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

One 2500 word essay

Pre-Requisites
Co-Requisites
Excluded Combinations

-

EN2050 Love Wars: Gender, Writing and Society 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: 2019/0
Module Level: Year 2
Scheme: UG
Department: English
Credits: 15

Student Workload (hours)

Lectures	10
Seminars	10
Practical Classes & Workshops	6
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	124
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
Total Module Hours	150

Period: Semester 2
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
004	Essay	90		0		
005	Completed autonomous learning group report.	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

Lectures
 Seminars
 Film screenings
 Autonomous learning group meetings

Assessment Methods

- * One report on the activity of the student's autonomous learning group within a specific week.
- * One 2500-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 do 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.

EN2090 Sociolinguistics

Academic Year: 2019/0
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	
Total Module Hours	150

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	5				
002	2,500 Word Essay	95				
003	Formative Assessment (300 words)	0				

Period: Semester 2
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	5				
002	2,500 Word Essay	95				
003	Formative Assessment (300 words)	0				

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 5%)
 One essay of 2,500 words (worth 95%)

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

EN2090 Sociolinguistics

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.

EN2131 Gothic

Academic Year: 2019/0
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 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
002	Essay (2,500 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: 2019/0
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 module, 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

Essay, bibliography exercise.

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: 2019/0
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	
Total Module Hours	300

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 Love Wars: Gender, Writing and Society, 1660-1789

Academic Year:	2019/0	Student Workload (hours)
Module Level:	Year 2	Lectures 17
Scheme:	UG	Seminars 11
Department:	English	Practical Classes & Workshops 2
Credits:	30	Tutorials
		Fieldwork
		Project Supervision
		Guided Independent Study 269
		Demonstration
		Supervised time in studio/workshop 1
		Work Based Learning
		Placement
		Year Abroad
		Total Module Hours 300

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 : 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 Love Wars: Gender, Writing and Society, 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: 2019/0
Module Level: Year 2
Scheme: UG
Department: English
Credits: 30

Student Workload (hours)

Lectures	19
Seminars	10
Practical Classes & Workshops	6
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	265
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
Total Module Hours	300

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

Lectures
 Seminars
 Film screenings
 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.

EN3028 Victorians: from Oliver Twist to The Picture of Dorian Gray

Academic Year: 2019/0
Module Level: Year 3
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 1
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	3000 word essay	100				
002	500 word formative assessment					

Intended Learning Outcomes

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

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

Teaching and Learning Methods

Teaching will be by seminars, which will include mini lectures introducing students to the broader contexts of Victorian literature and key themes of the set texts, as a basis for seminar discussion. There will also be an essay workshop and local field trips. Students will engage in guided 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.

Students enrolled on this module will automatically become undergraduate members of the University of Leicester's Victorian Studies Centre. This will entitle them to attend lectures and seminars run by the Centre. Attendance at VSC events will be on a voluntary basis.

Assessment Methods

3000 word essay
 500 word formative assessment

Pre-Requisites

-

Co-Requisites

-

Excluded Combinations

-

Guided Independent Study: Indicative Activities

Students will read, take notes and reflect on the set texts in advance of seminars and field trips. Preparatory activities will be guided by tutors. Some reading materials and guidance will be made available through Blackboard.

EN3030 Modern Literature

Academic Year: 2019/0
Module Level: Year 3
Scheme: UG
Department: English
Credits: 20

Student Workload (hours)

Lectures	12
Seminars	10
Practical Classes & Workshops	
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	128
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
Total Module Hours	150

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	Essay	100		3		
002	Formative essay					

Intended Learning Outcomes

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

- describe and analyse the themes and forms of literary texts from the period
- place texts in relation to literary historical and cultural developments in Britain in the first half of the twentieth century
- draw on theories of modern literature advanced during the period, as well as on current academic scholarship, to develop independent interpretations and evaluations of the work of the set authors

Teaching and Learning Methods

Seminar and Independent study

Assessment Methods

2500 word essay
Formative exercise

Pre-Requisites

-

Co-Requisites

-

Excluded Combinations

-

EN3030 Modern 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

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

Academic Year: 2019/0
Module Level: Year 3
Scheme: UG
Department: English
Credits: 15

Student Workload (hours)

Lectures	5
Seminars	10
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: Emma Parker
Mark Scheme: UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Essay (2000 words)	100		1		
002	Formative essay plan (1 side A4)	0		0		

Intended Learning Outcomes

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

- Outline key themes and concerns of the period
- situate texts in their social, historical and political contexts
- Show an awareness of the relationship between theme and form
- Construct a persuasive argument supported by relevant evidence
- Use appropriate critical vocabulary

Teaching and Learning Methods

The module is delivered by a series of weekly lectures, seminars, and screenings with introduction and discussion. 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 documentarais about the writers under consideration. Primary reading must be completed in advance of the seminars and students are expected to contribute to discussion.

Assessment workshop

Assessment Methods

One 2,000 word essay.
Formative essay plan

Pre-Requisites

-

Co-Requisites

-

Excluded Combinations

-

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

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.

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

Academic Year: 2019/0
Module Level: Year 3
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 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	Essay	100		0		

EN3102 Contemporary Women's Writing

Academic Year: 2019/0
Module Level: Year 3
Scheme: UG
Department: English
Credits: 15

Student Workload (hours)

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

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

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Formative: essay plan (1 side of A4)	0		0		
002	3,000 word essay	100		0		

Intended Learning Outcomes

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

- identify and offer a critical discussion of themes and issues central to contemporary women's writing;
- situate texts in their socio-historical context;
- assess the relationship between women's writing and feminism;
- debate how gender issues impact on the form and content of women's writing;
- appreciate the importance of intersectionality.

Teaching and Learning Methods

The module is taught through two-hour seminars.

Assessment Methods

Formative: essay plan (1 side of A4)
3,000 word essay

Pre-Requisites

-

Co-Requisites

-

Excluded Combinations

-

EN3102 Contemporary Women's Writing

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.

EN3112 Fantasy Literature and the Middle Ages

Academic Year: 2019/0
Module Level: Year 3
Scheme: UG
Department: English
Credits: 15

Student Workload (hours)

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

Period: Semester 2
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	Coursework (3,000 words)	100		0		

Intended Learning Outcomes

By the end of the module, students will possess:

- a sense of the range of methods and motivations for adaptations of or responses to medieval material
- familiarity with important works of medievalism and adaptation theory
- the ability to discuss adaptations of medieval material with detailed reference to the original contexts
- enhanced evaluative, analytical and presentational skills
- the ability to produce and closely edit a short story or piece of creative non-fiction in response to the primary reading material
- practice in providing constructive critical and technical feedback to creative writing by their peers
- the ability to produce creative responses to the reading material that reflect critical engagement with the issues discussed in the module

Teaching and Learning Methods

Teaching for this module will consist of a series of seminars. Activities may include group discussion, creative writing exercises, small group and individual presentations on an appropriate piece of secondary criticism or theory. Where necessary, the tutor will provide photocopies or scans of relevant material. Students are required to read the set primary and secondary material in advance of the sessions. The creative writing workshops require students to bring short pieces of writing for supportive feedback and discussion.

Assessment Methods

Either/OR

1. An essay of no more than 3000 words.

2. A portfolio containing:

i) one piece (or extract) of medievalist fiction, of no more than 1500 words;

ii) one reflective essay of no more than 1500 words, critically evaluating this piece in terms of its adaptation of the source material, literary techniques, characterization, and other aspects of the medium.

Pre-Requisites

-

Co-Requisites

-

Excluded Combinations

-

EN3115 Church and State in Medieval Literature

Academic Year: 2019/0
Module Level: Year 3
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 1
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 (Final) (3000 words)	100		0		

Intended Learning Outcomes

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

- analyze a range of disparate literary genres from a thematic perspective;
- analyze key political, theological, and legal concepts formulated in the middle ages, and identify and interpret their sustained influence on modern society;
- relate a range of 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 3000-word essay. Weekly presentations will be not be assessed.

Pre-Requisites

-

Co-Requisites

-

Excluded Combinations

-

EN3119 Writing Voices

Academic Year: 2019/0
Module Level: Year 3
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 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	20		0		
002	Creative piece (2500 words or equiv. to 7/8 pages of poetry or scripts)	60		0		
003	Reflective commentary (max. 750 words)	20		0		

Intended Learning Outcomes

On successful completion 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
- 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 workshops, 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. Formative assessment will take place in feedback workshops, in which students will bring in work in progress for peer and tutor feedback.

This module will be taught by Dr. Jonathan Taylor.

Assessment Methods

The oral presentation (20%) 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 2500 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 (20%) will discuss the process of writing the Creative piece, in relation to its wider context, 750 words. [Summative, submitted with the Creative piece.]

Pre-Requisites

-

Co-Requisites

-

Excluded Combinations

-

EN3119 Writing Voices

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.

EN3124 Woman and the Feminine in Medieval and Renaissance Literature

Academic Year: 2019/0 Module Level: Year 3 Scheme: UG Department: English Credits: 15	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
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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 3000-word essay with illustrations. Weekly presentations will not be assessed.

Pre-Requisites

-

Co-Requisites

-

Excluded Combinations

-

EN3142 Criminal Women in Early Modern Literature

Academic Year: 2019/0
Module Level: Year 3
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 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 (3000 words)	100		0		

Intended Learning Outcomes

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

- Construct clear and detailed written arguments concerning early modern works on crime and deviance
- Employ relevant historical knowledge in interpreting particular examples of early modern crime writing
- Demonstrate knowledge of the literary traditions and conventions which influenced the writing and publishing of early crime writing
- Use major online tools for the early modern period to pursue individual research interests
- 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 pursues approaches from the field known as the history of the book in order to examine the authorship, publishing, and marketing of early modern crime narratives across a range of genres. To facilitate this, the module includes a training session in the Library's Special Collection Room in order to build confidence in handling and analysing editions of books from the seventeenth and eighteenth centuries.

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

One 3,000 word essay.

Pre-Requisites

-

Co-Requisites

-

Excluded Combinations

-

EN3142 Criminal Women in Early Modern Literature

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. newspapers, pamphlets, plays, novels). Note-taking skills will be essential to develop seminar discussion, essaywriting,

and presentation work at a sufficiently advanced level. While many texts will be read in modern editions, others will be read in their early publication format, to enable research into publication and audiences.

Independent study will also involve preparation of a short presentation (accompanied by powerpoint or prezi) on the texts for one seminar.

For essay, presentation and seminar discussion, students will be required to make use of electronic research tools (such as Early

English Books Online) to access copies of early editions online and 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).

EN3144 The Thatcher Factor: The 1980s in Literature

Academic Year: 2019/0
Module Level: Year 3
Scheme: UG
Department: English
Credits: 15

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

Period: Semester 2
Occurrence: E
Coordinator: Emma Parker
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		0		
002	Formative: Essay plan	0				

Intended Learning Outcomes

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

- Identify major writers, events and topics in the period
- Critically discuss central themes in literature of the period
- Situate texts in their social, historical and political context
- Critically appraise the relationship between theme and form

Teaching and Learning Methods

2 hour seminars

Assessment Methods

One 3000-word essay.

Pre-Requisites

-

Co-Requisites

-

Excluded Combinations

-

EN3144 The Thatcher Factor: The 1980s in 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.

EN3147 Romanticism

Academic Year: 2019/0
Module Level: Year 3
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 1
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	3,000 word essay	100		0		
002	500 word formative piece	0				

Intended Learning Outcomes

On successful completion of the module, students should be able to:
 demonstrate detailed knowledge and critical understanding of a range of Romantic period writings.
 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 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 two hour 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 500 word formative exercise and to give a five minute presentation based on this. The formative exercise may be used to inform the essay.

Guided Independent Study: Indicative Activities.
 Final year 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:
 set reading and structured tasks by way of preparation for the weekly seminar
 online reading list of recommended primary and secondary texts
 written feedback on the formative exercise and in-seminar feedback on the five minute presentation
 an opportunity to review assessments and feedback with a tutor

Assessment Methods

3000-word essay.
 500 word formative piece.

EN3147 Romanticism

Pre-Requisites

-

Co-Requisites

-

Excluded Combinations

-

EN3151 Classical Worlds: Translation and Reception

Academic Year: 2019/0
Module Level: Year 3
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 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
086	1000-word passage analysis	30		0		
087	2500-word essay (Final)	70		0		

Intended Learning Outcomes

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

- Demonstrate awareness of how the classical tradition has influenced the development of English literature.
- Understand and discuss how the practice of literary translation differs according to the author's purpose, cultural context, and intended readership.
- Understand and discuss the relevance of contemporary cultural and political contexts to classical texts and their English adaptations.
- Offer a detailed analysis of the linguistic and literary aspects of a translation/adaptation of a classical text, identifying its rhetorical and stylistic features and commenting on their significance
- Present formally on their ideas and interpretations to the tutor and peers

Teaching and Learning Methods

The module will be taught as weekly two-hour seminars, for which students will be expected to do the required primary and – on occasion – secondary reading in advance.

Where relevant, audio-visual material will be included in the seminar to support the students' learning, e.g. contemporary settings of poetry to music (to demonstrate the musical and oral origins of classical poetry); excerpts from relevant film or television productions to show how central a role dramatic adaptation has played in the history of classical and English poetry. As a formative exercise to help prepare for the passage analysis and the essay, on a weekly basis one or two students will be required to give a five-minute unassessed presentation on a specific example of their choice from the text(s) under discussion that week.

Assessment Methods

1000 word passage analysis and 2500 word essay

Pre-Requisites

-

Co-Requisites

-

Excluded Combinations

-

EN3151 Classical Worlds: Translation and Reception

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.

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

Academic Year: 2019/0
Module Level: Year 3
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 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
001	ESSAY (3000 words) (Final)	100				

Intended Learning Outcomes

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

- Show knowledge and understanding of novels by Jane Austen in relation to selected 18th- and 19th-century contextual materials or contemporary film adaptations
- Critically analyse key themes within novels by Jane Austen and selected 18th- and 19th-century contextual materials or contemporary film adaptations.
- Relate novels by Jane Austen to selected 18th- and 19th-century contextual materials and/or contemporary film adaptations, within an argument informed by relevant critical literature
 - Respond clearly and analytically in writing to questions posed about Austen's novels, their contexts or their adaptations
 - 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 Jane Austen's novels and their film adaptations in relation to key historical contexts and critical debates. The main activity of the seminar will be guided student discussion of the set texts (Austen's novels; selected 18th- and 19th-century primary contextual materials; contemporary film adaptations; and contemporary critical essays). 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

One essay.

Pre-Requisites

-

Co-Requisites

-

Excluded Combinations

-

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

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.

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

Academic Year: 2019/0
Module Level: Year 3
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 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
001	Essay- 3,000 words	100		0		

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- 3,000 words	100		0		

Intended Learning Outcomes

On successful completion 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 3,000 words. Students are encouraged to use images in their essays.

Pre-Requisites

-

Co-Requisites

-

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

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.

EN3200 Twenty First Century Global Fiction

Academic Year: 2019/0
Module Level: Year 3
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 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	3,000 word essay	100				

Intended Learning Outcomes

On successful completion of the modules, 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

Teaching and Learning Methods

The module will be taught in weekly two-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. Seminars will vary in format, combining whole-class discussion with structured tasks in smaller groups.

Assessment Methods

One essay of no more than 3000 words.

Pre-Requisites

-

Co-Requisites

-

Excluded Combinations

-

EN3200 Twenty First Century Global Fiction

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.

EN3204 Writing For Laughs

Academic Year: 2019/0
Module Level: Year 3
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: 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

On successful completion 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
- write, using techniques they have acquired, for and about some of these contexts; and 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 workshops; rehearsals for Oral Presentations, 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. Formative assessment will take place in the feedback workshops, in which students will bring in work in progress for peer and tutor feedback.

This module will be taught by Dr. Jonathan Taylor.

Assessment Methods

- ORAL PRESENTATION (live or recorded)
- CREATIVE AND CRITICAL PORTFOLIO (up to a maximum of 3000 words in total). 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 1000 words of the whole. 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.

Pre-Requisites

-

Co-Requisites

-

EN3204 Writing For Laughs

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.

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

Academic Year:	2019/0	Student Workload (hours)
Module Level:	Year 3	Lectures
Scheme:	UG	Seminars 18
Department:	English	Practical Classes & Workshops 2
Credits:	15	Tutorials
		Fieldwork
		Project Supervision
		Guided Independent Study 130
		Demonstration
		Supervised time in studio/workshop
		Work Based Learning
		Placement
		Year Abroad
		Total Module Hours 150

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

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 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 set reading will acquaint students with a wide variety of writing about the dead, from high cultural forms such as elegy, to popular genres including ghost stories and gothic fiction.

This course involves nine two-hour seminars, which will include small group and plenary discussion based upon the set reading, as well as a two-hour fieldwork activity (based at Welford Road Cemetery). Over the course of term, students will be expected to write two short blog posts, involving independent research of a source relevant to the scheduled week's text/topic, as well as commenting upon blogs by peers.

Students will also have the opportunity to deliver a short, unassessed seminar presentation, individually, or as part of a group, with feedback provided by the seminar tutor. 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.

In preparation for the 3,000 word essay, students will have the opportunity to submit a one-sided essay plan and up to 500 words of draft material, for formative feedback from the tutor.

Assessment Methods

essay; formative presentation; blog contributions

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

Pre-Requisites

-

Co-Requisites

-

Excluded Combinations

-

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.

EN3328 Victorians: from Oliver Twist to The Picture of Dorian Gray

Academic Year: 2019/0
Module Level: Year 3
Scheme: UG
Department: English
Credits: 30

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 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	5000 word essay	100				
002	500 word formative assessment	0				

Intended Learning Outcomes

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

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

Teaching and Learning Methods

Teaching will be by seminars, which will include mini lectures introducing students to the broader contexts of Victorian literature and key themes of the set texts, as a basis for seminar discussion. There will also be an essay workshop and local field trips. Students will engage in guided 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. Students enrolled on this module will automatically become undergraduate members of the University of Leicester's Victorian Studies Centre. This will entitle them to attend lectures and seminars run by the Centre. Attendance at VSC events will be on a voluntary basis.

Assessment Methods

-

Pre-Requisites

-

Co-Requisites

-

Excluded Combinations

-

Guided Independent Study: Indicative Activities

Students will read, take notes and reflect on the set texts in advance of seminars and field trips. Preparatory activities will be guided by tutors. Some reading materials and guidance will be made available through Blackboard.

EN3340 Postwar to Postmodern: Literature 1945-Present

Academic Year: 2019/0
Module Level: Year 3
Scheme: UG
Department: English
Credits: 30

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: Emma Parker
Mark Scheme: UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Passage Analysis (1,000 words)	30				
002	Essay (3,000 words)	70				

Intended Learning Outcomes

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

- Outline key themes and concerns of the period, construct a persuasive argument
- Situate texts in their social, historical and political context, critically compare two texts
- Identify the salient features of realism, postmodernism and postcolonialism in a literary context
- Show an awareness of the relationship between theme and form
- Use appropriate critical vocabulary, evaluate and synthesise critical views

Teaching and Learning Methods

Lecture, seminar, screenings with introduction and discussion, assessment workshop.

Assessment Methods

3000 word essay
 1000 word passage analysis

Pre-Requisites

-

Co-Requisites

-

Excluded Combinations

-

EN3340 Postwar to Postmodern: Literature 1945-Present

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.