EN1010  Reading English

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

Student Workload (hours)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Lectures</td>
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<tr>
<td>Seminars</td>
<td>8</td>
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<tr>
<td>Practical Classes &amp; Workshops</td>
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<tr>
<td>Tutorials</td>
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<td>Fieldwork</td>
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<tr>
<td>Project Supervision</td>
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<tr>
<td>Guided Independent Study</td>
<td>121</td>
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<td>Demonstration</td>
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<tr>
<td>Supervised time in studio/workshop</td>
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<td>Work Based Learning</td>
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<td>Placement</td>
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<td>Year Abroad</td>
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<td>Total Module Hours</td>
<td>150</td>
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</table>

Period: Semester 1
Occurrence: A
Coordinator: UG Module Mark Scheme

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

Last Published: 27 September 2019
Module Specification

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.
Module Specification

EN1020 A Literary Genre: the Novel

Student Workload (hours)

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<th>Activity</th>
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<td>Lectures</td>
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<td>Seminars</td>
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<td>Tutorials</td>
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<td>Fieldwork</td>
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<td>Placement</td>
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<td>Year Abroad</td>
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<tr>
<td>Total Module Hours</td>
<td>300</td>
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</table>

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

-

Co-Requisites

-

Excluded Combinations

-

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

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

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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<thead>
<tr>
<th>No.</th>
<th>Assessment Description</th>
<th>Weight %</th>
<th>Qual Mark</th>
<th>Exam Hours</th>
<th>Ass't Group</th>
<th>Alt Reass't</th>
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<tr>
<td>001</td>
<td>Creative Writing piece - 1500 words max. of creative non-fiction, or 5-6 pages of poetry</td>
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<td>002</td>
<td>Reflective Commentary - 750 words</td>
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Intended Learning Outcomes

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

Teaching and Learning Methods

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

Assessment Methods

Creative Writing and Reflective Commentary

Pre-Requisites

-

Co-Requisites

-

Excluded Combinations

-
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.
Module Specification

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

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

Student Workload (hours)

<table>
<thead>
<tr>
<th>Lectures</th>
<th>Seminars</th>
<th>Practical Classes &amp; Workshops</th>
<th>Tutorials</th>
<th>Fieldwork</th>
<th>Project Supervision</th>
<th>Guided Independent Study</th>
<th>Demonstration</th>
<th>Work Based Learning</th>
<th>Placement</th>
<th>Year Abroad</th>
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</table>

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

Intended Learning Outcomes

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

Teaching and Learning Methods

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

Assessment Methods

Creative Writing and Reflective Commentary

Pre-Requisites

EN1025

Co-Requisites

-

Excluded Combinations

-
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.

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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

Period: Semester 1
Occurrence: A
Coordinator: 
Mark Scheme: UG Honours Level Module Mark Scheme

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

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
- 

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Description</th>
<th>Weight %</th>
<th>Qual Mark</th>
<th>Exam Hours</th>
<th>Ass't Group</th>
<th>Alt Reass't</th>
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<td>001</td>
<td>Analysis of language (1200 words)</td>
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</table>
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.

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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.
Module Specification

EN1037  Describing Language

Module Specification

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

Student Workload (hours)

<table>
<thead>
<tr>
<th>Lectures</th>
<th>Seminars</th>
<th>Practical Classes &amp; Workshops</th>
<th>Tutorials</th>
<th>Fieldwork</th>
<th>Project Supervision</th>
<th>Guided Independent Study</th>
<th>Demonstration</th>
<th>Supervised time in studio/workshop</th>
<th>Work Based Learning</th>
<th>Placement</th>
<th>Year Abroad</th>
<th>Total Module Hours</th>
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</table>

Period: Semester 2
Occurence: A
Coordinator:
Mark Scheme: UG Module Mark Scheme

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

-

Last Published: 27 September 2019
Module Specification

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.

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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.
Module Specification

EN1040  The History of the English Language

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

Student Workload (hours)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Lectures</th>
<th>Seminars</th>
<th>Practical Classes &amp; Workshops</th>
<th>Tutorials</th>
<th>Fieldwork</th>
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Period: Semester 2
Occurrence: A
Coordinator: 
Mark Scheme: UG Module Mark Scheme

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

Intended Learning Outcomes

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

Teaching and Learning Methods

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

Assessment Methods

The module is assessed by one project.

Pre-Requisites

-

Co-Requisites

-

Excluded Combinations

-
Guided Independent Study: Indicative Activities

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

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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.
Module Specification

EN1050  Renaissance Drama: Shakespeare and his Contemporaries

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

Study Workload (hours)

<table>
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<th>Activity</th>
<th>Lectures</th>
<th>Seminars</th>
<th>Practical Classes &amp; Workshops</th>
<th>Tutorials</th>
<th>Fieldwork</th>
<th>Project Supervision</th>
<th>Guided Independent Study</th>
<th>Demonstration</th>
<th>Supervised time in studio/workshop</th>
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Period: Semester 2
Occurrence: A
Coordinator: Mary Ann Lund
Mark Scheme: UG Module Mark Scheme

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
- 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.

Pre-Requisites
-

Co-Requisites
-

Excluded Combinations
-
Guided Independent Study: Indicative Activities

University students are expected to engage in independent study in order to develop their knowledge and skills; 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
Module Specification

EN2010 Chaucer and Medieval Culture

Academic Year: 2019/0
Module Level: Year 2
Scheme: UG
Department: English
Credits: 30

Period: Semester 1
Occurrence: A
Coordinator:
Mark Scheme: UG Module Mark Scheme

Student Workload (hours)
- Lectures: 19
- Seminars: 10
- Practical Classes & Workshops: 10
- Tutorials: 1
- Fieldwork: 1
- Project Supervision: 1
- Supervised time in studio/workshop: 1
- Work Based Learning: 1
- Placement: 1
- Year Abroad: 1
- Total Module Hours: 300

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%

Pre-Requisites
-

Co-Requisites
-

Excluded Combinations
-

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

Last Published: 27 September 2019
## Module Specification

### EN2020 Renaissance Literature

**Academic Year:** 2019/0

**Module Level:** Year 2

**Scheme:** UG

**Department:** English

**Credits:** 15

**Period:** Semester 1

**Occurrence:** A

**Coordinator:** Sarah Knight

**Mark Scheme:** UG Module Mark Scheme

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<th>No.</th>
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<th>Exam Hours</th>
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</table>

### 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

- 

### Co-Requisites

- 

### Excluded Combinations

- 

### Guided Independent Study: Indicative Activities

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

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Last Published: 27 September 2019
Module Specification

EN2030  Beginnings of English Literature

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

Student Workload (hours)
Lectures 0
Seminars 10
Practical Classes & Workshops 10
Tutorials 0
Fieldwork 0
Project Supervision 0
Guided Independent Study 130
Demonstration 0
Supervised time in studio/workshop 0
Work Based Learning 0
Placement 0
Year Abroad 0
Total Module Hours 150

Period: Semester 1
Occurence: A
Coordinator: David Clark
Mark Scheme: UG Module Mark Scheme

Intended Learning Outcomes
On successful completion of the module, students should be able to:
• demonstrate an introductory knowledge of Old English literature within its appropriate historical period
• demonstrate appropriate evaluative and analytical skills
• apply close reading techniques to premodern literature in translation

Teaching and Learning Methods
A range of texts in translation will be studied closely in seminars and workshop/lectures, such as:
Beowulf; riddles; elegies; saints’ lives; war poetry; and historical narratives.
They will be considered in relation to themes such as: History and its (Re)writing; Monsters and Magic; Women and Men;
Apocalypse; Vikings; Heroes and Saints; Mystery and Enigma; Genre; Anglo-Saxon Afterlives.
Workshop/lectures will provide students with the means to engage critically with the core texts and their cultural context, and
introduce students to a multi-disciplinary approach to literature, using literary theory, art history, and manuscript studies to
illuminate texts. In seminars students will reflect on their knowledge and understanding of the key texts supported by close
analysis.

Assessment Methods
Essay

Pre-Requisites
-

Co-Requisites
-

Excluded Combinations
-

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

Last Published: 27 September 2019
Module Specification

**EN2035  Viking Myths and Sagas**

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

**Student Workload (hours)**

<table>
<thead>
<tr>
<th>Lectures</th>
<th>Seminars</th>
<th>Practical Classes &amp; Workshops</th>
<th>Tutorials</th>
<th>Fieldwork</th>
<th>Project Supervision</th>
<th>Guided Independent Study</th>
<th>Demonstration</th>
<th>Supervised time in studio/workshop</th>
<th>Work Based Learning</th>
<th>Placement</th>
<th>Year Abroad</th>
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**Period:** Semester 1  
**Occurrence:** A  
**Coordinator:** David Clark  
**Mark Scheme:** UG Module Mark Scheme

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**Period:** Semester 2  
**Occurrence:** A  
**Coordinator:** David Clark  
**Mark Scheme:** UG Module Mark Scheme

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</table>

**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**

- 

Last Published: 27 September 2019
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.
**Module Specification**

**EN2036  Charles Dickens**

<table>
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<th>Academic Year:</th>
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<td>Coordinator:</td>
<td>Claire Wood</td>
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<tr>
<td>Mark Scheme:</td>
<td>UG Module Mark Scheme</td>
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</table>

**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 innovatory 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**

- 

**Student Workload (hours)**

<table>
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<td>Tutorials</td>
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<td>Fieldwork</td>
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<td>Project Supervision</td>
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<tr>
<td>Guided Independent Study</td>
<td>130</td>
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<td>Demonstration</td>
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<td>Work Based Learning</td>
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<td>Placement</td>
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**Assessment Description**

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<td></td>
<td>100</td>
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</tbody>
</table>
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: 2019/20  
Module Level: Year 2  
Scheme: UG  
Department: English  
Credits: 15  

Student Workload (hours)

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<td>Fieldwork</td>
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<td>Project Supervision</td>
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<td>Demonstration</td>
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<td>Supervised time in studio/workshop</td>
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<td>Year Abroad</td>
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Period: Semester 2  
Occurrence: A  
Coordinator:  
Mark Scheme: UG Module Mark Scheme  

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</table>

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.
### Module Specification

**Module: Reading Old English**

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Description</th>
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<th>Qual Mark</th>
<th>Exam Hours</th>
<th>Ass't Group</th>
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</table>

#### 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

- 

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Last Published: 27 September 2019
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.
Module Specification

EN2050  Love Wars: Gender, Writing and Society 1660-1789

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

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

Student Workload (hours)

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<th>Seminars</th>
<th>Practical Classes &amp; Workshops</th>
<th>Tutorials</th>
<th>Fieldwork</th>
<th>Project Supervision</th>
<th>Guided Independent Study</th>
<th>Demonstration</th>
<th>Work Based Learning</th>
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</table>

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

-
Guided Independent Study: Indicative Activities

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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.
## 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

- 

### Module Specification

**EN2060 Concepts in Criticism**

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Description</th>
<th>Weight %</th>
<th>Qual Mark</th>
<th>Exam Hours</th>
<th>Ass't Group</th>
<th>Alt Reass't</th>
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**Student Workload (hours)**

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<th>Activity</th>
<th>Hours</th>
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<td>Practical Classes &amp; Workshops</td>
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<td>Tutorials</td>
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<td>Supervised time in studio/workshop</td>
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<td>Work Based Learning</td>
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**Period:** Semester 2  
**Occurrence:** A  
**Coordinator:** Lucy Evans  
**Mark Scheme:** UG Module Mark Scheme
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.

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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.
Module Specification

EN2070  Using Stories

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

Student Workload (hours)

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<thead>
<tr>
<th>Lectures</th>
<th>Seminars</th>
<th>Practical Classes &amp; Workshops</th>
<th>Tutorials</th>
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Period: Semester 1
Occurrence: A
Coordinator: Jonathan Taylor
Mark Scheme: UG Module Mark Scheme

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

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

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

Assessment Methods
Creative Writing and Reflective commentary

Pre-Requisites

Co-Requisites

Excluded Combinations
Guided Independent Study: Indicative Activities

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- 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.
Module Specification

EN2080  Advanced Creative Writing Skills

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

Student Workload (hours)

<table>
<thead>
<tr>
<th>Lectures</th>
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<th>Practical Classes &amp; Workshops</th>
<th>Tutorials</th>
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Period: Semester 2  
Occurrence: A  
Coordinator: Harry Whitehead  
Mark Scheme: UG Module Mark Scheme

Intended Learning Outcomes

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

Teaching and Learning Methods

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

Assessment Methods

Creative Writing, oral presentation and Reflective Commentary

Pre-Requisites

Co-Requisites

Excluded Combinations

Last Published: 27 September 2019
Guided Independent Study: Indicative Activities

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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.
## Module Specification

**EN2090   Sociolinguistics**

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<td>Credits:</td>
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### Period: Semester 1

| Occurrence: | A |
| Coordinator: | Cathleen Waters |
| Mark Scheme: | UG Module Mark Scheme |

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Description</th>
<th>Weight %</th>
<th>Qual Mark</th>
<th>Exam Hours</th>
<th>Ass't Group</th>
<th>Alt Reass't</th>
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<tr>
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### Period: Semester 2

| Occurrence: | A |
| Coordinator: | Cathleen Waters |
| Mark Scheme: | UG Module Mark Scheme |

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Description</th>
<th>Weight %</th>
<th>Qual Mark</th>
<th>Exam Hours</th>
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<td>0</td>
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</tbody>
</table>

### 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

---

**Student Workload (hours)**

- Lectures: 10 (Semesters 1 and 2)
- Seminars: 9 (Semesters 1 and 2)
- Tutorials: 9 (Semesters 1 and 2)
- Fieldwork: 1 (Semester 1 and 2)
- Project Supervision: 1 (Semester 1 and 2)
- Guided Independent Study: 130 (Semester 2)
- Demonstration: 130 (Semester 2)
- Work Based Learning: 130 (Semester 2)

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<thead>
<tr>
<th>Fieldwork</th>
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<th>Work Based Learning</th>
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**Last Published:** 27 September 2019
Excluded Combinations

Guided Independent Study: Indicative Activities

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- 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.
### Module Specification

**EN2131  Gothic**

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

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

#### 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.
Module Specification

EN2192  Diversifying the Publishing Industry

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

Student Workload (hours)

<table>
<thead>
<tr>
<th>Lectures</th>
<th>Seminars</th>
<th>Practical Classes &amp; Workshops</th>
<th>Tutorials</th>
<th>Fieldwork</th>
<th>Project Supervision</th>
<th>Guided Independent Study</th>
<th>Demonstration</th>
<th>Supervised time in studio/workshop</th>
<th>Work Based Learning</th>
<th>Placement</th>
<th>Year Abroad</th>
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</table>

Total Module Hours 150

Period: Semester 2
Occurrence: A
Coordinator: Lucy Evans
Mark Scheme: UG Module Mark Scheme

No. | Assessment Description                    | Weight % | Qual Mark | Exam Hours | Ass't Group | Alt Reass't |
--- | -----------------------------------------|-----------|-----------|------------|-------------|-------------|
001 | 1500 word essay                          | 40        |           | 0          |             |             |
002 | 1500 word reflective commentary          | 60        |           | 0          |             |             |

Period: Semester 2
Occurrence: B
Coordinator: Lucy Evans
Mark Scheme: UG Module Mark Scheme

No. | Assessment Description                    | Weight % | Qual Mark | Exam Hours | Ass't Group | Alt Reass't |
--- | -----------------------------------------|-----------|-----------|------------|-------------|-------------|
001 | 1500 word essay                          | 60        |           | 0          |             |             |
002 | 1500 word reflective commentary          | 40        |           | 0          |             |             |

Intended Learning Outcomes

On successful completion of the module, students should be able to:
- Extend their analysis of literary texts to the circumstances of their production, marketing and reception
- Show knowledge of the literary sector in the UK, both theoretical and practical
- Investigate and evaluate the importance of multi-media capabilities to twenty-first-century publishing
- Demonstrate effective verbal and written communication skills
- Work effectively on their own (using their own initiative) and as part of a team

Teaching and Learning Methods

The module will be taught in five two-hour seminars and three two-hour practical workshops. This will be combined with the practical training provided by an e-placement. There are fewer set texts than for other special subjects to make time for the e-placement.

You will need to undertake a placement as part of the module and you will need to apply for an enhanced DBS (Disclosure and Barring Service), especially if your placement is in a setting that comes into contact with children and vulnerable adults. The University only accepts a University of Leicester DBS check; the application and the cost of the enhanced DBS check remain the responsibility of the student. You will be provided with information when and how to apply.

Assessment Methods
- 1500 word essay
- 1500 word reflective commentary

Pre-Requisites

Last Published: 27 September 2019
EN2192    Diversifying the Publishing Industry

Co-Requisites

Excluded Combinations

Guided Independent Study: Indicative Activities

Preparation sheets will be provided in advance of seminars with questions to help direct independent study. Students will complete a weekly reflective journal on their e-placement work which will be monitored by the seminar tutor. Students will contribute to a weekly group blog to encourage peer support during the e-placement.
EN2193  Language in the Digital Age

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

Period: Semester 1
Occurrence: A
Coordinator:
Mark Scheme: UG Module Mark Scheme

Assessment Methods
- 
Pre-Requisites
- 
Co-Requisites
- 
Excluded Combinations
- 
Guided Independent Study: Indicative Activities
Refer to Appendix 2 (Guided Independent Study) of the English Programme Specifications for a comprehensive list of indicative activities.

Intended Learning Outcomes
On successful completion of the module, students should be able to:
- an understanding of the interactions between language and digital technologies
- an appreciation of the ways in which digital technologies can support linguistic analysis
- a good understanding of relevant theoretical issues

Teaching and Learning Methods
This module will be taught through a series of hands-on workshops. It will introduce students to theories of language in digital environments. It will encourage and enable the students to explore and apply digital tools developed for language analysis, and develop their understanding of strategies suitable for the analysis of digitally-mediated language use. The workshops will involve students working individually and in small groups to tackle research questions and explore the affordances of a range of digital tools; students will build a portfolio from their workshop activities that constitutes 20% of the assessment of the module, and which will build up to their final project (80% of the assessment for the module).
## Module Specification

### EN2196  English and Education

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Description</th>
<th>Weight %</th>
<th>Qual Mark</th>
<th>Exam Hours</th>
<th>Ass't Group</th>
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### Student Workload (hours)

<table>
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<tr>
<th>Lectures</th>
<th>Seminars</th>
<th>Practical Classes &amp; Workshops</th>
<th>Tutorials</th>
<th>Fieldwork</th>
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### Period:
Semester 2

### Occurrence:
A

### Coordinator:
Chryso Hadjidemetriou

### Mark Scheme:
UG Module Mark Scheme

### Intended Learning Outcomes

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

- Gain an enhanced understanding and experience of teaching at primary or secondary level
- Gain an ability to create imaginative and accessible teaching resources based on their own learning
- Gain skills in planning lessons and teaching materials appropriate to groups they are working with
- Gain an insight into English school curricula; an understanding of school student needs and strategies for meeting them
- Improve communication skills
- Gain a greater appreciation of their own subject knowledge and the opportunity to develop this by engaging school students in effective learning
- Gain increased awareness of the value of transferable skills gained during an English degree.

You will need to undertake a placement as part of the module and you will need to apply for an enhanced DBS (Disclosure and Barring Service), especially if your placement is in a setting that comes into contact with children and vulnerable adults. The University only accepts a University of Leicester DBS check remain the responsibility of the student. You will be provided with information when and how to apply.

### Teaching and Learning Methods

Introductory non-subject specific workshops on teaching (6 hours in semester delivered by School and College Services) - including how the placement can help to address school student needs, child protection, training in classroom management, an introduction to learning styles, curriculum design, child protection.

Workshops run by the School of English, which will present models for making material from the degree accessible and engaging in the classroom, strategies for reaching a range of learners and catering for a variety of learning styles, ways to support the school curriculum.

In placement training and learning from the class teacher and support staff, over ten half-day sessions in local schools to be organised by School and College Services.

Peer review - individual and peer group reflection.

### Assessment Methods

- **Project (50%)**: 2000 words
- **Reflective Log (30%)**: 1000 words
- **Teacher Assessment (20%)**

---

The University of Leicester DBS check remain the responsibility of the student. You will be provided with information when and how to apply.
Guided Independent Study: Indicative Activities

During placement students are responsible for their own independent research and study into teaching methodology. They are expected to conduct their own research about the placement school, their policies and ethos, their safeguarding provisions etc (areas which are outlined in their reflective log) whilst at the same time develop reflective skills on the decisions they make in preparing and teaching a lesson.
Module Specification

EN2197  LITERARY LEICESTER

Academic Year: 2019/0
Module Level: Year 2
Scheme: UG
Department: English
Credits: 30

Student Workload (hours)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
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<td>Year Abroad</td>
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<tr>
<td>Total Module Hours</td>
<td>300</td>
</tr>
</tbody>
</table>

Period: Academic Year
Occurrence: A
Coordinator: UG Module Mark Scheme

Intended Learning Outcomes

On successful completion of the module, students should be able to:
- Design a medium-size cultural event.
- Evaluate existing major cultural events and apply lessons learned.
- Demonstrate practical and theoretical knowledge of cultural events design and management.
- Propose and present lucid and workable strategies for all aspects of cultural events management.
- Rate, appraise and review all aspects of the festival's delivery and outcome, and reflect on their own performance.

Teaching and Learning Methods

This module supports students to design and run a medium-size literary festival, using the university's existing brand 'Literary Leicester.' Students will be required to oversee all aspects of running a literary festival, including:

1. Festival theory and design
2. Content population (finding authors and designing and arranging events)
3. Festival logistics (author and events oversight [invoices, travel etc.], venues, catering, risk assessment, staffing etc.)
4. Festival marketing
5. Running the festival itself
6. Post-festival 'wash-up'

Weekly teaching will consist of 2 hour workshops or ‘team meetings’, which may include large group strategy discussion, small group and individual presentations, lectures by tutors and university experts in events management, marketing, individual and group writing projects (including catalogues, social media, website provision and overall festival design).

Assessment Methods

Pre-Requisites

Co-Requisites

Excluded Combinations

Last Published: 27 September 2019
Guided Independent Study: Indicative Activities

Small student groups will undertake specific tasks, relating to the elements listed above. As such, this module contains significant time spent on ALG work, as well as independent individual research and study.
### Early Modern Fantasies and Fears

**Module Specification**

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Description</th>
<th>Weight %</th>
<th>Qual Mark</th>
<th>Exam Hours</th>
<th>Ass't Group</th>
<th>Alt Reass't</th>
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<tbody>
<tr>
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**Period:** Semester 1  
**Occurrence:** A  
**Coordinator:** Ben Parsons  
**Mark Scheme:** UG Module Mark Scheme

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

### 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

- 

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**Last Published:** 27 September 2019
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

<table>
<thead>
<tr>
<th>Academic Year:</th>
<th>2019/0</th>
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</thead>
<tbody>
<tr>
<td>Module Level:</td>
<td>Year 2</td>
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<td>Scheme:</td>
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<td>Department:</td>
<td>English</td>
</tr>
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<td>Credits:</td>
<td>30</td>
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</table>

#### Student Workload (hours)

- Lectures: 17
- Seminars: 11
- Practical Classes & Workshops: 3
- Tutorials: 0
- Fieldwork: 0
- Project Supervision: 0
- Demonstration: 0
- Guided Independent Study: 269
- Placement: 0
- Year Abroad: 0
- Total Module Hours: 300

#### 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

<table>
<thead>
<tr>
<th>Assessment Description</th>
<th>Weight %</th>
<th>Qual Mark</th>
<th>Exam Hours</th>
<th>Ass't Group</th>
<th>Alt Reass't</th>
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<tr>
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</tr>
<tr>
<td>Passage analysis (1500 words)</td>
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#### Last Published: 27 September 2019
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.
Module Specification

EN2350  Love Wars: Gender, Writing and Society, 1660-1789

Academic Year: 2019/0
Module Level: Year 2
Scheme: UG
Department: English
Credits: 30

Student Workload (hours)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Lectures</th>
<th>Seminars</th>
<th>Practical Classes &amp; Workshops</th>
<th>Tutorials</th>
<th>Fieldwork</th>
<th>Project Supervision</th>
<th>Demonstration</th>
<th>Guided Independent Study</th>
<th>Placement</th>
<th>Year Abroad</th>
<th>Total Module Hours</th>
</tr>
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<td></td>
<td>300</td>
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</tbody>
</table>

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

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
-
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

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
-
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.

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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.
# Module Specification

## EN3010  Dissertation

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

### Student Workload (hours)

<table>
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<th>Activity</th>
<th>Hours</th>
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<td>Seminars</td>
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<td>Tutorials</td>
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<td>Fieldwork</td>
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<td>Project Supervision</td>
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<td>Guided Independent Study</td>
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<td>Work Based Learning</td>
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### Period:
- **Semester 1**
- **Occurrence:** A
- **Coordinator:** Julian North
- **Mark Scheme:** UG Module Mark Scheme

<table>
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<th>No.</th>
<th>Assessment Description</th>
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<th>Qual Mark</th>
<th>Exam Hours</th>
<th>Ass't Group</th>
<th>Alt Reass't</th>
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<tbody>
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### Period:
- **Semester 2**
- **Occurrence:** A
- **Coordinator:** Julian North
- **Mark Scheme:** UG Module Mark Scheme

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Description</th>
<th>Weight %</th>
<th>Qual Mark</th>
<th>Exam Hours</th>
<th>Ass't Group</th>
<th>Alt Reass't</th>
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<td>Dissertation</td>
<td>90</td>
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</table>

### Intended Learning Outcomes

On successful completion of the module, students should be able to:
- formulate a research question, carry out research, and write an extended report on that research using the appropriate academic conventions
- summarize research plans and method in an oral presentation addressed to an audience of peers
- use and record information in a critical fashion in organizing and carrying out their research
- apply relevant methods for studying English to solving problems which they have identified in their research planning
- reflect on and taken steps to further develop (where necessary) a range of key skills, including writing, critical and presentation skills

### Teaching and Learning Methods

Individual supervisions, lectures, presentations on research

### Assessment Methods

Presentation, Dissertation

### Pre-Requisites

- 

### Co-Requisites

- 

### Excluded Combinations

- 

Last Published: 27 September 2019
Guided Independent Study: Indicative Activities

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

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

In the teaching semesters, you might find it useful to spend roughly the suggested amount of time on each of these activities:
- Seminar preparation (e.g. reading and taking notes on set texts and wider reading, or drafting/redrafting a text; participating in ALGs; preparing presentations): 60%
- Research, reading and writing your assessments: 40% (more if you have an assessment due in mid term).

In the Winter and Easter vacations, during the time you have available, you might expect to spend roughly the suggested amount of time on each of these activities:
- Reading, researching, planning and writing your assessments: 80%
- Reading ahead for next semester's modules: 20%

In the Summer vacation, you should try to set time aside for reading ahead and planning for the coming semester.
EN3020  Romantics to Victorians: Literature 1789-1870

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

Period: Semester 1
Occurrence: A
Coordinator: Philip Shaw
Mark Scheme: UG Module Mark Scheme

Student Workload (hours)

<table>
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<tr>
<th>Lectures</th>
<th>Seminars</th>
<th>Practical Classes &amp; Workshops</th>
<th>Tutorials</th>
<th>Fieldwork</th>
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<th>Weight %</th>
<th>Qual Mark</th>
<th>Exam Hours</th>
<th>Ass’t Group</th>
<th>Alt Reass't</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>Examination</td>
<td>100</td>
<td>3</td>
<td></td>
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</tbody>
</table>

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 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.

Preparation for the essay will be further supported by a dedicated essay writing workshop.

Two film screenings will supplement the lectures, providing context for the authors studies on the module.

Assessment Methods

essay

Pre-Requisites

-

Co-Requisites

-

Excluded Combinations

-
Guided Independent Study: Indicative Activities

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

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

In the teaching semesters, you might find it useful to spend roughly the suggested amount of time on each of these activities:
- Seminar preparation (e.g. reading and taking notes on set texts and wider reading, or drafting/redrafting a text; participating in ALGs; preparing presentations): 60%
- Research, reading and writing your assessments: 40% (more if you have an assessment due in mid term).

In the Winter and Easter vacations, during the time you have available, you might expect to spend roughly the suggested amount of time on each of these activities:
- Reading, researching, planning and writing your assessments: 80%
- Reading ahead for next semester’s modules: 20%

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

Upon completion of the Essay in English the students will demonstrate their ability to:

1. Answer a question that asks them to reflect upon the English language within the context of their experience of teaching English as a foreign language.
2. Draw on specific examples from their teaching experience in answering the essay question.
3. Engage with some relevant secondary material in their essay.
4. Express their findings in their essay in a well-structured, clearly written and well-referenced argument (in English).

Teaching and Learning Methods

Self-reflective exercise based upon experience in the workplace and interaction with the social, cultural, professional and intellectual contexts of engagement.

Relevant secondary materials will be provided through Blackboard.

Assessment Methods

Written essay of 4000 words in English. The essay will be assessed and a mark awarded upon the student's return in their final year.
Guided Independent Study: Indicative Activities

-
**Module Specification**

**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

<table>
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<th>Qual Mark</th>
<th>Exam Hours</th>
<th>Ass't Group</th>
<th>Alt Reass't</th>
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**Period:** Semester 1  
**Occurrence:** A  
**Coordinator:** Philip Shaw  
**Mark Scheme:** UG Module Mark Scheme

**Student Workload (hours)**

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<th>Practical Classes &amp; Workshops</th>
<th>Tutorials</th>
<th>Fieldwork</th>
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<th>Guided Independent Study</th>
<th>Demonstration</th>
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</table>

**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.

Last Published: 27 September 2019
Module Specification

EN3030  Modern Literature

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<tr>
<td>Total Module Hours</td>
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</table>

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

-

Last Published: 27 September 2019
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
Module Specification

EN3033 Study Abroad - English (Modern Languages and English)

**Academic Year:** 2019/0

**Module Level:** Year 3

**Scheme:** UG

**Department:** English

**Credits:** 60

**Intended Learning Outcomes**

At the end of their programme of study at the host institution, students will be able to:

1. Demonstrate knowledge and understanding of subjects studied.
2. Show evidence of increased cultural awareness through course of study.
3. Raise communicative competence in language via intellectual engagement.

**Teaching and Learning Methods**

Lectures, classes, seminars, tutorials relevant to programme of study delivered at host institution

**Assessment Methods**

Average mark will normally be calculated from the best 15 out of 30 ECTS credits (or equivalent) studied at host institution. Mark will be awarded upon student's return in the final year.

**Pre-Requisites**

-

**Co-Requisites**

-

**Excluded Combinations**

-

**Guided Independent Study: Indicative Activities**

-
Module Specification

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

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

Period: Semester 2
Occurrence: A
Coordinator: Emma Parker
Mark Scheme: UG Module Mark Scheme

Student Workload (hours)

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<th>Seminars</th>
<th>Practical Classes &amp; Workshops</th>
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<th>Fieldwork</th>
<th>Project Supervision</th>
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<th>Demonstration</th>
<th>Supervised time in studio/workshop</th>
<th>Work Based Learning</th>
<th>Placement</th>
<th>Year Abroad</th>
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</table>

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 documentaries 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
-
Moduled 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.
## Module Specification

### EN3071  The Forms of Modern Poetry

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<td>Credits:</td>
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### Student Workload (hours)

<table>
<thead>
<tr>
<th>Lectures</th>
<th>Seminars</th>
<th>Practical Classes &amp; Workshops</th>
<th>Tutorials</th>
<th>Fieldwork</th>
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### Intended Learning Outcomes

By the end of the module students will have acquired both as readers and writers: a working understanding of the basic English poetic forms and metres (particularly iambic metre); an insight into the significance, function and development of form and metre in modern poetry in English; and a critical appreciation of the relations between formal and thematic aspects of poetry.

### Teaching and Learning Methods

Creative writing; Reading poetry and criticism; workshopping poetic composition; small-group discussion; plenary discussion; presentation of creative work and of critical ideas.

### Assessment Methods

Final mark will be either essay 80% poetry portfolio 20% or poetry portfolio 80% essay 20%, whichever yields the higher mark.

### Pre-Requisites

- 

### Co-Requisites

- 

### Excluded Combinations

- 

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Last Published: 27 September 2019
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.

Additionally, students are expected to make use of feedback on their assessments to develop their approach to their studies, and encouraged to discuss their work with their peers outside as well as in seminars.

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.
Module Specification

EN3072 Advanced Marlowe: Poems, Translations, Plays

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

Assessment Methods
- 3000-word essay

Pre-Requisites

Co-Requisites

Excluded Combinations

Guided Independent Study: Indicative Activities

Independent study in this final year module will require participants to deploy their time in reading and reflecting upon literary and critical materials in a methodologically-informed way. Note-taking skills will be crucial for organizing these complex materials for the purposes of presentation, discussion, and essay-writing. Some of that time will be devoted to preparing a short formative presentation to facilitate seminar discussion of a given text. For the essay, presentation, and seminar discussions, students will be expected to make use of electronic research tools and databases. Wherever possible, they will be expected to draw upon original (digitised) sources in preference to already-anthologized ones. The module site on Blackboard will make available a range of supporting materials that will facilitate the students' uptake of the materials and the skills required to interpret and deploy them.

Intended Learning Outcomes

Students will become familiar with a variety of works by Christopher Marlowe (including: All Ovid's Elegies; The First Book of Lucent; Hero and Leander and its continuations; Dido, Queen of Carthage; The Massacre at Paris; and Edward II) and developed an awareness of the critical, cultural and political issues associated with each of them; develop an understanding of how classical materials were exploited for contemporary literary purposes; acquire a critical perspective on the deployment of sexually and politically radical materials and how Marlowe influenced his successors; bring these attainments to bear in formulating an independent set of arguments in relation to a particular aspect of the course; and extend their presentation skills with an emphasis on facilitating discussion.

Teaching and Learning Methods

Teaching is through weekly 2-hour seminars. These will include whole and small group discussion based on set readings from literary works, classical and historical sources, and secondary criticism. The module is informed by historical and classical resources that help to illuminate the ways in which Marlowe can be regarded as the most radical and innovative writer of the period.

Last Published: 27 September 2019
<table>
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<td>EN3072 Advanced Marlowe: Poems, Translations, Plays</td>
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Last Published: 27 September 2019
Module Specification

EN3073  The Child Writer

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

Student Workload (hours)

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Period: Semester 1  
Occurence: A  
Coordinator: Emma Butcher  
Mark Scheme: UG Module Mark Scheme

No.  Assessment Description  Weight %  Qual Mark  Exam Hours  Ass't Group  Alt Reass't
117  3000 word essay  100  

Assessment Methods

-  

Pre-Requisites

-  

Co-Requisites

-  

Excluded Combinations

-  

Guided Independent Study: Indicative Activities

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

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

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

Intended Learning Outcomes

Critically evaluate the writings of child writers from the eighteenth century to the present day.

Understand relevant contextual information relating to juvenilia and the period in which it's written.

Use and incorporate the wider literary and material culture related to children's play and imagination (life writing, theory, artwork, objects, ephemera).

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

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

Last Published: 27 September 2019
Teaching and Learning Methods

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

This module provides both traditional and innovative approaches to the child author. This will be broken into themes such as war, historical fiction, adventure fiction, fantasy worlds, country house literature, and editing children's literature. It will cover a range of authors, some well known like the Brontës, Keats, George Eliot, Robert Louis Stevenson and Anne Frank, and other less known child writers, such as Mary Arnold and Iris Vaughan.

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

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

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**Student Workload (hours)**

| Lectures | 20 |
| Seminars  |     |
| 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:** A  
**Coordinator:** Mark Rawlinson  
**Mark Scheme:** UG Module Mark Scheme

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Module Specification

EN3102 Feminist Fiction

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

Student Workload (hours)

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Period: Semester 1
Occurrence: A
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

Last Published: 27 September 2019
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.

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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.
# Module Specification

## EN3105  War, Trauma and the Novel

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Description</th>
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<th>Qual Mark</th>
<th>Exam Hours</th>
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<th>Alt Reass't</th>
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## Student Workload (hours)

| Lectures     | 0 |
| Seminars     | 15 |
| Practical Classes & Workshops | 0 |
| Tutorials    | 0 |
| Fieldwork    | 0 |
| Project Supervision | 0 |
| Guided Independent Study | 135 |
| Demonstration | 0 |
| Supervised time in studio/workshop | 0 |
| Work Based Learning | 0 |
| Placement    | 0 |
| Year Abroad  | 0 |
| Total Module Hours | 150 |

## Period:

Semester 2

## Occurrence:

A

## Coordinator:

Philip Shaw

## Mark Scheme:

UG Module Mark Scheme

---

### Intended Learning Outcomes

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

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

### Teaching and Learning Methods

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

### Assessment Methods

2500 word essay

### Pre-Requisites

- 

### Co-Requisites

- 

### Excluded Combinations

- 

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Last Published: 27 September 2019
Guided Independent Study: Indicative Activities

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<thead>
<tr>
<th>No.</th>
<th>Assessment Description</th>
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<th>Exam Hours</th>
<th>Ass't Group</th>
<th>Alt Reass't</th>
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<tr>
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**Student Workload (hours)**

<table>
<thead>
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<th>Activity</th>
<th>Hours</th>
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<td>Lectures</td>
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<td>Seminars</td>
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<td>Practical Classes &amp; Workshops</td>
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<td>Tutorials</td>
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<td>Fieldwork</td>
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<td>Project Supervision</td>
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<td>Guided Independent Study</td>
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<td>Demonstration</td>
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<tr>
<td>Supervised time in studio/workshop</td>
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<td>Placement</td>
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<td>Year Abroad</td>
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<td><strong>Total Module Hours</strong></td>
<td>150</td>
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**Period:** Semester 2  
**Occurrence:** A  
**Coordinator:** Nick Everett  
**Mark Scheme:** UG Module Mark Scheme  

**Last Published:** 27 September 2019
## Module Specification

**EN3112  Fantasy Literature and the Middle Ages**

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<td>Module Level:</td>
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<tr>
<td>Scheme:</td>
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<td>Department:</td>
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<td>Credits:</td>
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### Student Workload (hours)

<table>
<thead>
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<th>Seminars</th>
<th>Practical Classes &amp; Workshops</th>
<th>Tutorials</th>
<th>Fieldwork</th>
<th>Project Supervision</th>
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<table>
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<th>Semester 2</th>
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<tbody>
<tr>
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<tr>
<td>Coordinator:</td>
<td>David Clark</td>
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<td>Mark Scheme:</td>
<td>UG Module Mark Scheme</td>
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<table>
<thead>
<tr>
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<th>Assessment Description</th>
<th>Weight %</th>
<th>Qual Mark</th>
<th>Exam Hours</th>
<th>Ass't Group</th>
<th>Alt Reass't</th>
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</thead>
<tbody>
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<tr>
<td>002</td>
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<table>
<thead>
<tr>
<th>Period:</th>
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<tr>
<td>Occurrence:</td>
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<table>
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<tr>
<th>No.</th>
<th>Assessment Description</th>
<th>Weight %</th>
<th>Qual Mark</th>
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<th>Ass't Group</th>
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<tr>
<td>004</td>
<td>Portfolio (1,500 + 1,500 words)</td>
<td>70</td>
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</table>

### 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

1. An essay of no more than 2000 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.

The assessment for the module will be either Essay 70% Portfolio 30% or Essay 30% Portfolio 70%, whichever yields the higher mark.

Pre-Requisites

-

Co-Requisites

-

Excluded Combinations

-
Module Specification

EN3115  Church and State in Medieval Literature

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

Period: Semester 1
Occurrence: A
Coordinator: Anne Marie D'Arcy
Mark Scheme: UG Module Mark Scheme

Student Workload (hours)

<table>
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<tr>
<th>Lectures</th>
<th>Seminars</th>
<th>Practical Classes &amp; Workshops</th>
<th>Tutorials</th>
<th>Fieldwork</th>
<th>Project Supervision</th>
<th>Guided Independent Study</th>
<th>Demonstration</th>
<th>Supervised time in studio/workshop</th>
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<th>Placement</th>
<th>Year Abroad</th>
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<td>150</td>
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</tbody>
</table>

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 not be assessed.

Pre-Requisites

-

Co-Requisites

-

Excluded Combinations

-
## Module Specification

**EN3119  Writing Voices**

### Student Workload (hours)

<table>
<thead>
<tr>
<th>Lectures</th>
<th>Seminars 20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Practical Classes &amp; Workshops</td>
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<td>Tutorials</td>
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<td>Fieldwork</td>
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<td>Project Supervision</td>
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<td></td>
<td>Guided Independent Study 130</td>
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<td></td>
<td>Demonstration</td>
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<td></td>
<td>Supervised time in studio/workshop</td>
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<td>Placement</td>
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<td></td>
<td>Year Abroad</td>
</tr>
<tr>
<td></td>
<td>Total Module Hours 150</td>
</tr>
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</table>

### Period:
Semester 1

### Occurrence:
A

### Coordinator:
Jonathan Taylor

### Mark Scheme:
UG Module Mark Scheme

### 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
- 

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Last Published: 27 September 2019
EN3119  Writing Voices

Guided Independent Study: Indicative Activities

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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:
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- 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.
### Module Specification

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

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Description</th>
<th>Weight %</th>
<th>Qual Mark</th>
<th>Exam Hours</th>
<th>Ass't Group</th>
<th>Alt Reass't</th>
</tr>
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<tbody>
<tr>
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#### Student Workload (hours)

<table>
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<tr>
<th>Lectures</th>
<th>Seminars</th>
<th>Practical Classes &amp; Workshops</th>
<th>Tutorials</th>
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<th>Guided Independent Study</th>
<th>Demonstration</th>
<th>Supervised time in studio/workshop</th>
<th>Work Based Learning</th>
<th>Placement</th>
<th>Year Abroad</th>
<th>Total Module Hours</th>
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<td></td>
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<td>200</td>
</tr>
</tbody>
</table>

#### 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

- 

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Last Published: 27 September 2019
Module Specification

EN3128 Late Victorian Gothic: Texts and Context

<table>
<thead>
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<th>No.</th>
<th>Assessment Description</th>
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<th>Qual Mark</th>
<th>Exam Hours</th>
<th>Ass't Group</th>
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<tr>
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Student Workload (hours)

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<td>Total Module Hours</td>
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Period: Semester 2
Occurrence: A
Coordinator: Gowan Dawson
Mark Scheme: UG Module Mark Scheme

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

Intended Learning Outcomes

On successful completion of the module, students should be able to:
- The ability to comprehend and appreciate a wide range of Late Victorian literary texts
- The ability to identify the relationships between individual literary texts and a range of different historical, socio-political and cultural contexts
- The ability to discriminate between the varying uses of generic conventions in different historical periods
- The ability to organise and present complex ideas and arguments in class discussions and oral presentations

Teaching and Learning Methods

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

Assessment Methods

One 3000-word essay.

Pre-Requisites

-

Co-Requisites

-

Excluded Combinations

-
EN3128  Late Victorian Gothic: Texts and Context

**Guided Independent Study: Indicative Activities**

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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.
Module Specification

EN3131 Gothic: From Otranto to Wuthering Heights

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

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
One 3000-word essay.

Pre-Requisites
-

Co-Requisites
-

Excluded Combinations
-

Student Workload (hours)

<table>
<thead>
<tr>
<th>Lectures</th>
<th>Seminars</th>
<th>20</th>
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</thead>
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<td>Fieldwork</td>
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Period: Semester 1
Occurrence: A
Coordinator: Julian North
Mark Scheme: UG Module Mark Scheme

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Last Published: 27 September 2019
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.
EN3141 Representing the Holocaust

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: A  
Coordinator: Victoria Stewart  
Mark Scheme: UG Module Mark Scheme

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

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<th>Exam Hours</th>
<th>Ass't Group</th>
<th>Alt Reass't</th>
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<tbody>
<tr>
<td>001</td>
<td>3000 word essay (Final)</td>
<td>100</td>
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</table>

Intended Learning Outcomes
On successful completion of this module, students should be able to:
- demonstrate an awareness of the range of genres - autobiographical, fictional, filmic - which have been employed to represent the Holocaust
- demonstrate an understanding of the literary, critical and theoretical approaches specific to the analysis of Holocaust texts
- apply these approaches effectively to the set texts
- demonstrate an awareness of the ethical and political issues influencing the depiction of the Holocaust in contemporary European and American culture

Teaching and Learning Methods
Seminar, independent study. Students are not expected to have any prior detailed knowledge of the Holocaust. Seminars will usually be centred on the close-analysis of a chosen set-text, with reference to supplementary material, both textual and audio-visual, that will be provided by the tutor in consultation with the students. Whole-group discussion facilitated by the tutor will be supplemented with small group work as appropriate.

Assessment Methods
Assessment will be by essay.

Pre-Requisites
-

Co-Requisites
-

Excluded Combinations
-
Module Specification

EN3141 Representing the Holocaust

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.
Module Specification

EN3142 Criminal Women in Early Modern Literature

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

Period: Semester 1
Occurrence: A
Coordinator: Kate Loveman

Mark Scheme: UG Module Mark Scheme

<table>
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<tr>
<th>No.</th>
<th>Assessment Description</th>
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<th>Exam Hours</th>
<th>Ass't Group</th>
<th>Alt Reass't</th>
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<tbody>
<tr>
<td>001</td>
<td>Essay (3000 words)</td>
<td>100</td>
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</table>

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

-
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).
Module Specification

EN3143  English Around The World

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

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<th>No.</th>
<th>Assessment Description</th>
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<tr>
<td>002</td>
<td>0% formative project plan (500 words; optional)</td>
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Period: Semester 1  
Occurrence: A  
Coordinator: Cathleen Waters  
Mark Scheme: UG Module Mark Scheme

Period: Semester 2  
Occurrence: A  
Coordinator: Cathleen Waters  
Mark Scheme: UG Module Mark Scheme

Intended Learning Outcomes
At the end 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 2 hour seminars
Submission of a project proposal of 500 words on the independent project to be undertaken (which is written up in the summative essay) will be due around week 7 of the module. Students will receive individual feedback on the proposal.

Assessment Methods
1 x 3000 word essay on a topic agreed between student and tutor (100%)

Pre-Requisites
- 

Co-Requisites
- 

Excluded Combinations
- 

Last Published: 27 September 2019
Module Specification

EN3143  English Around The World

Guided Independent Study: Indicative Activities

University students are expected to engage in independent study in order to develop their knowledge and skills. 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. Further scaffolding for independent study may be provided, where appropriate, by seminar tutors in advance of seminars, by Autonomous Learning Groups, by dissertation supervisors and by personal tutors, who will advise on your academic development across your programme of study.

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.
EN3144 The Thatcher Factor: The 1980s in Literature

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

Period: Semester 2
Occurrence: A
Coordinator: Emma Parker
Mark Scheme: UG Module Mark Scheme

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

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
-
Module Specification

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.

Last Published: 27 September 2019
Module Specification

EN3146   Love and Sex in Old English Literature

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

Student Workload (hours)

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<th>Fieldwork</th>
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<th>Guided Independent Study</th>
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<th>Supervised time in studio/workshop</th>
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Period: Semester 1
Occurence: A
Coordinator: David Clark
Mark Scheme: UG Module Mark Scheme

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

Guided Independent Study: Indicative Activities

| 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 |
|----------|----------|--------------------------------|-----------|-----------|---------------------|--------------------------|---------------|---------------------------------------|                     |           |             | 200               |

Intended Learning Outcomes

By the end of the module, students will possess:

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

Teaching and Learning Methods

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

Assessment Methods

One 5000-word essay.

Pre-Requisites

-

Co-Requisites

-

Excluded Combinations

-

Guided Independent Study: Indicative Activities

-
Module Specification

EN3147  Romanticism: Revolutionary Writing from Blake to Shelley

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Student Workload (hours)

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<th>Practical Classes &amp; Workshops</th>
<th>Tutorials</th>
<th>Fieldwork</th>
<th>Project Supervision</th>
<th>Guided Independent Study</th>
<th>Demonstration</th>
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Period: Semester 1
Occurrence: A
Coordinator: Philip Shaw
Mark Scheme: UG Module Mark Scheme

Assessment Methods

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<td>002</td>
<td>500 word formative piece</td>
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</table>

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: Revolutionary Writing from Blake to Shelley

Pre-Requisites
- 

Co-Requisites
- 

Excluded Combinations
- 

Last Published: 27 September 2019
Module Specification

EN3148  Classical and Post-classical Latin

<table>
<thead>
<tr>
<th>Academic Year:</th>
<th>2019/0</th>
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<tbody>
<tr>
<td>Module Level:</td>
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<td>Department:</td>
<td>English</td>
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<td>Credits:</td>
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**Student Workload (hours)**
- Lectures
- Seminars 10
- Practical Classes & Workshops 20
- Tutorials
- Fieldwork
- Project Supervision
- Demonstration
- Guided Independent Study 170
- Supervised time in studio/workshop
- Work Based Learning
- Placement
- Year Abroad
- Total Module Hours 200

**Period:** Semester 2

**Occurrence:** A

**Coordinator:** Sarah Knight

**Mark Scheme:** UG Module Mark Scheme

<table>
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<th>No.</th>
<th>Assessment Description</th>
<th>Weight %</th>
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<th>Exam Hours</th>
<th>Ass't Group</th>
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<tbody>
<tr>
<td>001</td>
<td>Examination</td>
<td>25</td>
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<tr>
<td>002</td>
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<td>25</td>
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<tr>
<td>003</td>
<td>Essay</td>
<td>50</td>
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</table>

**Intended Learning Outcomes**

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

**Teaching and Learning Methods**

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

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

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

**Pre-Requisites**
- 

**Co-Requisites**
- 

**Excluded Combinations**

AH2027/HS2027
EN3148  Classical and Post-classical Latin

Guided Independent Study: Indicative Activities

-
Module Specification

EN3151  Classical Worlds: Translation and Reception

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

Period: Semester 1  
Occurence: A  
Coordinator: Sarah Knight

Module Specification

Student Workload (hours)

<table>
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<tr>
<th>Lectures</th>
<th>Seminars</th>
<th>Practical Classes &amp; Workshops</th>
<th>Tutorials</th>
<th>Fieldwork</th>
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<th>Placement</th>
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No.  

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<th>Qual Mark</th>
<th>Exam Hours</th>
<th>Ass't Group</th>
<th>Alt Reass't</th>
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<tr>
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<td>087 2500-word essay (Final)</td>
<td>70</td>
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</table>

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

- 

Last Published: 27 September 2019
Guided Independent Study: Indicative Activities

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

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- Reading, researching, planning and writing your assessments: 80%
- Reading ahead for next semester’s modules: 20%

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EN3155 Medicine and Literature in the Nineteenth Century

<table>
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<th>Exam Hours</th>
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**Student Workload (hours)**

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<thead>
<tr>
<th>Lectures</th>
<th>Seminars</th>
<th>Practical Classes &amp; Workshops</th>
<th>Tutorials</th>
<th>Fieldwork</th>
<th>Project Supervision</th>
<th>Guided Independent Study</th>
<th>Demonstration</th>
<th>Supervised time in studio/workshop</th>
<th>Work Based Learning</th>
<th>Placement</th>
<th>Year Abroad</th>
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<td>150</td>
</tr>
</tbody>
</table>

**Teaching and Learning Methods**

10 x 2-hour weekly seminars; formative student presentations weekly on one of the set texts or topics.

**Assessment Methods**

One essay.

**Pre-Requisites**

-

**Co-Requisites**

-

**Excluded Combinations**

-

**Guided Independent Study: Indicative Activities**

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

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Module Specification

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

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

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

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

Student Workload (hours)

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</table>

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

-
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.

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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.
Module Specification

EN3159  Modern European Fiction

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

Student Workload (hours)

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<th>Practical Classes &amp; Workshops</th>
<th>Tutorials</th>
<th>Fieldwork</th>
<th>Project Supervision</th>
<th>Guided Independent Study</th>
<th>Demonstration</th>
<th>Supervised time in studio/workshop</th>
<th>Work Based Learning</th>
<th>Placement</th>
<th>Year Abroad</th>
<th>Total Module Hours</th>
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Period: Semester 2  
Occurrence: A  
Coordinator: Mark Rawlinson  
Mark Scheme: UG Module Mark Scheme

Intended Learning Outcomes

On successful completion of the module, students should be able to:
- analyse narrative fiction critically, and reflect on its significance as an examination of life and thought
- describe, interpret and evaluate the thematic and formal properties of European novels of the twentieth century
- identify and explain the place of specific narratives in the development of the twentieth-century novel and of twentieth-century ideas
  - construct clear, reasoned and well-evidenced arguments comparing and contrasting some of the novels studied.

Teaching and Learning Methods

Students prepare for seminars by reading masterpieces of modern European fiction and contribute to the setting of objectives for the module and for each seminar (and for the next phase of preparation). The purpose of the seminars is to identify worthwhile questions about the literature we are reading, and to work out interesting ways to answer them.

Assessment Methods

One essay.

Pre-Requisites

- 

Co-Requisites

- 

Excluded Combinations

- 

Last Published: 27 September 2019
Guided Independent Study: Indicative Activities

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- 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.
### Intended Learning Outcomes

On successful completion of the module, students should be able to:
- translate Old English with facility and precision
- analyse the linguistic characteristics of Old English texts
- assess the value of different kinds of textual material as evidence for the phonology of Old English

### Teaching and Learning Methods

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

### Assessment Methods

The module is assessed by online language tests, which form 20% of the module mark and help students to learn key linguistic skills as the module progresses, and by an essay on Old English language which forms 80% of the module mark.

### Pre-Requisites

- 

### Co-Requisites

- 

### Excluded Combinations

- 

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**Last Published:** 27 September 2019
EN3160  Advanced Old English Language

Guided Independent Study: Indicative Activities

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Module Specification

EN3162 Harem and Hijab: Writing about Women in Islam 1716-Present

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<td>Scheme:</td>
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<td>Department:</td>
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<td>Credits:</td>
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Student Workload (hours)

- Lectures
- Seminars 15
- Practical Classes & Workshops
- Tutorials
- Fieldwork
- Project Supervision
- Guided Independent Study 135
- Demonstration
- Supervised time in studio/workshop
- Work Based Learning
- Placement
- Year Abroad
- Total Module Hours 150

Period: Semester 1
Occurence: A
Coordinator: Corinne Fowler
Mark Scheme: UG Module Mark Scheme

No. Assessment Description Weight % Qual Mark Exam Hours Ass't Group Alt Reass't
093 Essay in response to set questions on the topic (2000 words) 100 0

Intended Learning Outcomes

On successful completion of the module, students should be able to:
- Situate set primary texts in the context of historically varied representations of Islam.
- Be familiar with, and be able to explain, basic theological and popular discussions about the hijab; reference to literary and theoretical engagements with harem and hijab;
- Understand and explain a range of critical feminist responses to debates about women and Islam.
- Explain and critically evaluate discussions about the position of women in Islam, both in literary and popular discourse.

Teaching and Learning Methods

Seminar
Introduced film screenings followed by group discussion.

Assessment Methods

2000 word essay

Pre-Requisites

-

Co-Requisites

-

Excluded Combinations

-

Last Published: 27 September 2019
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- Reading, researching, planning and writing your assessments: 80%
- Reading ahead for next semester's modules: 20%

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Module Specification

EN3163  Telling Lives 1798-2012

Student Workload (hours)

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<tr>
<td>Tutorials</td>
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<td>Guided Independent Study</td>
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<td>Supervised time in studio/workshop</td>
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<th>Exam Hours</th>
<th>Ass't Group</th>
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Period: Semester 1
Occurrence: A
Coordinator: Felicity James
Mark Scheme: UG Module Mark Scheme

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<th>Ass't Group</th>
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Period: Semester 2
Occurrence: A
Coordinator: Felicity James
Mark Scheme: UG Module Mark Scheme

<table>
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<tbody>
<tr>
<td>001</td>
<td>Portfolio of writing exercises</td>
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<tr>
<td>002</td>
<td>Essay</td>
<td>80</td>
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</tbody>
</table>

Intended Learning Outcomes

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

- analyse in a sophisticated, clear and concise manner, form, style, and content in a range of primary texts
- describe and analyse different critical and theoretical approaches, and different forms of life-writing
- communicate succinctly and well their own familiarity with key life-writing developments and a range of texts, demonstrating their continuing relevance to present-day critical and biographical practice
- show a creative response to a range of life-writing texts

Teaching and Learning Methods

Students will be encouraged to question definitions of life-writing from different angles, creative and analytical. This module aims to explore different forms of biography and autobiography in British literature from the late eighteenth century to the present day, and to ask what it means to tell stories about ourselves and others. What is the boundary between biography and fiction? Can a 'life' – including all its difficult, controversial, and boring bits – ever really be written? Moving across time and genre, we will look at examples of memoir, fictionalised biography or autobiography, diary, family history and spiritual autobiography to question how a private life might be made public, and explore issues of identity and gender. Do these questions still have relevance for the way in which we consume others' lives? Students will be encouraged not only to experiment with their own approaches to biography, but also to incorporate a range of modern-day examples of life-writing: these might range from classic examples of literary biography to celebrity memoirs, or draw on blogs or online diaries. In addition to participating in class discussion in seminars, and giving ten-minute presentations – which might either be a close reading of a key text, or an introduction to a critical approach – students will engage in writing exercises including critical responses, short practical life-writing activities, plus a 2,500 word essay.

Assessment Methods

portfolio of writing exercises and an essay
EN3163  Telling Lives 1798-2012

Pre-Requisites
-

Co-Requisites
-

Excluded Combinations
-

Guided Independent Study: Indicative Activities

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

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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.
Module Specification

EN3167  English Place Names

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Description</th>
<th>Weight %</th>
<th>Qual Mark</th>
<th>Exam Hours</th>
<th>Ass't Group</th>
<th>Alt Reass't</th>
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<tr>
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<td>Project</td>
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Period: Semester 1
Occurrence: A
Coordinator: Philip Shaw
Mark Scheme: UG Module Mark Scheme

<table>
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<tr>
<th>No.</th>
<th>Assessment Description</th>
<th>Weight %</th>
<th>Qual Mark</th>
<th>Exam Hours</th>
<th>Ass't Group</th>
<th>Alt Reass't</th>
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<td>Project</td>
<td>100</td>
<td></td>
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</table>

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

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Description</th>
<th>Weight %</th>
<th>Qual Mark</th>
<th>Exam Hours</th>
<th>Ass't Group</th>
<th>Alt Reass't</th>
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<tr>
<td>091</td>
<td>Project</td>
<td>100</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Intended Learning Outcomes

On successful completion of the module, students should be able to:
• a sound understanding of the main processes of place-name formation in England
• the ability to conduct research on place-names using a range of printed and electronic resources, and, where appropriate, by observations in the field
• the ability to deploy place-name evidence effectively in identifying and exploring linguistic, historical and geographical patterns

Teaching and Learning Methods

Teaching will consist of intensive sessions that will concentrate on introducing overall patterns of place-name formation and techniques for the study of placenames, as well as a computer lab session devoted to training in using GIS. Students will identify – in consultation with the module leader – an area of England to focus on for their project, and will use work in progress sessions to present their provisional findings and research issues to the group as a whole for feedback and advice.

Assessment Methods

Project

Pre-Requisites

Co-Requisites

Excluded Combinations

Last Published: 27 September 2019
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.

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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.
Module Specification

EN3169  Detective Fiction from Sherlock Holmes to the Second World War

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

Student Workload (hours)

<table>
<thead>
<tr>
<th>Lectures</th>
<th>Seminars</th>
<th>Practical Classes &amp; Workshops</th>
<th>Tutorials</th>
<th>Fieldwork</th>
<th>Project Supervision</th>
<th>Demonstrations</th>
<th>Guided Independent Study</th>
<th>Work Based Learning</th>
<th>Placement</th>
<th>Year Abroad</th>
<th>Total Module Hours</th>
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<td>0</td>
<td>0</td>
<td></td>
<td>10</td>
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<td>0</td>
<td>10</td>
<td>0</td>
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Period: Semester 1
Occurrence: A
Coordinator: Victoria Stewart
Mark Scheme: UG Module Mark Scheme

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Description</th>
<th>Weight %</th>
<th>Qual Mark</th>
<th>Exam Hours</th>
<th>Ass't Group</th>
<th>Alt Reass't</th>
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<tr>
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<td>3000-word essay</td>
<td>100</td>
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Period: Semester 2
Occurrence: A
Coordinator: Victoria Stewart
Mark Scheme: UG Module Mark Scheme

<table>
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<tr>
<th>No.</th>
<th>Assessment Description</th>
<th>Weight %</th>
<th>Qual Mark</th>
<th>Exam Hours</th>
<th>Ass't Group</th>
<th>Alt Reass't</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>3000-word essay</td>
<td>100</td>
<td>0</td>
<td>0</td>
<td></td>
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</tr>
</tbody>
</table>

Intended Learning Outcomes

On successful completion of the module, students should be able to:
- demonstrate an understanding of the development of detective fiction - principally the short story and the novel - from the 1880s to the 1940s
- the ability to identify and analyse the characteristic narrative forms and techniques employed by the set authors
- demonstrate an awareness of contemporary and historical critical debates about detective fiction as a form
- demonstrate an awareness of the role of detective fiction in disseminating and critiquing social attitudes, especially attitudes towards gender and social 'deviance'

Teaching and Learning Methods

Seminars, independent study. Seminars will usually be centred on the close-analysis of a chosen set-text with reference to supplementary material that will be provided by the tutor in consultation with the students. Whole-group discussion facilitated by the tutor will be supplemented with small group work as appropriate.

Assessment Methods

One 3000-word essay on a topic agreed with the tutor.

Pre-Requisites

-

Co-Requisites

-

Excluded Combinations

-
Guided Independent Study: Indicative Activities

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

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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.
Module Specification

EN3171  Historical Fiction

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

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

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Description</th>
<th>Weight %</th>
<th>Qual Mark</th>
<th>Exam Hours</th>
<th>Ass't Group</th>
<th>Alt Reass't</th>
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<tr>
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<td>3000-word essay</td>
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Student Workload (hours)

**Lectures**: 0
**Seminars**: 20
**Practical Classes & Workshops**: 0
**Tutorials**: 0
**Fieldwork**: 0
**Project Supervision**: 0
**Guided Independent Study**: 130
**Demonstration**: 0
**Supervised time in studio/workshop**: 0
**Work Based Learning**: 0
**Placement**: 0
**Year Abroad**: 0
**Total Module Hours**: 150

**Student Workload**

**EN3171 Historical Fiction**

**Pre-Requisites**

- 

**Co-Requisites**

- 

**Excluded Combinations**

- 

**Intended Learning Outcomes**

On successful completion of the module, students should be able to:
• construct clear and detailed arguments concerning the creation and reception of works of historical fiction
• Engage with critical debates surrounding individual works of historical fiction, informed by knowledge of the ‘historical novel’ as a developing genre
• Apply relevant historical and social knowledge to interpret particular examples of fiction.
• Hone existing presentation skills, with a focus on enthusing the audience and facilitating discussion

**Teaching and Learning Methods**

Teaching is through weekly 2-hour seminars. These will include whole and small group discussion based on set readings from historical fictions, primary historical sources, and secondary criticism.

The module employs approaches from the field known as the history of the book to develop students' appreciation of the construction of the 'historical novel' as a genre: seminars will therefore include exercises analysing the presentation and marketing of historical novels.

Each student will give a short formative presentation during the semester on a text or topic, with the focus on informing and enthusing an audience and facilitating further discussion of relevant issues. Students will receive feedback from the seminar tutor in the group and, via seminar discussion, give constructive feedback to peers on their presentations

**Assessment Methods**

3000 word essay

**Last Published:** 27 September 2019
Guided Independent Study: Indicative Activities

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- 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.
Module Specification

EN3172 Libertine Literature 1660-1690

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

Student Workload (hours)

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Description</th>
<th>Lectures</th>
<th>Seminars</th>
<th>Practical Classes &amp; Workshops</th>
<th>Tutorials</th>
<th>Fieldwork</th>
<th>Project Supervision</th>
<th>Demonstrations</th>
<th>Guided Independent Study</th>
<th>Placement</th>
<th>Year Abroad</th>
<th>Total Module Hours</th>
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<tbody>
<tr>
<td>092</td>
<td>Essay- 3000 words</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>150</td>
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</table>

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

Intended Learning Outcomes

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

• Students will become familiar with a variety of Restoration genres and developed an awareness of the critical issues associated with each of them, with the leading features of print, manuscript and theatrical culture, and with the historical and political contours of the Restoration period itself;
• develop an understanding of how philosophical materials were exploited for literary purposes;
• acquire a critical perspective on the deployment of sexually explicit material in literature;
• bring these attainments to bear in formulating an independent set of arguments in relation to a particular aspect of the course;
• and extend their presentation skills with an emphasis on facilitating discussion.

Teaching and Learning Methods

Teaching is through weekly 2-hour seminars. These will include whole and small group discussion based on set readings from literary works, theoretical sources, and secondary criticism.

The module is informed by critical theories that bear upon the formation of discourses relating to gender and sexuality (Foucault, Butler, et al) as well as recent bibliographical studies of the workings of, and differences between, print and manuscript culture.

Assessment Methods

One 3000-word essay.

Pre-Requisites

- 

Co-Requisites

- 

Excluded Combinations

-
Guided Independent Study: Indicative Activities

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

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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.
Module Specification

EN3174  Writing Prose Fiction

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

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

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Description</th>
<th>Weight %</th>
<th>Qual Mark</th>
<th>Exam Hours</th>
<th>Ass't Group</th>
<th>Alt Reass't</th>
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<tbody>
<tr>
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<tr>
<td>002</td>
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<td>0</td>
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</tbody>
</table>

Student Workload (hours)

| Lectures | 20 |
| 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 | 150 |

Intended Learning Outcomes

On successful completion of the module, students should be able to:
- create a coherent body of prose fiction, evidencing strong redrafting skills.
- comprehend and apply advanced elements of creative writing technique and practice relating to writing prose fiction
- critically read to an advanced level their own and other peoples’ work from the technical-critical standpoint of a writer, as distinct from that of a literary critic.

Teaching and Learning Methods

Teaching is conducted through: constant formative assessment via peer-review workshops of student work-in-progress; writing exercises, both in class and independently; weekly set creative and critical reading and seminar-style discussion; attendance of Centre for New Writing author events and discussion; open sessions based on student interests and craft issues that arise during the module.

Assessment Methods

2,250 words of creative writing
750 words critical reflective essay.

Pre-Requisites

Participation in at least two previous Creative Writing Modules as part of the UG Creative Writing minor

Co-Requisites

-

Excluded Combinations

-
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.

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- 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.
### Module Specification

**EN3175  Understanding Screenplays**

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Description</th>
<th>Weight %</th>
<th>Qual Mark</th>
<th>Exam Hours</th>
<th>Ass't Group</th>
<th>Alt Reass't</th>
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<tbody>
<tr>
<td>001</td>
<td>Short adapted screenplay</td>
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</tr>
<tr>
<td>002</td>
<td>750 word critical reflective essay plus a 1 page 'pitch' letter</td>
<td>30</td>
<td></td>
<td>0</td>
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</table>

**Student Workload (hours)**

- Lectures: 2
- Seminars: 16
- Practical Classes & Workshops: 2
- Tutorials
- Fieldwork
- Project Supervision
- Guided Independent Study: 122
- Demonstration: 8
- Supervised time in studio/workshop
- Work Based Learning
- Placement
- Year Abroad
- Total Module Hours: 150

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

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

**Lectures:** 2  
**Seminars:** 16  
**Practical Classes & Workshops:** 2  
**Guided Independent Study:** 122  
**Supervised time in studio/workshop:**

**Work Based Learning:**
- Placement
- Year Abroad

**Total Module Hours:** 150

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*Last Published: 27 September 2019*
Module Specification

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)

<table>
<thead>
<tr>
<th>Lectures</th>
<th>Seminars</th>
<th>Practical Classes &amp; Workshops</th>
<th>Tutorials</th>
<th>Fieldwork</th>
<th>Project Supervision</th>
<th>Guided Independent Study</th>
<th>Demonstrations</th>
<th>Supervised time in studio/workshop</th>
<th>Work Based Learning</th>
<th>Placement</th>
<th>Year Abroad</th>
<th>Total Module Hours</th>
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<td>150</td>
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</table>

Period: Semester 1
Occurrence: A
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: A
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

-
Excluded Combinations

Guided Independent Study: Indicative Activities

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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.
Module Specification

EN3192  Diversifying the Publishing Industry

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

Student Workload (hours)

<table>
<thead>
<tr>
<th>Lectures</th>
<th>Seminars</th>
<th>Practical Classes &amp; Workshops</th>
<th>Tutorials</th>
<th>Fieldwork</th>
<th>Project Supervision</th>
<th>Guided Independent Study</th>
<th>Demonstration</th>
<th>Supervised time in studio/workshop</th>
<th>Work Based Learning</th>
<th>Placement</th>
<th>Year Abroad</th>
<th>Total Module Hours</th>
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</table>

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

Intended Learning Outcomes
Extend their analysis of literary texts to the circumstances of their production, marketing and reception.
Show knowledge of the literary sector in the UK, both theoretical and practical.
Understand the importance of multi-media capabilities to twenty-first-century publishing.
Demonstrate effective verbal and written communication skills.
Work effectively on their own (using their own initiative) and as part of a team.

Teaching and Learning Methods
The module will be taught in five two-hour seminars and three two-hour practical workshops. This will be combined with the practical training provided by an e-placement. There are fewer set texts than for other special subjects to make time for the e-placement.

Assessment Methods
Essay, reflective commentary

Pre-Requisites
-

Co-Requisites
-

Excluded Combinations
-

Guided Independent Study: Indicative Activities
Preparation sheets will be provided in advance of seminars with questions to help direct independent study. Students will complete a weekly reflective journal on their e-placement work which will be monitored by the seminar tutor. Students will contribute to a weekly group blog to encourage peer support during the e-placement.

Last Published: 27 September 2019
Module Specification

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

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

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

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

Teaching and Learning Methods
Teaching is through weekly 2-hour seminars. These will include whole and small group discussion based on set readings from literary works, historical sources, and secondary criticism. The module is based on the methodology for understanding texts in context associated with the so-called Cambridge School, of which the leading practitioner is Quentin Skinner. Its basic premise is that texts are usually doing something — answering this or that question posed by the set of historical circumstances to which they relate. This more rigorous, philosophically-informed approach goes beyond what undergraduates usually understand by context or background.

Assessment Methods
3,000 word essay.

Pre-Requisites
-

Co-Requisites
-

Excluded Combinations
-
Guided Independent Study: Indicative Activities

University students are expected to engage in independent study in order to develop their knowledge and skills. The pedagogy of university English has throughout its history been centred on students’ independent reading of literary texts before scheduled teaching events, such as seminars and lectures. While each student will approach this work differently, independent study is guided by the publication of learning outcomes, assessment criteria, seminar schedules and reading lists. Further scaffolding for independent study may be provided, where appropriate, by seminar tutors in advance of seminars, by Autonomous Learning Groups, by dissertation supervisors and by personal tutors, who will advise on your academic development across your programme of study. Additionally, students are expected to make use of feedback on their assessments to develop their approach to their studies, and encouraged to discuss their work with their peers outside as well as in seminars.
Module Specification

EN3194  Tragedy

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

Student Workload (hours)
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Period: Semester 2
Occurrence: A
Coordinator: Sarah Knight
Mark Scheme: UG Module Mark Scheme

Intended Learning Outcomes
On successful completion of the module, students should be able to:
• Demonstrate awareness of the evolution of the genre of tragedy from ancient Greece to early modern England
• Evaluate and discuss the influence of classical Greek and Roman plays on their Renaissance counterparts, and argue for the cultural significance of this influence
• Show an understanding of how contemporary cultural and political contexts and circumstances affected the writing and performance of Greek, Roman and Renaissance tragic plays
• Present formally on their ideas and interpretations to their tutor and peers
• Argue for an allocated point-of-view and demonstrate an awareness of how techniques first developed in classical rhetoric inform the construction of argument and the composition of dramatic works

Teaching and Learning Methods
The module will be taught as weekly two-hour seminars, allowing ample time both for preparatory reading and discussion within the seminar.
Where relevant, audio-visual material will be included in the seminar to support the students’ learning, e.g. clips of performances of the classical and early modern plays to get the students thinking about performance and adaptation choices as well as engaging with the tragedies as literary works.
Each week, as a formative exercise to help prepare for the essay and particularly for the oral presentation, two students will be asked to argue for a particular point-of-view relating to the play being studied, e.g. one student will be asked to make the case that Hamlet would be a bad ruler, and another student will be asked to argue that Hamlet would make an excellent king. The Greek and Roman plays will be read in English translation.

Assessment Methods
Ten minute oral presentation and 2500 word essay.

Pre-Requisites
-

Co-Requisites
-

Excluded Combinations
-
Guided Independent Study: Indicative Activities

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

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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.
### Module Specification

**EN3195  Writing On The Threshold**

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<td>Coordinator:</td>
<td>Jonathan Taylor</td>
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<td>UG Module Mark Scheme</td>
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#### Student Workload (hours)

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<td>Year Abroad</td>
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<td>Total Module Hours</td>
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#### Intended Learning Outcomes

On successful completion of the module, students should be able to:
- demonstrate an understanding of the various contexts in which creative writing is published and disseminated
- recognise, analyse and engage with some of the professional contexts in which writers work
- write creatively to specific, professional briefs
- demonstrate an understanding of some of the vocational aspects of writing

#### Teaching and Learning Methods

The module will be delivered in ten 2 hour weekly seminars. The seminars will consist of short lectures, guest speakers, relevant creative writing workshop exercises, feedback workshops, and discussions about relevant aspects of the publishing and writing world. There will be sessions on subjects such as literary magazines, writing for specific markets, publishing, writing pitches and proposals, teaching creative writing, and CVs. Formative assessment will consist of feedback workshops, in which students bring in work in progress for peer and tutor feedback.

This module will be taught by Dr. Jonathan Taylor.

#### Assessment Methods

- **CREATIVE PORTFOLIO** (up to a max. of 2000 words, or equivalent of 7-8 pages of poetry or scripts), written to one or more external, professional brief(s) (e.g. for a particular magazine, a call for submissions, a competition, etc.), OR a self-published piece (e.g. a pamphlet, professional blog or personal website)
- **REFLECTIVE COMMENTARY** (max. 1000 words), contextualising the Creative Portfolio in relation to the wider literary and professional writing world

### Assessment Details

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Description</th>
<th>Weight %</th>
<th>Qual Mark</th>
<th>Exam Hours</th>
<th>Ass't Group</th>
<th>Alt Reass't</th>
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### Pre-Requisites

- 

### Co-Requisites

- 

### Excluded Combinations

- 

Last Published: 27 September 2019
Guided Independent Study: Indicative Activities

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Module Specification

EN3196  English and Education

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

Student Workload (hours)

<table>
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<th>Lectures</th>
<th>Seminars</th>
<th>Practical Classes &amp; Workshops</th>
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Period: Semester 2
Occurrence: A
Coordinator: Chryso Hadjidemetriou
Mark Scheme: UG Module Mark Scheme

No. Assessment Description Weight % Qual Mark Exam Hours Ass't Group Alt Reass't
001 Project 50 0 0 0
002 Journal 30 0 0 0
003 Teacher Assessment 20 0 0 0

Intended Learning Outcomes

- gain an enhanced understanding and experience of teaching at primary or secondary level.
- gain an ability to create imaginative and accessible teaching resources based on their own learning.
- gain skills in planning lessons and teaching materials appropriate to groups they are working with.
- gain an insight into English school curricula; an understanding of school student needs and strategies for meeting them.
- improve communication skills.
- gain a greater appreciation of their own subject knowledge and the opportunity to develop this by engaging school students in effective learning.
- gain increased awareness of the value of transferable skills gained during an English degree.

Teaching and Learning Methods

Introductory non-subject specific workshops on teaching (6 hours in semester delivered by School and College Services) - including how the placement can help to address school student needs, child protection, training in classroom management, an introduction to learning styles, curriculum design, child protection.

Workshops run by the School of Arts, which will present models for making material from the degree accessible and engaging in the classroom, strategies for reaching a range of learners and catering for a variety of learning styles, ways to support the school curriculum.

In placement training and learning from the class teacher and support staff, over ten half-day sessions in local schools to be organised by School and College Services.

Peer review - individual and peer group reflection.

Assessment Methods

project, reflective log, teacher assessment

Pre-Requisites

-
Co-Requisites

- 

Excluded Combinations

- 

Guided Independent Study: Indicative Activities

During placement students are responsible for their own independent research and study into teaching methodology. They are expected to conduct their own research about the placement school, their policies and ethos, their safeguarding provisions etc (areas which are outlined in their reflective log) whilst at the same time develop reflective skills on the decisions they make in preparing and teaching a lesson.
Module Specification

EN3197  On the Road Again: The Canterbury Tales After Chaucer

Student Workload (hours)

<table>
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<th>Lectures</th>
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Academic Year: 2019/0
Module Level: Year 3
Scheme: UG
Department: English
Credits: 15

Intended Learning Outcomes
On successful completion of the modules, students should be able to:
- discuss the continuities and departures in English literary tradition, especially those that unite and divide the medieval and early modern periods
- engage intelligently with concepts of inheritance, reception and authority
- construct a nuanced argument in a sustained piece of writing
- appreciate the plurality of medieval and Renaissance culture, and the ways in which wider tensions shape and inform individual texts

Teaching and Learning Methods
Teaching will be conducted through a series of two-hour weekly seminars. Students will build on their knowledge of Chaucer and early modern literature from their second year. Each seminar will examine a particular posthumous attempt to develop, complete or extend Chaucer's work. The focus of each will be at least partly interdisciplinary, placing some stress on historicising interpretation. Through the circulation of handouts and other materials, students will be encouraged to discuss the reasons why particular authors chose to look back to Chaucer at the particular moment in which they were writing, and why they modified his work along the lines they did.

Assessment Methods
One essay of no more than 3000 words.

Pre-Requisites
-

Co-Requisites
-

Excluded Combinations
-
Guided Independent Study: Indicative Activities

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- 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.
## Module Specification

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

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**Student Workload (hours)**

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**Period:** Semester 1  
**Occurrence:** A  
**Coordinator:** Claire Brock  
**Mark Scheme:** UG Module Mark Scheme

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Last Published: 27 September 2019
Module Specification

EN3200  Twenty First Century Global Fiction

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

Student Workload (hours)

<table>
<thead>
<tr>
<th>Lectures</th>
<th>Seminars</th>
<th>Practical Classes &amp; Workshops</th>
<th>Tutorials</th>
<th>Fieldwork</th>
<th>Project Supervision</th>
<th>Guided Independent Study</th>
<th>Demonstration</th>
<th>Supervised time in studio/workshop</th>
<th>Work Based Learning</th>
<th>Placement</th>
<th>Year Abroad</th>
<th>Total Module Hours</th>
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<tr>
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Period:  Semester 1  
Occurrence:  A  
Coordinator:  Lucy Evans  
Mark Scheme:  UG Module Mark Scheme

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Description</th>
<th>Weight %</th>
<th>Qual Mark</th>
<th>Exam Hours</th>
<th>Ass't Group</th>
<th>Alt Reass't</th>
</tr>
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<tbody>
<tr>
<td>001</td>
<td>3,000 word essay</td>
<td>100</td>
<td></td>
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</table>

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

-
Guided Independent Study: Indicative Activities

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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.
Module Specification

EN3202  Austen in Antigua: Literary and Cinematic Explorations of Rural Britain’s Colonial Connections

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

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

Student Workload (hours)

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<th>Lectures</th>
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<tr>
<td>Practical Classes &amp; Workshops</td>
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<td>Tutorials</td>
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<td>Guided Independent Study 135</td>
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<td>Demonstration</td>
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<td>Supervised time in studio/workshop</td>
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<td>Placement</td>
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<td>Year Abroad</td>
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<tr>
<td>Total Module Hours 150</td>
<td></td>
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</tbody>
</table>

No. Assessment Description Weight % Qual Mark Exam Hours Ass't Group Alt Reass't
001 2,000 word essay 100
002 Essay plan 0

Intended Learning Outcomes
On successful completion of the module, students should be able to:
Situate the set primary texts in specific colonial contexts.
Reflect critically on how colonialism has impacted on representations of the British countryside.
Be able to identify the key features of pastoral, anti-pastoral and post-pastoral writing and identify how these are being transformed by contemporary writers.

Teaching and Learning Methods
Seminar.
Introduced film screenings followed by group discussion.

Assessment Methods
2,000 word essay in response to set questions on the topic.
Essay plan to be discussed with tutor (formative).

Pre-Requisites
-

Co-Requisites
-

Excluded Combinations
-

Guided Independent Study: Indicative Activities
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Last Published: 27 September 2019
Module Specification

EN3203 Early Modern Fantasies and Fears

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

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

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

Assessment Methods
One essay of no more than 3000 words.

Pre-Requisites
-

Co-Requisites
-

Excluded Combinations
-
Guided Independent Study: Indicative Activities

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

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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.
Module Specification

EN3204  Writing For Laughs

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

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

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<tr>
<th>No.</th>
<th>Assessment Description</th>
<th>Weight %</th>
<th>Qual Mark</th>
<th>Exam Hours</th>
<th>Ass't Group</th>
<th>Alt Reass't</th>
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<tr>
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<td>Oral Presentation</td>
<td>10</td>
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<tr>
<td>002</td>
<td>Creative and Critical Portfolio</td>
<td>90</td>
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</tr>
</tbody>
</table>

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
- 

Last Published: 27 September 2019
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.

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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.
Module Specification

EN3205  Multilingual and multicultural communities

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

Period: Semester 1
Occurrence: A
Coordinator: Chryso Hadjidemetriou

Mark Scheme: UG Module Mark Scheme

No.  Assessment Description  Weight %  Qual Mark  Exam Hours  Ass't Group  Alt Reass't
001  Essay (3000 words)  90  
002  Essay proposal  10  

Intended Learning Outcomes
On successful completion of the module, students should be able to:
- explain what bilingualism/multilingualism is
- explain what language choice is
- discuss individual and societal multilingualism
- discuss/analyse language maintenance, language shift, and language death and how to describe such cases
- understand what language rights are
- define endangered languages are, how to evaluate and describe a case of language endangerment, and what language policy and planning is
- analyse contact-induced language change

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

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

Assessment Methods
1 x 3000 word essay

Pre-Requisites
-

Co-Requisites
-

Excluded Combinations
-
Guided Independent Study: Indicative Activities

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- Reading ahead for next semester’s modules: 20%

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## Module Specification

### EN3206  Language, Power and Persuasion

<table>
<thead>
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<th>Academic Year:</th>
<th>2019/0</th>
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<td>Module Level:</td>
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<td>Scheme:</td>
<td>UG</td>
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<td>Department:</td>
<td>English</td>
</tr>
<tr>
<td>Credits:</td>
<td>15</td>
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</table>

### Intended Learning Outcomes

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

### Teaching and Learning Methods

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

### Assessment Methods

1 x MCQ data analysis
1 x 2,500-word written assignment

### Pre-Requisites
- 

### Co-Requisites
- 

### Excluded Combinations
- 

### Student Workload (hours)

<table>
<thead>
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<th>Lectures</th>
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</tr>
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<td>Seminars</td>
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<td>Tutorials</td>
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<td>Fieldwork</td>
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<td>Work Based Learning</td>
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### No. | Assessment Description | Weight % | Qual Mark | Exam Hours | Ass't Group | Alt Reass't |
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<tr>
<td>001</td>
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</table>
EN3206 Language, Power and Persuasion

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Module Specification

EN3208 Sex and Sensibility. Women, Writing, Revolution

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Description</th>
<th>Weight %</th>
<th>Qual Mark</th>
<th>Exam Hours</th>
<th>Ass't Group</th>
<th>Alt Reass't</th>
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<tbody>
<tr>
<td>001</td>
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Student Workload (hours)

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<th>Seminars</th>
<th>Practical Classes &amp; Workshops</th>
<th>Tutorials</th>
<th>Fieldwork</th>
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</tbody>
</table>

Intended Learning Outcomes

On successful completion of the module, students should be able to:
- Demonstrate a sophisticated and wide-ranging set of analytical skills relating to questions of social, political and literary engagement of women writers in the 1790s and beyond.
- Explore narrative technique, structure, style, and imagery in a range of texts and genres with a particular focus on the novel.
- Be able to position works read within a wider social and cultural context, and a range of critical and theoretical approaches.
- Present an oral and visual summary of their work and answer questions on their presentation.

Teaching and Learning Methods

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

Assessment Methods

500 word [or equivalent] portfolio including completed presentation
2500 word essay

Pre-Requisites

-

Co-Requisites

-

Excluded Combinations

-
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- 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

### Module Specification

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

#### Period: Semester 1  
#### Occurrence: A  
#### Coordinator: Claire Wood  
#### Mark Scheme: UG Module Mark Scheme

#### 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

#### Student Workload (hours)

<table>
<thead>
<tr>
<th>Lectures</th>
<th>Seminars</th>
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<td>Tutorials</td>
<td>Fieldwork</td>
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<td>Practical Classes &amp; Workshops</td>
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<tr>
<td>Demonstration</td>
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#### No. | Assessment Description | Weight % | Qual Mark | Exam Hours | Ass't Group | Alt Reass't |
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Last Published: 27 September 2019
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.
Module Specification

EN3210  The Brontës

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

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

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

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

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

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

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

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

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

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

Assessment Methods
essay; formative presentation

Pre-Requisites
-

Co-Requisites
-

Student Workload (hours)

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

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

001

Last Published: 27 September 2019
Excluded Combinations

Guided Independent Study: Indicative Activities

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

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

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

EN3214  Language and the News

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

Student Workload (hours)

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<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
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<tr>
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<td>Seminars</td>
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<td>Practical Classes &amp; Workshops</td>
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<td>Project Supervision</td>
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<td>Guided Independent Study</td>
<td>180</td>
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<td>Demonstration</td>
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<td>Year Abroad</td>
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<td>Total Module Hours</td>
<td>200</td>
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Period: Semester 1
Occurrence: A
Coordinator: Ian Hutchby
Mark Scheme: UG Module Mark Scheme

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

Intended Learning Outcomes
Demonstrate understanding of how news is constructed through linguistic forms.

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

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

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

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

Assessment Methods
Essay.

Pre-Requisites
-

Co-Requisites
-

Excluded Combinations
-

Guided Independent Study: Indicative Activities
Research and reading in the library; exploring the media and other everyday sources for the collection of seminar data.

Last Published: 27 September 2019
## Module Specification

### EN3215 Everyday Language: Talk and the Social World

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### Student Workload (hours)

<table>
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<tbody>
<tr>
<td>Seminars</td>
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<td>Demonstration</td>
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<td>Placement</td>
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<td>Year Abroad</td>
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<td>Total Module Hours</td>
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### Academic Year: 2019/0

### Module Level: Year 3

### Scheme: UG

### Department: English

### Credits: 20

### Period: Semester 2

### Occurrence: A

### Coordinator: Ian Hutchby

### Mark Scheme: UG Module Mark Scheme

### Intended Learning Outcomes

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

### Teaching and Learning Methods

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

### Assessment Methods

Essay.

### Pre-Requisites

- 

### Co-Requisites

- 

### Excluded Combinations

- 

### Guided Independent Study: Indicative Activities

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

Last Published: 27 September 2019
Module Specification

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)

<table>
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<tr>
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<th>Exam Hours</th>
<th>Ass't Group</th>
<th>Alt Reass't</th>
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<td>Demonstration</td>
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<td>Supervised time in studio/workshop</td>
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<td>Year Abroad</td>
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<td>300</td>
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</table>

Period: Semester 1
Occurrence: A
Coordinator: 
Mark Scheme: UG Module Mark Scheme

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.

Last Published: 27 September 2019
Module Specification

EN3340  Postwar to Postmodern: Literature 1945-Present

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

Period: Semester 2
Occurrence: A
Coordinator: Emma Parker
Mark Scheme: UG Module Mark Scheme

Student Workload (hours)

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</table>

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 synthesis 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
-

Last Published: 27 September 2019
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.
Module Specification

EN3990  Year Abroad

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

Student Workload (hours)

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<td>Year Abroad</td>
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<td>Total Module Hours</td>
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Period: Academic Year
Occurrence: A
Coordinator:
Mark Scheme: UG Module Mark Scheme

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

Intended Learning Outcomes

Teaching and Learning Methods

Assessment Methods

Pre-Requisites

Co-Requisites

Excluded Combinations

Guided Independent Study: Indicative Activities
Module Specification

EN3991  Year Abroad

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

Student Workload (hours)
- Lectures 0
- Seminars 0
- Practical Classes & Workshops 0
- Tutorials 0
- Fieldwork 0
- Project Supervision 0
- Guided Independent Study 300
- Demonstration 0
- Supervised time in studio/workshop 0
- Work Based Learning 0
- Placement 0
- Year Abroad 0
- Total Module Hours 300

Period: Academic Year  
Occurrence: A  
Coordinator:  
Mark Scheme: UG Module Mark Scheme

Intended Learning Outcomes
-  
Teaching and Learning Methods
-  
Assessment Methods
-  
Pre-Requisites
-  
Co-Requisites
-  
Excluded Combinations
-  
Guided Independent Study: Indicative Activities
-  

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

Last Published: 27 September 2019
## Module Specification

### EN3992 Year Abroad

<table>
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<th>Weight %</th>
<th>Qual Mark</th>
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<th>Ass't Group</th>
<th>Alt Reass't</th>
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**Student Workload (hours)**

- Lectures 0
- Seminars 0
- Practical Classes & Workshops 0
- Tutorials 0
- Fieldwork 0
- Project Supervision 0
- Guided Independent Study 300
- Demonstration 0
- Supervised time in studio/workshop 0
- Work Based Learning 0
- Placement 0
- Year Abroad 0
- Total Module Hours 300

### Period:
- Academic Year

### Occurrence:
- A

### Coordinator:
- Mark Scheme: UG Module Mark Scheme

### Intended Learning Outcomes
- 

### Teaching and Learning Methods
- 

### Assessment Methods
- 

### Pre-Requisites
- 

### Co-Requisites
- 

### Excluded Combinations
- 

### Guided Independent Study: Indicative Activities
- 

**Last Published:** 27 September 2019
EN3993 Year Abroad

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

Student Workload (hours)
Lectures 0
Seminars 0
Practical Classes & Workshops 0
Tutorials 0
Fieldwork 0
Project Supervision 0
Guided Independent Study 300
Demonstration 0
Supervised time in studio/workshop 0
Work Based Learning 0
Placement 0
Year Abroad 0
Total Module Hours 300

Period: Academic Year
Occurrence: A
Coordinator:
Mark Scheme: UG Module Mark Scheme

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

Intended Learning Outcomes

Teaching and Learning Methods

Assessment Methods

Pre-Requisites

Co-Requisites

Excluded Combinations

Guided Independent Study: Indicative Activities