



UNIVERSITY OF
LEICESTER

Study Abroad

Modules in English

2022/23 Academic Year



MODULE NAME: Classic American Writing

MODULE CODE: EN1002

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 1

DEPARTMENT: English

INTENDED LEARNING OUTCOMES:

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

- Identify and analyse significant generic and stylistic features of literary texts
- Identify and analyse significant themes and techniques of nineteenth-century American literature
- mount a developed argument about a theme or issue in a nineteenth-century work or works
- Demonstrate academic integrity in submitted work through appropriate use of academic citation and referencing conventions in the discipline (for example in directly quoting or paraphrasing the work of others). [How assessed: essay].

COORDINATOR: Nick Everett

TEACHING AND LEARNING METHODS:

The module will be delivered through lectures and seminars. Lectures will provide students with important information about the primary texts and stimulus for thought and discussion about them. Students will be encouraged to express their views about the texts, and engage in discussion, in all seminars. Students may be asked to prepare and deliver short presentations about the primary texts in seminars. There will be a skills lecture in which detailed advice will be given on how to prepare for and write passage analyses and literature essays. Skills of passage analysis and essays will also be discussed in seminars.

- In this module the importance and role of demonstrating academic integrity in academic work will be explained. Furthermore, this module upholds the university's regulations on academic misconduct by clearly explaining to all students what constitutes plagiarism, collusion and other unfair advantages in assessment (including clear definitions and examples) and by providing a familiarity with the penalties for academic misconduct.

The module will provide 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. This will be delivered through a combination of course materials, appropriately contextualised instruction and experiential learning opportunities, and the compulsory completion by each student of an on-line tutorial on avoiding plagiarism, which will be recorded.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

- Passage Analysis (500 words) (30%)

- Essay (1500 words) (70%)

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

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 Autonomous Learning Groups; preparing presentations): 75 hours

Research, reading and writing your assessments: 53 hours

In addition to the above activities, students will also be expected to complete an on-line tutorial on avoiding plagiarism and will have opportunities for experiential learning about plagiarism in academic writing.

MODULE NAME: The Novel Around the World

MODULE CODE: EN1020

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 30

PERIOD: Semester 1

DEPARTMENT: English

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

COORDINATOR:

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.

PRE-REQUISITES:

TOTAL MODULE HOURS: 300

ASSESSMENT METHODS:

Essay and Exercise

GUIDED INDEPENDENT LEARNING: 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.

MODULE NAME: Introduction to Writing Creatively Part 1

MODULE CODE: EN1025

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 1

DEPARTMENT: English

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

COORDINATOR: Jonathan Taylor

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.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

Creative Writing and Reflective Commentary

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 NAME: Feminist Fiction

MODULE CODE: EN1060

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 1

DEPARTMENT: English

INTENDED LEARNING OUTCOMES:

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

- identify and critically discuss themes and issues central to feminist fiction
- situate texts in their socio-cultural context
- evaluate the ways in which gender shapes the form and content of feminist fiction
- discuss feminist fiction in relation to ideas drawn from feminist literary theory and criticism
- intervene in debates about the concept of 'feminist fiction' and assess its relevance to the contemporary world

COORDINATOR: Emma Parker

TEACHING AND LEARNING METHODS:

This module examines the influence of feminism on fiction and considers the ways that fiction by women responds to debates about gender. It moves from proto-feminist fiction, through Second Wave feminism - looking at novels that focus on the intersection of gender and race, gender and class, and gender and sexuality - to fiction that addresses postfeminism. The module will be delivered through weekly seminars and through ALGs, which students attend prior to each seminar.

NB Texts feature sexual violence, self-harm and suicide.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

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:

Online reading list of recommend primary and secondary sources; provision of contextual material about feminism and gender issues for reflection and discussion; regular ALG meetings to discuss the week's work with peers and complete set tasks; set reading and structured tasks in preparation for seminars; written feedback on an essay plan.

MODULE NAME: Writing Matters

MODULE CODE: EN1070

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 1

DEPARTMENT: English

INTENDED LEARNING OUTCOMES:

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

- Write effectively for academic purposes, with the appropriate referencing and presentation of quoted material
- Assess their own writing and try out ways of extending their practice as writers, particularly in relation to making a critical argument
- Offer constructive criticism of others' writing
- Assess the strategies of a range of writers who are presented on the module as exemplars of a variety of genres
- Reflect on and articulate their motivations, strengths, and experience of developing one or more transferrable skills

COORDINATOR: Mary Ann Lund

TEACHING AND LEARNING METHODS:

8 seminars, each of 90 minutes

video talks and study skills demonstrations

Autonomous Learning Groups

Assessment:

1. Students submit three short (500-word) formative pieces of writing during the course of the term and each time the tutor gives feedback and an indication of the level of achievement. Students also give peer feedback on these pieces of writing in class.

At the end of the module, students choose one of the 500-word texts and, responding to the feedback from the tutor and peers, redraft it for final submission.

2. Students also complete a reflective commentary, exploring their writing development on this module and their motivations, strengths and experience of developing transferrable skills (20%)

3. A completed ALG report (10%)

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

500-word text

Reflective commentary

ALG report

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

Private reading of texts from the module reading list and beyond; trying out writing techniques (including planning, research and revision); preparing drafts of texts for workshopping; writing an ALG report; watching video talks

MODULE NAME: Chaucer's Worlds

MODULE CODE: EN2010

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 1

DEPARTMENT: English

INTENDED LEARNING OUTCOMES:

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

- discuss the ways in which class, race and gender can shape early literary culture
- evaluate the literature of an historical period using appropriate critical and conceptual vocabulary
- evaluate how contemporary concepts and debates can apply to primary materials
- show awareness of the ways in which narratives migrate between cultures, and carry out comparative analysis of their differing forms

COORDINATOR: Ben Parsons

TEACHING AND LEARNING METHODS:

The module will be taught as follows:

- Ten two-hour seminars, incorporating introductory and revision sessions
- Eight 20-min recorded introductions to contextualise each text
- One one-hour field trip/lecture at St Mary de Casto, circumstances permitting

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

Essay (3000 words) - 100%

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

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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 NAME: Chaucer's Worlds

MODULE CODE: EN2010

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 1

DEPARTMENT: English

INTENDED LEARNING OUTCOMES:

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

- discuss the ways in which class, race and gender can shape early literary culture
- evaluate the literature of an historical period using appropriate critical and conceptual vocabulary
- evaluate how contemporary concepts and debates can apply to primary materials
- show awareness of the ways in which narratives migrate between cultures, and carry out comparative analysis of their differing forms

COORDINATOR:

TEACHING AND LEARNING METHODS:

The module will be taught as follows:

- Ten two-hour seminars, incorporating introductory and revision sessions
- Eight 20-min recorded introductions to contextualise each text
- One one-hour field trip/lecture at St Mary de Casto, circumstances permitting

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

Essay (3000 words) - 100%

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 NAME: American Literary Figures from the Settler to the Hipster

MODULE CODE: EN2011

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 1

DEPARTMENT: English

INTENDED LEARNING OUTCOMES:

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

- Identify a range of recognisable literary figures in North American literature
- Analyse literary texts in relation to these literary figure
- Connect the figures discussed in this module to those encountered in previous literature modules
- Critically consider the complexity of periodisation and challenges to generic categorisation
- Develop their own arguments through formatively and summatively assessed work

COORDINATOR: Zalfa Feghali

TEACHING AND LEARNING METHODS:

This module is delivered through weekly two-hour workshops which will allow students to build on and hone skills acquired from taking either foundational skills modules AM1002 or EN1010. In workshops, students collaboratively consider the historical and cultural contexts for the texts under discussion as well as having the opportunity to focus closely on the literary and cinematic texts. Students are required to work on a range of literary texts selected from a variety of literary periods and forms within North American literary and cultural studies. Students will have the opportunity to deliver a short informal presentation on a text of their choice once over the course of the semester. This will offer students practice in clearly formulating and presenting an argument and students will receive formative feedback on their presentation from the tutor, as well as peer feedback. This formative feedback will help them prepare for their final 2,500-word portfolio. Students will have the chance to discuss their writing style, critical approach and argument in detail with their tutor each week, either during dedicated module office hours or during the workshop.

PRE-REQUISITES: AM1002 or EN1010

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

Portfolio (2,500 words) (100%)

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

Reading and note-taking from primary sources and secondary works as preparation for tutorials - 40 hours

Developing essay question and preliminary research - 5 hours

Researching and writing essay - 30 hours

Consulting assessment guidelines and other resources on blackboard - 2 hours

Engagement with tutor in emails and office hours for essay planning and feedback - 3 hours

MODULE NAME: Diversity in Contemporary American Literature

MODULE CODE: EN2013

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 1

DEPARTMENT: English

INTENDED LEARNING OUTCOMES:

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

- Identify aspects and definitions of ethnicity and diversity in American cultural contexts
- Analyse American literary texts in relation to these concepts
- Relate their findings and understanding of these texts and concepts to those encountered on previous literature modules
- Critically consider the complexity of analysing and discussing texts in relation to ethnicity and diversity
- Develop their own arguments through formative and summatively assessed work

COORDINATOR: Catherine Morley

TEACHING AND LEARNING METHODS:

This module is delivered through one weekly lecture and one weekly seminar. It is a literature focused module, which will allow students to build upon the skills acquired in their first year literature modules. In seminars, students will collaboratively consider the cultural and the historical contexts for the terms and the texts under discussion in a given week. We will relate our discussion of various concepts (hybridity, diversity, multiculturalism, etc.) to specific texts. Students are required to work on a range of literary texts selected from a variety of literary periods and forms within North American literary contexts. Each student will give a 5 minute presentation on a text of their choice once over the course of the semester. This assessment will offer students practice in clearly formulating and presenting an argument and students will receive formative feedback on their presentation from the tutor, as well as peer feedback. This formative feedback will help them prepare for their passage analysis and final essay. Students will have the chance to discuss their writing style, critical approach and argument in detail with their tutor each week, either during dedicated module office hours or during the weekly seminar and/or Study Skills lecture sessions.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

- Passage Analysis 1,000 words (40%)
- Essay 1,500 words (60%)

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

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.

Seminar preparation (e.g. reading and taking notes on set texts and wider reading, or drafting/redrafting a text; participating in ALGs; preparing presentations): 76 hours

Research, reading and writing your assessments: 52 hours.

MODULE NAME: Critical Perspectives 1

MODULE CODE: EN2060

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 1

DEPARTMENT: English

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
- Connect theoretical concepts to set texts
- Develop a critical reading of one or more set texts informed by theoretical perspectives
- Present a coherent argument supported by appropriate evidence
- Work effectively with others in autonomous learning groups

COORDINATOR: Lucy Evans

TEACHING AND LEARNING METHODS:

The module will be taught in the following ways:

- Ten one-hour lectures or workshops
- Ten one-hour seminars
- Eight one-hour autonomous reading groups

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

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 NAME: Using Stories

MODULE CODE: EN2070

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 1

DEPARTMENT: English

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

COORDINATOR: Jonathan Taylor

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.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

Creative Writing and Reflective commentary

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 NAME: Gothic

MODULE CODE: EN2131

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 1

DEPARTMENT: English

INTENDED LEARNING OUTCOMES:

COORDINATOR: Julian North

TEACHING AND LEARNING METHODS:

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

MODULE NAME: Romantic Literature from Blake to Shelley

MODULE CODE: EN2147

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 30

PERIOD: Semester 1

DEPARTMENT: English

INTENDED LEARNING OUTCOMES:

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

- demonstrate detailed knowledge and critical understanding of a range of literature from the Romantic era, including different forms and genres such as poetry and the novel;
- discuss authors, texts and issues addressed by the module in a clear and concise manner, thereby demonstrating progression in written communication skills;
- place the work of individual writers in relation to significant social, cultural and literary developments of the period 1789-1823, e.g. Revolutionary thought and the development of the novel;
- outline, analyse and assess the formal and thematic characteristics of the major literary genres (e.g. the ballad, the lyric, the sonnet, the ode);
- compare and contrast works by a range of authors from across the period, e.g. William Wordsworth, Mary Wollstonecraft and Jane Austen, describing and accounting for continuities as well as differences.

COORDINATOR: Philip Shaw

TEACHING AND LEARNING METHODS:

20 hours of seminar contact time provide an opportunity for students to develop their critical analysis of authors and texts and to relate them to some broad contexts of literary and cultural history. Students will be asked to produce informal, formative presentations and to work individually and collaboratively in ALG groups to present their research to their peers in seminars.

A series of 10 x 30 minute asynchronous lectures, which provide direction and contexts for students' individual study of texts, secondary criticism and historical and theoretical sources, will be made available on the module Blackboard site.

Students will be invited to participate in 2 x 1 hour field trips at city centre locations.

PRE-REQUISITES:

TOTAL MODULE HOURS: 300

ASSESSMENT METHODS:

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 NAME: Eighteenth-Century Literature from Restoration to Revolution

MODULE CODE: EN2350

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 30

PERIOD: Semester 1

DEPARTMENT: English

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 relevant 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.

COORDINATOR: Kate Loveman

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 view a film / listen to a radio production.

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 sessions: one of the sessions will support students' preparation for the passage analysis; the second session 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.

PRE-REQUISITES:

TOTAL MODULE HOURS: 300

ASSESSMENT METHODS:

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

GUIDED INDEPENDENT LEARNING: 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.

MODULE NAME: Adolescence in American Fiction and Film

MODULE CODE: EN3004

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 1

DEPARTMENT: English

INTENDED LEARNING OUTCOMES:

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

- Define the key elements of 'coming of age' texts
- Identify and compare the principle written/cinematic strategies of the texts on the module
- Plan an essay in response to a set question
- Contribute to a discussion of the texts and topics of the module
- Analyse work by two writers/directors on the module in response to a set question

COORDINATOR: Sarah Graham

TEACHING AND LEARNING METHODS:

Seminars

Film screenings introduced by tutor

Feedback on essay plan from tutor

Directed reading

Independent research

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

Essay (3,000 words) (100%)

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

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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.

The advice below will vary depending on the requirements of each module. On literature modules you may spend a large part of your time reading the primary texts; on Language and Creative Writing modules, the primary tasks will be different, for instance drafting or revising a written text on a Creative Writing course; in English Language assignments, you may be required to spend some time on ethically collecting data for analysis. Below is a rough guide:

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

MODULE CODE: EN3028

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 1

DEPARTMENT: English

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

COORDINATOR: Philip Shaw

TEACHING AND LEARNING METHODS:

Teaching will be by lecture and seminar. Lectures will introduce students to the broader contexts of Victorian literature and key themes of the set texts, as a basis for more detailed discussion in seminars. In the seminars 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. Students will also meet for a weekly ALG.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

3000 word essay

500 word formative assessment

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

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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 NAME: Contemporary Black British and British Asian Writing

MODULE CODE: EN3045

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 1

DEPARTMENT: English

INTENDED LEARNING OUTCOMES:

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

- Demonstrate an awareness of literature from the African, Caribbean and South Asian diasporas in Britain.
- Situate a variety of texts within the social, cultural and political contexts of late twentieth and early twenty-first century Britain.
- Show knowledge of critical and theoretical debates surrounding black British and British Asian cultural production, and make use of that knowledge in their close readings of set texts.
- Compare and contrast literary texts of varying styles, forms and genres.
- Construct an informed and coherent written argument which combines detailed textual analysis with a critical assessment of relevant secondary sources.

COORDINATOR: Lucy Evans

TEACHING AND LEARNING METHODS:

10 x 2-hour seminars.

Discussions will combine a consideration of the module's key issues and ideas with close reading of the primary texts in relation to critical, contextual and theoretical material. Preparation sheets will be provided each week with questions to help direct independent study, and supporting material will be available on Blackboard. Seminars will vary in format, combining whole-class discussion with structured tasks in smaller groups.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

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 NAME: Forms of Modern Poetry

MODULE CODE: EN3071

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 1

DEPARTMENT: English

INTENDED LEARNING OUTCOMES:

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

- Demonstrate a working understanding, both as writers and readers, of the basic English forms and metres (especially iambic)
- Possess insight into the significance, function and development of form and metre in modern and contemporary poetry in English.
- Practically and critically appreciate the relations between formal and thematic aspects of poetry.
- Demonstrate developed written skills, particularly in poetry.

COORDINATOR: Nick Everett

TEACHING AND LEARNING METHODS:

The module will be taught in ten two hour seminars/workshops in which tutor and students will discuss the use of form and metre in select examples of modern and contemporary poetry, and also read and discuss the weekly exercises in poetic form and metre written by the students. The tutor will also provide individual supervisions on students portfolios of poetic exercises in advance of their submission for assessment.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

Portfolio of Poetic Exercises (8 Poems)

Essay (1500 words)

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

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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 up to ten hours per week per module outside of class.

The advice below will vary depending on the requirements of each module. On literature modules you may spend a large part of your time reading the primary texts; on Language and Creative Writing modules, the primary tasks will be different, for instance drafting or revising a written text on a Creative Writing course; in English Language assignments, you may be required to spend some time on ethically collecting data for analysis. Below is a rough guide:

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 midterm).

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 semesters modules: 20%

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

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

MODULE CODE: EN3078

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 1

DEPARTMENT: English

INTENDED LEARNING OUTCOMES:

COORDINATOR:

TEACHING AND LEARNING METHODS:

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

MODULE NAME: Feminist Fiction

MODULE CODE: EN3102

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 1

DEPARTMENT: English

INTENDED LEARNING OUTCOMES:

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

- identify and offer a critical discussion of themes and issues central to women's writing;
- situate texts in their socio-cultural context and discuss writers from different backgrounds in relation to each other;
- evaluate the ways in which gender issues shape both the form and content of women's writing;
- assess the relationship between women's writing and feminism;
- discuss women's writing in relation to ideas drawn from feminist literary theory and criticism, and assess the strengths and weaknesses of such an approach;
- intervene in debates about the concept of 'women's writing' and assess its place in the canon and on the curriculum.

COORDINATOR:

TEACHING AND LEARNING METHODS:

The module is taught through two-hour seminars. Discussion will take place in small and large groups and will be based around sets of questions that students are asked to consider whilst preparing for the seminar.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

Formative essay, 3,000-word essay.

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 NAME: Autobiography and American Literature

MODULE CODE: EN3111

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 1

DEPARTMENT: English

INTENDED LEARNING OUTCOMES:

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

- Explore significant issues of autobiography, particularly of representing individual selves and lives, both creatively and analytically.
- Demonstrate competence in basic skills of first person narrative.
- Mount a developed argument about a significant aspect of autobiography in at least two American autobiographical works.

COORDINATOR: Nick Everett

TEACHING AND LEARNING METHODS:

The module will be taught in ten two hour seminar/workshops in which tutor and students will discuss important themes and issues in a selection of American autobiographical works, and also read and discuss the short creative pieces written by the students themselves. The tutor will in addition provide individual supervisions on students portfolios of creative pieces in advance of their submission for assessment.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

Portfolio of Creative pieces (1500 - 2000 words)

Essay 1,500 words

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

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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 up to ten hours per week per module outside of class.

The advice below will vary depending on the requirements of each module. On literature modules you may spend a large part of your time reading the primary texts; on Language and Creative Writing modules, the primary tasks will be different, for instance drafting or revising a written text on a Creative Writing course; in English Language assignments, you may be required to spend some time on ethically collecting data for analysis. Below is a rough guide:

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 midterm).

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 semesters modules: 20%

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

MODULE NAME: Writing Voices

MODULE CODE: EN3119

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 1

DEPARTMENT: English

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

COORDINATOR:

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.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

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

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

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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 NAME: Criminal Women in Early Modern Literature

MODULE CODE: EN3142

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 1

DEPARTMENT: English

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

COORDINATOR: Kate Loveman

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.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

One 3,000 word essay.

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

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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 NAME: Romanticism: Revolutionary Writing from Blake to Shelley

MODULE CODE: EN3147

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 1

DEPARTMENT: English

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.

COORDINATOR: Philip Shaw

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

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

3000-word essay.

500 word formative piece.

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

MODULE NAME: New York Stories

MODULE CODE: EN3149

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 1

DEPARTMENT: English

INTENDED LEARNING OUTCOMES:

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

- Explore and evaluate the changing literary representations of New York City
- Demonstrate a detailed understanding of modern and contemporary American texts
- Participate in seminar discussions and group-work activities
- Encounter and respond to current debates in the discipline
- Develop their own arguments through formative and summatively assessed work

COORDINATOR: Catherine Morley

TEACHING AND LEARNING METHODS:

The module will be taught through weekly two-hour seminars, with the emphasis firmly on student-centred learning and vigorous debate, with students sharing responses to the various texts. Students are required to prepare beforehand to produce non-assessed discussion papers on the set texts, and to lead class discussions on the texts themselves as well as the social and political contexts in which they were produced. All students are required to read the set text in advance of the seminar and to be prepared to contribute to the discussion. The assessment will offer students practice in clearly formulating and presenting an argument and students will receive formative feedback on their presentation from the tutor, as well as peer feedback. This formative feedback will help them prepare for their passage analysis and final essay. Students will have the chance to discuss their writing style, critical approach and argument in detail with their tutor each week, either during dedicated module office hours or during the weekly seminar.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

1 Essay (preceded by 500 word formative preparatory piece) (100%)

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. 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.

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.

The advice below will vary depending on the requirements of each module. On literature modules you may spend a large part of your time reading the primary texts; on Language and Creative Writing modules, the primary tasks will be different, for instance drafting or revising a written text on a Creative Writing course; in English Language assignments, you may be required to spend some time on ethically collecting data for analysis. Below is a rough guide:

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 NAME: Classical Worlds: Translation and Reception

MODULE CODE: EN3151

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 1

DEPARTMENT: English

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

COORDINATOR: Sarah Knight

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.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

1000 word passage analysis and 2500 word essay

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 NAME: Detective Fiction from Sherlock Holmes to the Second World War

MODULE CODE: EN3169

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 1

DEPARTMENT: English

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'

COORDINATOR:

TEACHING AND LEARNING METHODS:

Seminar, 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.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

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

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 NAME: Writing Prose Fiction

MODULE CODE: EN3174

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 1

DEPARTMENT: English

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.

COORDINATOR: Harry Whitehead

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.

PRE-REQUISITES: Participation in at least two previous Creative Writing Modules as part of the UG Creative Writing minor

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

2,250 words of creative writing

750 words critical reflective essay.

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 NAME: Clinical Encounters?

MODULE CODE: EN3199

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 1

DEPARTMENT: English

INTENDED LEARNING OUTCOMES:

By the end of the module

COORDINATOR:

TEACHING AND LEARNING METHODS:

Weekly

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

5

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

-

MODULE NAME: Early Modern Fantasies and Fears

MODULE CODE: EN3203

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 1

DEPARTMENT: English

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

COORDINATOR:

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.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

One essay of no more than 3000 words.

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 NAME: Language, Power and Persuasion

MODULE CODE: EN3206

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 1

DEPARTMENT: English

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

COORDINATOR:

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).

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

MCQ data analysis 20%

2,500 word written assignment 80%

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

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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 NAME: The Living and the Dead in Nineteenth Century Literature and Culture

MODULE CODE: EN3209

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 1

DEPARTMENT: English

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.

COORDINATOR: Claire Wood

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.

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 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.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

essay; blog contributions

GUIDED INDEPENDENT LEARNING: 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 NAME: Life and Fate: Russian Literature from Pushkin to Grossman

MODULE CODE: EN3216

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 1

DEPARTMENT: English

INTENDED LEARNING OUTCOMES:

COORDINATOR: Claire Brock

TEACHING AND LEARNING METHODS:

PRE-REQUISITES:

TOTAL MODULE HOURS:

ASSESSMENT METHODS:

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

MODULE NAME: Renaissance Literature from Utopia to Paradise Lost

MODULE CODE: EN3320

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 30

PERIOD: Semester 1

DEPARTMENT: English

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
- Demonstrate attention to detail in analysing the rhetoric of literary texts
- 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

COORDINATOR: Sarah Knight

TEACHING AND LEARNING METHODS:

Students are expected to attend the 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 assignment support sessions delivered by module tutors: two of the sessions are intended to help them research and write the essay for the module; the third session 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.

PRE-REQUISITES:

TOTAL MODULE HOURS: 165

ASSESSMENT METHODS:

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.

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

MODULE CODE: EN3328

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 30

PERIOD: Semester 1

DEPARTMENT: English

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

COORDINATOR:

TEACHING AND LEARNING METHODS:

Teaching will be by lecture and seminar. Lectures will introduce students to the broader contexts of Victorian literature and key themes of the set texts, as a basis for more detailed discussion in seminars. In the seminars 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. Students will also meet for a weekly ALG.

PRE-REQUISITES:

TOTAL MODULE HOURS: 300

ASSESSMENT METHODS:

5000 word essay

500 word formative assessment

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 NAME: Shakespeare, Sex, and Gender

MODULE CODE: EN3333

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 1

DEPARTMENT: English

INTENDED LEARNING OUTCOMES:

Describe, interpret and evaluate the thematic and formal properties of the set texts by Shakespeare.

Engage with critical debates surrounding constructions of gender, sex, and sexuality in the early modern period, and their intersection with issues of race and social status.

Apply relevant historical and social knowledge to interpret Shakespeare's writing,

Construct clear, reasoned and well-evidenced arguments comparing and contrasting some of the works studied.

COORDINATOR: Mary Ann Lund

TEACHING AND LEARNING METHODS:

Teaching will be through 10 seminars, each of 2 hours. These will include whole and small group discussion based on set readings from Shakespeare, primary historical sources, and secondary criticism, and formative presentations led by students.

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.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

Essay.

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

Reading primary and secondary texts in preparation for seminars and in follow-up reading.

Watching recommended films.

Identifying research questions.

Preparing formative presentations.

Planning, writing, and editing essay.

MODULE NAME: American Literature in the Twenties and Thirties

MODULE CODE: EN1005

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: English

INTENDED LEARNING OUTCOMES:

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

- Assess and review an academic article or book chapter on a topic relevant to the module
- Contribute to discussion of the writers on the module
- Analyse work by a writer on the module in response to a set question
- Apply the Centre's guidelines on the presentation of work

COORDINATOR: Sarah Graham

TEACHING AND LEARNING METHODS:

Lectures

Seminars

Study Skills Session

Directed Reading

Independent Research

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

- Critical Review (500 words) (30%)
- Essay (1500 words) (70%)

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

The way you divide your time will depend on your own working patterns. 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 Autonomous Learning Groups; preparing presentations): 72 hours

Research, reading and writing your assessments: 56 hours

MODULE NAME: Reading Poetry

MODULE CODE: EN1010

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: English

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

COORDINATOR: Mary Ann Lund

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.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

Writing portfolio

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 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 NAME: Introduction to Writing Creatively Part 2

MODULE CODE: EN1035

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: English

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

COORDINATOR: Jonathan Taylor

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.

PRE-REQUISITES: EN1025

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

Creative Writing and Reflective Commentary

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 NAME: Renaissance Drama: Shakespeare and his Contemporaries

MODULE CODE: EN1050

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 30

PERIOD: Semester 2

DEPARTMENT: English

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

COORDINATOR: Mary Ann Lund

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.

PRE-REQUISITES:

TOTAL MODULE HOURS: 300

ASSESSMENT METHODS:

The module mark will be based on:

- One 1,500-word review of a production of a Renaissance play (30%)
- One take-home exam (24 hours) (70%)
- Students also give a 5-minute oral presentation in the seminar group, which is graded as a formative assessment

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 NAME: Renaissance Drama: Shakespeare and his Contemporaries

MODULE CODE: EN1050

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 30

PERIOD: Semester 2

DEPARTMENT: English

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

COORDINATOR: Sarah Knight

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.

PRE-REQUISITES:

TOTAL MODULE HOURS:

ASSESSMENT METHODS:

The module mark will be based on:

- One 1,500-word review of a production of a Renaissance play (30%)
- One take-home exam (24 hours) (70%)
- Students also give a 5-minute oral presentation in the seminar group, which is graded as a formative assessment

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 NAME: Historical Fiction

MODULE CODE: EN1080

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: English

INTENDED LEARNING OUTCOMES:

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

- undertake effective research, using a range of online sources
- identify primary historical sources and analyze how these are employed in fictional narratives
- identify the techniques used to position and market historical fiction
- reflect on the ways that writers incorporate representation (e.g. aspects of gender, race, disability) into their historical fictions
- construct a coherent and detailed written argument

COORDINATOR: Kate Loveman

TEACHING AND LEARNING METHODS:

The weekly seminars focus on a range of historical novels written in the twentieth and twenty-first centuries, which are set in earlier periods. Novels will be studied alongside historical sources and analogues, in order to analyze authors' methods and introduce the periods.

Seminars are preceded by Autonomous Learning Group meetings at which students discuss the work set for the week.

The first assessment is a 'source pack' for an existing historical fiction -- a selection of primary sources and excerpts from relevant secondary sources -- which the student will compile on the basis of their online research. A recorded lecture and seminar guidance will assist with this.

The second assessment is an essay.

PRE-REQUISITES:

TOTAL MODULE HOURS: 130

ASSESSMENT METHODS:

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:

Online reading list of recommended primary and secondary sources; provision of historical sources and analogues for reflection and discussion; regular ALG meetings to discuss the week's work with peers and complete set tasks; Set reading and structured tasks in preparation for seminars; written feedback on the 'source pack'

MODULE NAME: English and Arts Journalism

MODULE CODE: EN2025

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: English

INTENDED LEARNING OUTCOMES:

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

- Demonstrate knowledge of the history of arts journalism in English Writing portfolio
- Recognise, describe, and write journalistic material to a professional standard Writing portfolio
- Describe and demonstrate the core concepts and professional skills involved in arts journalism Writing portfolio
- Construct a persuasive argument supported by relevant evidence Writing portfolio
- Reflect on and articulate their motivations, strengths and skills in relation to a future, work-related learning opportunity Reflective commentary

COORDINATOR: Mary Ann Lund

TEACHING AND LEARNING METHODS:

The module is taught through a series of 1.5 hour seminars involving full-group discussion, small-group tasks, and workshopping of writing. The seminars are supported through video talks by a range of specialists on aspects of arts journalism and to support the assessments.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

Writing portfolio & Reflective commentary

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 NAME: Charles Dickens

MODULE CODE: EN2036

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: English

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

COORDINATOR: Claire Wood

TEACHING AND LEARNING METHODS:

Teaching is through 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. Students will take part in a weekly ALG.

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

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

Essay

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 and essay-writing at a sufficiently advanced level.

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 NAME: Sin and Redemption in the Middle Ages

MODULE CODE: EN2040

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: English

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

COORDINATOR:

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.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

Essay and Presentation

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 NAME: Advanced Creative Writing Skills

MODULE CODE: EN2080

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: English

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

COORDINATOR: Harry Whitehead

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.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

Creative Writing, oral presentation and Reflective Commentary

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 NAME: Diversifying the Publishing Industry

MODULE CODE: EN2192

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: English

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

COORDINATOR:

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.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

- 1500 word essay
- 1500 word reflective commentary

GUIDED INDEPENDENT LEARNING: 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.

MODULE NAME: English and Education

MODULE CODE: EN2196

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: English

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 it is essential that you have completed the introductory training on Blackboard before beginning your school placement.

COORDINATOR: Nick Everett

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.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

Project (50%): 2000 words

Reflective Log (30%): 1000 words

Teacher Assessment (20%)

GUIDED INDEPENDENT LEARNING: 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 NAME: Modern Literature from Conrad to Orwell

MODULE CODE: EN2330

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 30

PERIOD: Semester 2

DEPARTMENT: English

INTENDED LEARNING OUTCOMES:

On successful completion of the module, students should 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

COORDINATOR: Victoria Stewart

TEACHING AND LEARNING METHODS:

The module is taught through a series of seminars involving full-group discussion, small-group tasks, and individual exercises, and through lectures on a range of topics related to the literary texts and their historical and cultural context.

PRE-REQUISITES:

TOTAL MODULE HOURS: 300

ASSESSMENT METHODS:

Essay and Analysis

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 NAME: Rewriting Britain from Windrush to Now

MODULE CODE: EN2340

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 30

PERIOD: Semester 2

DEPARTMENT: English

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

COORDINATOR: Emma Parker

TEACHING AND LEARNING METHODS:

Lecture, seminar, ALG, assessment workshop.

PRE-REQUISITES:

TOTAL MODULE HOURS: 300

ASSESSMENT METHODS:

3000 word essay

1000 word passage analysis

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 NAME: Adolescence in American Fiction and Film

MODULE CODE: EN3004

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: English

INTENDED LEARNING OUTCOMES:

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

- Define the key elements of 'coming of age' texts
- Identify and compare the principle written/cinematic strategies of the texts on the module
- Plan an essay in response to a set question
- Contribute to a discussion of the texts and topics of the module
- Analyse work by two writers/directors on the module in response to a set question

COORDINATOR: Sarah Graham

TEACHING AND LEARNING METHODS:

Seminars

Film screenings introduced by tutor

Feedback on essay plan from tutor

Directed reading

Independent research

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

Essay (3,000 words) (100%)

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. 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.

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.

The advice below will vary depending on the requirements of each module. On literature modules you may spend a large part of your time reading the primary texts; on Language and Creative Writing modules, the primary tasks will be different, for instance drafting or revising a written text on a Creative Writing course; in English Language assignments, you may be required to spend some time on ethically collecting data for analysis. Below is a rough guide:

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 NAME: Queering the Renaissance

MODULE CODE: EN3015

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: English

INTENDED LEARNING OUTCOMES:

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

- Demonstrate an awareness of literature from the early modern period.
- Situate a variety of texts within the social, cultural and political contexts of early modern England.
- Show knowledge of critical and theoretical debates surrounding queer theory and literature and make use of that knowledge in their close readings of set texts.
- Compare and contrast literary texts through the perspective of queerness.
- Construct an informed and coherent written argument which combines detailed textual analysis with a critical assessment of relevant secondary sources.

COORDINATOR: Mary Ann Lund

TEACHING AND LEARNING METHODS:

Teaching will be through two-hour seminars, with one-to-one meetings at the end of term to support essay planning. 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.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

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 NAME: Literatures of Protest: Reading and Political Action

MODULE CODE: EN3021

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: English

INTENDED LEARNING OUTCOMES:

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

- Discuss a range of protest texts in North America
- Consider how literature can function as protest
- Explore and evaluate the changing contexts and interpretations of protest in North America
- Understand and respond to current debates in protest literature, reader studies, and theories of reading
- Developed their own arguments through formatively and summatively assessed work

COORDINATOR: Zalfa Feghali

TEACHING AND LEARNING METHODS:

This module is taught through two-hour weekly seminars, and students will engage with literary and cultural texts through set reading and structured tasks as well as by preparing self-generated weekly seminar questions in the form of mini presentations to discuss in each session. Each session will focus on one or two specific themes through which to analyse the literary and cultural material. In preparation for the essay, students will have the opportunity to submit a detailed essay plan or page-long draft for formative feedback from the tutor and from peers.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

Essay, 3000 words (100%)

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. 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.

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.

The advice below will vary depending on the requirements of each module. On literature modules you may spend a large part of your time reading the primary texts; on Language and Creative Writing modules, the primary tasks will be different, for instance drafting or revising a written text on a Creative Writing course; in English Language assignments, you may be required to spend some time on ethically collecting data for analysis. Below is a rough guide:

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 NAME: The Latin World: Ancient, Medieval and Modern

MODULE CODE: EN3027

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: English

INTENDED LEARNING OUTCOMES:

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

- Recognise the importance of Latin language and literature for the intellectual, historical and literary traditions of European culture from the ancient world to modernity
- Develop a deeper understanding of the Latin foundation of the English and European languages
- Enhance their ability to use the English and European languages accurately and creatively
- Expand their critical awareness of primary texts and source materials and secondary scholarship
- Approach translations in a critical and informed way

COORDINATOR: Sarah Knight

TEACHING AND LEARNING METHODS:

11 x 2 hour seminars

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

Each student uses their independent study time differently, but as a broad guide, you might find it useful to spend roughly the suggested amount of time on each of these activities:

Lecture, seminar and tutorial preparation (20%)

Lecture, seminar and tutorial revision (20%)

Assessment preparation (35%)

Reflecting on assessment feedback (5%)

Wider reading/research (20%)

MODULE NAME: Victorians: from Oliver Twist to The Picture of Dorian Gray

MODULE CODE: EN3028

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: English

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

COORDINATOR: Philip Shaw

TEACHING AND LEARNING METHODS:

Teaching will be by lecture and seminar. Lectures will introduce students to the broader contexts of Victorian literature and key themes of the set texts, as a basis for more detailed discussion in seminars. In the seminars 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. Students will also meet for a weekly ALG.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

3000 word essay

500 word formative assessment

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

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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 NAME: Modern Literature

MODULE CODE: EN3030

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: English

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

COORDINATOR: Victoria Stewart

TEACHING AND LEARNING METHODS:

Seminar and Independent study

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

2500 word essay

Formative exercise

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

MODULE NAME: Weird Fiction/Weird Film

MODULE CODE: EN3035

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: English

INTENDED LEARNING OUTCOMES:

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

- critically assess the differences and connections between related narrative forms.
- demonstrate an awareness of the critical debates around modernity.
- apply a range of critical concepts and vocabulary to a range of primary materials.
- show evidence of the ability to read texts in their larger cultural and social contexts.

COORDINATOR: Ben Parsons

TEACHING AND LEARNING METHODS:

The module will be taught as follows:

- Ten two-hour seminars, incorporating introductory and revision sessions
- Five introduced film screenings

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

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 NAME: Contemporary Black British and British Asian Writing

MODULE CODE: EN3045

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: English

INTENDED LEARNING OUTCOMES:

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

- Demonstrate an awareness of literature from the African, Caribbean and South Asian diasporas in Britain.
- Situate a variety of texts within the social, cultural and political contexts of late twentieth and early twenty-first century Britain.
- Show knowledge of critical and theoretical debates surrounding black British and British Asian cultural production, and make use of that knowledge in their close readings of set texts.
- Compare and contrast literary texts of varying styles, forms and genres.
- Construct an informed and coherent written argument which combines detailed textual analysis with a critical assessment of relevant secondary sources.

COORDINATOR: Lucy Evans

TEACHING AND LEARNING METHODS:

10 x 2-hour seminars.

Discussions will combine a consideration of the module's key issues and ideas with close reading of the primary texts in relation to critical, contextual and theoretical material. Preparation sheets will be provided each week with questions to help direct independent study, and supporting material will be available on Blackboard. Seminars will vary in format, combining whole-class discussion with structured tasks in smaller groups.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

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

MODULE CODE: EN3078

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: English

INTENDED LEARNING OUTCOMES:

COORDINATOR:

TEACHING AND LEARNING METHODS:

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

MODULE NAME: Feminist Fiction

MODULE CODE: EN3102

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: English

INTENDED LEARNING OUTCOMES:

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

- identify and offer a critical discussion of themes and issues central to women's writing;
- situate texts in their socio-cultural context and discuss writers from different backgrounds in relation to each other;
- evaluate the ways in which gender issues shape both the form and content of women's writing;
- assess the relationship between women's writing and feminism;
- discuss women's writing in relation to ideas drawn from feminist literary theory and criticism, and assess the strengths and weaknesses of such an approach;
- intervene in debates about the concept of 'women's writing' and assess its place in the canon and on the curriculum.

COORDINATOR:

TEACHING AND LEARNING METHODS:

The module is taught through two-hour seminars. Discussion will take place in small and large groups and will be based around sets of questions that students are asked to consider whilst preparing for the seminar.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

Formative essay, 3,000-word essay.

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

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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 NAME: Autobiography and American Literature

MODULE CODE: EN3111

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: English

INTENDED LEARNING OUTCOMES:

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

- Explore significant issues of autobiography, particularly of representing individual selves and lives, both creatively and analytically.
- Demonstrate competence in basic skills of first person narrative.
- Mount a developed argument about a significant aspect of autobiography in at least two American autobiographical works.

COORDINATOR:

TEACHING AND LEARNING METHODS:

The module will be taught in ten two hour seminar/workshops in which tutor and students will discuss important themes and issues in a selection of American autobiographical works, and also read and discuss the short creative pieces written by the students themselves. The tutor will in addition provide individual supervisions on students portfolios of creative pieces in advance of their submission for assessment.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

Portfolio of Creative pieces (1500 - 2000 words)

Essay 1,500 words

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

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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 up to ten hours per week per module outside of class.

The advice below will vary depending on the requirements of each module. On literature modules you may spend a large part of your time reading the primary texts; on Language and Creative Writing modules, the primary tasks will be different, for instance drafting or revising a written text on a Creative Writing course; in English Language assignments, you may be required to spend some time on ethically collecting data for analysis. Below is a rough guide:

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 midterm).

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 semesters modules: 20%

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

MODULE NAME: Late Victorian Gothic: Texts and Context

MODULE CODE: EN3128

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: English

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

COORDINATOR: Gowan Dawson

TEACHING AND LEARNING METHODS:

If dual delivery is still necessary in semester 2 of 2021/22, teaching will be by a synchronous online seminar combined with Autonomous Learning Group (ALG) activities and asynchronous mini-lectures.

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.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

One 3000-word essay.

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).

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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 NAME: The Other in American Fiction and Film

MODULE CODE: EN3130

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: English

INTENDED LEARNING OUTCOMES:

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

- Define the key elements of texts depicting the 'Other'
- Identify and compare the principle written/cinematic strategies of the texts on the module
- Plan an essay in response to a set question
- Contribute to a discussion of the texts and topics of the module
- Analyse work by two writers/directors on the module in response to a set question

COORDINATOR: Sarah Graham

TEACHING AND LEARNING METHODS:

Seminars

Film screenings introduced by tutor

Feedback on essay plan from tutor

Directed reading

Independent research

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

Essay (3000 words) (100%)

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

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The advice below will vary depending on the requirements of each module. On literature modules you may spend a large part of your time reading the primary texts; on Language and Creative Writing modules, the primary tasks will be different, for instance drafting or revising a written text on a Creative Writing course; in English Language assignments, you may be required to spend some time on ethically collecting data for analysis. Below is a rough guide:

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:

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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 NAME: Representing the Holocaust

MODULE CODE: EN3141

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: English

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

COORDINATOR:

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.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

Assessment will be by essay.

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.

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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 NAME: The Thatcher Factor: The 1980s in Literature

MODULE CODE: EN3144

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: English

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

COORDINATOR: Emma Parker

TEACHING AND LEARNING METHODS:

2 hour seminars

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

One 3000-word essay.

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.

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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%

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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 NAME: American Masculinities

MODULE CODE: EN3150

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: English

INTENDED LEARNING OUTCOMES:

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

- Explore and evaluate the changing literary representations of American masculinity in literature and social culture
- Demonstrate a detailed understanding of modern and contemporary American texts
- Participate in seminar discussions and group-work activities
- Encounter and respond to current debates in the discipline
- Develop their own arguments through formative and summatively assessed work

COORDINATOR: Catherine Morley

TEACHING AND LEARNING METHODS:

The module will be taught through weekly two-hour seminars, with the emphasis firmly on student centred learning and vigorous debate, with students sharing responses to the various texts. Students are required to prepare beforehand to produce non-assessed discussion papers on the set texts, and to lead class discussions on the texts themselves as well as the social and political contexts in which they were produced. All students are required to read the set text in advance of the seminar and to be prepared to contribute to the discussion. This assessment will offer students practice in clearly formulating and presenting an argument and students will receive formative feedback on their presentation from the tutor, as well as peer feedback. This formative feedback will help them prepare for their passage analysis and final essay. Students will have the chance to discuss their writing style, critical approach and argument in detail with their tutor each week, either during dedicated module office hours or during the weekly seminar.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

1 Essay (preceded by 500 word formative preparatory piece) (100%)

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

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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.

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.

The advice below will vary depending on the requirements of each module. On literature modules you may spend a large part of your time reading the primary texts; on Language and Creative Writing modules, the primary tasks will be different, for instance drafting or revising a written text on a Creative Writing course; in English Language assignments, you may be required to spend some time on ethically collecting data for analysis. Below is a rough guide:

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 NAME: Classical Worlds: Translation and Reception

MODULE CODE: EN3151

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: English

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

COORDINATOR: Sarah Knight

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.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

1000 word passage analysis and 2500 word essay

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

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

MODULE CODE: EN3158

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: English

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

COORDINATOR:

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.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

One essay.

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

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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 NAME: Modern European Fiction

MODULE CODE: EN3159

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: English

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.

COORDINATOR:

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.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

One essay.

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 NAME: Detective Fiction from Sherlock Holmes to the Second World War

MODULE CODE: EN3169

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: English

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'

COORDINATOR:

TEACHING AND LEARNING METHODS:

Seminar, 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.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

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

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 NAME: Writing Prose Fiction

MODULE CODE: EN3174

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: English

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.

COORDINATOR: Harry Whitehead

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.

PRE-REQUISITES: Participation in at least two previous Creative Writing Modules as part of the UG Creative Writing minor

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

2,250 words of creative writing

750 words critical reflective essay.

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 NAME: Understanding Screenplays

MODULE CODE: EN3175

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: English

INTENDED LEARNING OUTCOMES:

COORDINATOR:

TEACHING AND LEARNING METHODS:

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

MODULE NAME: Tragedy

MODULE CODE: EN3194

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: English

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

COORDINATOR: Sarah Knight

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.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

Ten minute oral presentation and 2500 word essay.

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 NAME: Clinical Encounters?

MODULE CODE: EN3199

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: English

INTENDED LEARNING OUTCOMES:

By the end of the module

COORDINATOR:

TEACHING AND LEARNING METHODS:

Weekly

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

5

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

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MODULE NAME: Green Unpleasant Land: Britain's Colonial Countryside

MODULE CODE: EN3202

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: English

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.

COORDINATOR:

TEACHING AND LEARNING METHODS:

Seminar.

Introduced film screenings followed by group discussion.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

2,000 word essay in response to set questions on the topic.

Essay plan to be discussed with tutor (formative).

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

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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 NAME: Early Modern Fantasies and Fears

MODULE CODE: EN3203

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: English

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

COORDINATOR:

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.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

One essay of no more than 3000 words.

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

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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 NAME: Writing For Laughs

MODULE CODE: EN3204

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: English

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

COORDINATOR: Jonathan Taylor

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.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

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

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

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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 NAME: Sex and Sensibility: Women, Writing, Revolution

MODULE CODE: EN3208

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: English

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

COORDINATOR:

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.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

500 word [or equivalent] portfolio including completed presentation

2500 word essay

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 NAME: The Living and the Dead in Nineteenth Century Literature and Culture

MODULE CODE: EN3209

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: English

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.

COORDINATOR: Claire Wood

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.

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 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.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

essay; blog contributions

GUIDED INDEPENDENT LEARNING: 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 NAME: Life and Fate: Russian Literature from Pushkin to Grossman

MODULE CODE: EN3216

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: English

INTENDED LEARNING OUTCOMES:

COORDINATOR: Claire Brock

TEACHING AND LEARNING METHODS:

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

MODULE NAME: Medieval Worlds

MODULE CODE: EN3220

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: English

INTENDED LEARNING OUTCOMES:

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

- demonstrate awareness of the ways in which literary culture depicts geographic and ethnic others.
- discuss the culture of an historical period in terms of its internal divisions and tensions.
- apply critical concepts to a range of primary materials.
- identify and address the roles that publics and audiences play in the formulation of texts.

COORDINATOR: Ben Parsons

TEACHING AND LEARNING METHODS:

The module will be taught as follows:

- Ten two-hour seminars, incorporating introductory and revision sessions
- Eight 20-min recorded introductions to contextualise each text

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

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 NAME: Multilingualism and English Around the World

MODULE CODE: EN3329

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: English

INTENDED LEARNING OUTCOMES:

Have an advanced knowledge of issues in sociolinguistics.

Conduct independently primary data collection to investigate relevant topics.

Demonstrate an understanding of topics discussed.

COORDINATOR:

TEACHING AND LEARNING METHODS:

The module will be taught normally in 8x2h seminars and 2x2h tutorials that will include presentations. The course materials include

sociolinguistic readings and an examination of a variety of primary sources. Students will be expected to have prepared material to present and discuss in each seminar.

Assessment: a proposal (10%) and a project (90%)

The module grade may not be lowered by the mark awarded for the proposal. An exception to this rule is if a mark of 0% is awarded for the proposal, as a result of the student's failure to submit the proposal, and in the absence of mitigating circumstances. If a

student misses the deadline for the proposal but has mitigating circumstances, the module grade will be that awarded for the essay (i.e. the essay will count at 100%).

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

Project.

Proposal.

Various in-class and online discussions (formative).

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 NAME: Language, Power and Discrimination

MODULE CODE: EN3330

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: English

INTENDED LEARNING OUTCOMES:

Have an advanced knowledge of issues in language, power and discrimination.

Conduct independently primary data collection to investigate relevant topics.

Demonstrate an understanding of topics discussed.

COORDINATOR:

TEACHING AND LEARNING METHODS:

The module will be taught normally in 8x2h seminars and 2x2h tutorials that will include presentations. The course materials include sociolinguistic readings and an examination of a variety of primary sources. Students will be expected to have prepared material to present and discuss in each seminar.

Assessment: a proposal (10%) and a project (90%)

The module grade may not be lowered by the mark awarded for the proposal. An exception to this rule is if a mark of 0% is awarded for the proposal, as a result of the student's failure to submit the proposal, and in the absence of mitigating circumstances. If a

student misses the deadline for the proposal but has mitigating circumstances, the module grade will be that awarded for the essay (i.e. the essay will count at 100%).

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

Project.

Proposal.

Various in-class and online discussions (formative).

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

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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 NAME: Advanced Sociolinguistics

MODULE CODE: EN3331

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: English

INTENDED LEARNING OUTCOMES:

Have an advanced knowledge of issues in sociolinguistics.

Conduct independently primary data collection to investigate relevant topics.

Demonstrate an understanding of topics discussed.

COORDINATOR: Chryso Hadjidemetriou

TEACHING AND LEARNING METHODS:

The module will be taught normally in 8x2h seminars and 2x2h tutorials that will include presentations. The course materials include sociolinguistic readings and an examination of a variety of primary sources. Students will be expected to have prepared material to

present and discuss in each seminar.

Assessment: a proposal (10%) and a project (90%)

The module grade may not be lowered by the mark awarded for the proposal. An exception to this rule is if a mark of 0% is awarded for the proposal, as a result of the student's failure to submit the proposal, and in the absence of mitigating circumstances. If a

student misses the deadline for the proposal but has mitigating circumstances, the module grade will be that awarded for the essay (i.e. the essay will count at 100%).

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

Project.

Proposal.

Various in-class and online discussions (formative).

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

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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

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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 NAME: Dystopias: From Nineteen Eighty-Four to Rule 34

MODULE CODE: EN3332

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: English

INTENDED LEARNING OUTCOMES:

Read and analyse a range of twentieth- and twenty-first century dystopian fictions.

Assess these fictions within their cultural and historical contexts.

Reflect critically on dystopias as a cultural and literary construct.

COORDINATOR: Philip Shaw

TEACHING AND LEARNING METHODS:

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

Essay.

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

Students will read dystopian fictions and secondary criticism of these works, make notes on the texts and record their reflections on them. Students will also undertake short writing exercises, creative and critical, to help inform their engagement with the primary texts.

MODULE NAME: Rewriting Britain: Literature 1945-Present

MODULE CODE: EN3340

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 30

PERIOD: Semester 2

DEPARTMENT: English

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

COORDINATOR: Emma Parker

TEACHING AND LEARNING METHODS:

Lecture, seminar, ALG, assessment workshop.

PRE-REQUISITES:

TOTAL MODULE HOURS: 300

ASSESSMENT METHODS:

3000 word essay

1000 word passage analysis

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 NAME: Reading and Writing Climate Change Fiction

MODULE CODE: EN3350

MODULE DESCRIPTION: [Click to open.](#)

CREDITS: 15

PERIOD: Semester 2

DEPARTMENT: English

INTENDED LEARNING OUTCOMES:

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

- exhibit knowledge of key aspects of climate change in the existing critical literature, and of key aspects of creative writing prose fiction craft
- recognise, define, categorize and summarize fiction works that involve climate change as a central theme
- analyse key elements of climate change fiction, demonstrating understanding of ideas relating to climate change and its articulation within climate change fiction
- evaluate existing works of climate change fiction
- synthesize this knowledge and apply this new understanding both critically and dramatically, through writing literary critical essays and producing new climate change fiction

COORDINATOR:

TEACHING AND LEARNING METHODS:

Workshops Each week will consist of a two hour seminar/workshop, half of which will be given over to the study of particular climate change novels and non-fiction works on the subject. The other half will consist of a writing workshop, during which we will review student's draft work, and discuss elements of the craft of writing effective prose fiction that arise through study of the students' work.

Lectures A number of asynchronous, 15 minute lectures will also be available on Blackboard, covering key elements of the craft of writing prose fiction. Each new mini-lecture will become available to students at particular times in the first five weeks of the module, and will include a Q&A facility for students to field questions to the tutor and each other.

ALGs Students will participate in small-group 'ALG' workshops, working asynchronously on Blackboard discussion groups, but with two synchronous group meetings (either on Bb Collaborate or in person). During the ALG workshops, students will swap edits of their draft works and discuss ways to improve that work, based on the information available in the short lectures. Each small group will also prepare a PowerPoint-led presentation analysing any aspect(s) of the craft of writing prose fiction in particular climate change work of fiction on the module (this is summatively assessed, but can only augment an individual student's marks, not diminish them). This part of the assessment is submitted three-quarters of the way through the term.

Independent Study Independent study will involve watching documentaries on climate change and reading about the subject in broad terms (with optional bibliographic pathways toward specialized subjects available); reading and analysing climate change fiction (one work per week); watching the series of mini-lectures available on Blackboard; writing and editing original pieces of fiction; interacting with other students to swap and critique draft creative work.

PRE-REQUISITES:

TOTAL MODULE HOURS: 150

ASSESSMENT METHODS:

Critical essay, creative writing, group presentation

GUIDED INDEPENDENT LEARNING: INDICATIVE ACTIVITIES:

Reading creative and critical works on climate change, creative writing craft and literary studies

Writing and editing drafts of creative writing (prose fiction)

Preparing powerpoint presentations about creative writing craft

Interacting with other students to swap and critique each other's draft creative writing

Watching documentaries and films about climate change