Due to the ongoing impact of the global pandemic we have had to evaluate all of our courses to ensure that we adhere to Government guidelines to protect the health and wellbeing of our staff and students. This means that as we work through these changes the format, delivery methods and assessments for the modules below are subject to change. Students will be informed directly regarding the delivery and assessment methods for their programmes in 2020/21 and beyond and the final versions of the module specifications will be updated in due course.
Module Specification

EN1035  Introduction to Writing Creatively Part 2

Academic Year: 2020/1
Module Level: Year 1
Scheme: UG
Department: English
Credits: 15

Period: Semester 2
Occurrence: E
Coordinator: Jonathan Taylor

Mark Scheme: UG Module Mark Scheme

<table>
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<tr>
<th>No.</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>
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</thead>
<tbody>
<tr>
<td>001</td>
<td>CREATIVE WRITING: 1500 words max. of prose fiction, or 5-6 pages of screenplay</td>
<td>70</td>
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<tr>
<td>002</td>
<td>REFLECTIVE COMMENTARY: 750 words</td>
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</table>

**Student Workload (hours)**
- Synchronous Lectures 10
- Synchronous Small Group Teaching 10
- Synchronous Practical Classes/Workshops/Professional Placements
- Asynchronous Lectures/Presentations
- Asynchronous Other
- Guided Independent Study 130
Total Module Hours 150

**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**

Last Published: 11 November 2020
Guided Independent Learning: 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

EN1037 Describing Language

Academic Year: 2020/1
Module Level: Year 1
Scheme: UG
Department: English
Credits: 15

Period: Semester 2
Occurrence: E
Coordinator:
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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<tbody>
<tr>
<td>001</td>
<td>Online Test 1</td>
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<td>Online Test 3</td>
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</table>

Student Workload (hours)
- Synchronous Lectures: 10
- Synchronous Small Group Teaching: 10
- Synchronous Practical Classes/Workshops/Professional Placements: 10
- Asynchronous Lectures/Presentations: Asynchronous Other
- Guided Independent Study: 130
- Total Module Hours: 150

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: 11 November 2020
Guided Independent Learning: 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

EN1040  The History of the English Language

Academic Year: 2020/1
Module Level: Year 1
Scheme: UG
Department: English
Credits: 15

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

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 Learning: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%

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: 2020/1
Module Level: Year 1
Scheme: UG
Department: English
Credits: 30

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

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

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

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

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

Assessment Methods
The module mark will be based on:
- One 1,500-word review of a production of a Renaissance play (30%) (A, E and E1 Occurrences)
- One 2.5 hour examination (A, E Occurrences)
- One 2,500-word research essay, title to be discussed with seminar tutor (70%) (E1 Occurrence)

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
Module Specification

EN1050  Renaissance Drama: Shakespeare and his Contemporaries

Guided Independent Learning: 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

EN2036  Charles Dickens

Academic Year: 2020/1  
Module Level: Year 2  
Scheme: UG  
Department: English  
Credits: 15

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

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<tr>
<td>001</td>
<td>2,500 word essay</td>
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</table>

Student Workload (hours)

Synchronous Lectures

Synchronous Small Group Teaching 10
Synchronous Practical Classes/Workshops/Professional Placements
Synchronous Other 5
Asynchronous Lectures/Presentations 10
Asynchronous Other 10
Guided Independent Study 115
Total Module Hours 150

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

-
Guided Independent Learning: 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).
Module Specification

EN2045  Reading Old English

Academic Year: 2020/1
Module Level: Year 2
Scheme: UG
Department: English
Credits: 15

Period: Semester 2
Occurrence: E
Coordinator: Philip Shaw
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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<td>Translation and commentary</td>
<td>80</td>
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<tr>
<td>006</td>
<td>Grammar exercises</td>
<td>20</td>
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</tbody>
</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

Student Workload (hours)

Synchronous Lectures
Synchronous Small Group Teaching 10
Synchronous Practical Classes/Workshops/Professional Placements
Synchronous Other 5
Asynchronous Lectures/Presentations 10
Asynchronous Other 10
Guided Independent Study 115
Total Module Hours 150

Last Published: 11 November 2020
Guided Independent Learning: 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

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

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

### Teaching and Learning Methods

Students are free to attend as many of the EN2050/EN2350 lectures offered to those taking the module both for 15 and for 30 credits as they wish, but will be required to attend the lectures directly relevant to the set texts and contextual background supporting their seminar reading and research.

Students will be expected to attend a film screening.

Students will be required to attend seminars based on the set texts and on relevant cultural and historical contexts. Students will be expected to attend a workshop to help them research and write the essay for the module.

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

### Assessment Methods

One 2500 word essay

### Pre-Requisites

- 

### Co-Requisites

- 

### Excluded Combinations

- 

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**Last Published:** 11 November 2020
Guided Independent Learning: Indicative Activities

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

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EN2060  Concepts in Criticism

Academic Year: 2020/1
Module Level: Year 2
Scheme: UG
Department: English
Credits: 15

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

Student Workload (hours)

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<th>No.</th>
<th>Assessment Description</th>
<th>Weight %</th>
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<th>Exam Hours</th>
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<tr>
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<tr>
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<td>10</td>
<td>0</td>
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</table>

Total Module Hours 150

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 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
Guided Independent Learning: 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

EN2080 Advanced Creative Writing Skills

Academic Year: 2020/1
Module Level: Year 2
Scheme: UG
Department: English
Credits: 15

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

Student Workload (hours)

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<th>Synchronous Practical Classes/ Workshops/Professional Placements</th>
<th>Synchronous Other</th>
<th>Asynchronous Lectures/Presentations</th>
<th>Asynchronous Other</th>
<th>Guided Independent Study</th>
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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>001</td>
<td>Oral presentation (live or recorded)</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>002</td>
<td>1300 word creative writing, or 5 pages of poetry or scripts</td>
<td>45</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>003</td>
<td>REFLECTIVE COMMENTARY-1300 words</td>
<td>45</td>
<td></td>
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</tr>
</tbody>
</table>

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: 11 November 2020
Guided Independent Learning: 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 aside time for reading ahead and planning for the coming semester.
Love Wars: Gender, Writing and Society, 1660-1789

Module Specification

EN2350

<table>
<thead>
<tr>
<th>Academic Year:</th>
<th>2020/1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Level:</td>
<td>Year 2</td>
</tr>
<tr>
<td>Scheme:</td>
<td>UG</td>
</tr>
<tr>
<td>Department:</td>
<td>English</td>
</tr>
<tr>
<td>Credits:</td>
<td>30</td>
</tr>
</tbody>
</table>

**Period:** Semester 2  
**Occurrence:** E  
**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**

- 

**Student Workload (hours)**

<table>
<thead>
<tr>
<th>Synchronous Lectures</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synchronous Small Group Teaching</td>
<td>10</td>
</tr>
<tr>
<td>Synchronous Practical Classes/Workshops/Professional Placements</td>
<td>10</td>
</tr>
<tr>
<td>Synchronous Other</td>
<td>5</td>
</tr>
<tr>
<td>Asynchronous Lectures/Presentations</td>
<td>10</td>
</tr>
<tr>
<td>Asynchronous Other</td>
<td>10</td>
</tr>
<tr>
<td>Guided Independent Study</td>
<td>265</td>
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<tr>
<td>Total Module Hours</td>
<td>300</td>
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</table>

<table>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>002</td>
<td>Passage analysis (1500 words)</td>
<td>30</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>003</td>
<td>Essay (3000 words)</td>
<td>70</td>
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</table>

Last Published: 11 November 2020
Module Specification

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

Guided Independent Learning: 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.
# EN2360 Concepts in Criticism

**Academic Year:** 2020/1  
**Module Level:** Year 2  
**Scheme:** UG  
**Department:** English  
**Credits:** 30

<table>
<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>
</tr>
</thead>
<tbody>
<tr>
<td>004</td>
<td>Essay on one concept in criticism in relation to a set text (1,500 words)</td>
<td>30</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>005</td>
<td>Completed autonomous learning group report</td>
<td>10</td>
<td>0</td>
<td></td>
<td></td>
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<tr>
<td>006</td>
<td>Essay on two concepts on a text of students' choice (2,500 words)</td>
<td>60</td>
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</tbody>
</table>

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

**Student Workload (hours):**
- Synchronous Lectures: 10
- Synchronous Small Group Teaching: 10
- Synchronous Practical Classes/Workshops/Professional Placements: 10
- Synchronous Other: 5
- Asynchronous Lectures/Presentations: 10
- Asynchronous Other: 10
- Guided Independent Study: 265
- Total Module Hours: 300

**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 Learning: Indicative Activities

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