

Nottingham Trent University

Module Specification

Basic module information		
1	Module Title:	Foundations of Literary Studies
2	Module Code:	ENGL11411
3	Credit Points:	40
4	Duration:	Year-long
5	School:	Arts & Humanities
6	Campus:	Clifton
7	Date this version first approved to run:	September 2017

8	<p>Pre, post and co-requisites:</p> <p>These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session</p> <p><u>Pre, Co, Post</u> <u>Module Code</u> <u>Module Title</u></p>
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9	<p>Courses containing the module</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><u>Level</u></th> <th style="text-align: center;"><u>Core/Option</u></th> <th style="text-align: center;"><u>Mode</u></th> <th style="text-align: center;"><u>Code</u></th> <th style="text-align: center;"><u>Course Title</u></th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">Core</td> <td style="text-align: center;">FT</td> <td style="text-align: center;">ENGL001</td> <td>BA (H) English</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">Core</td> <td style="text-align: center;">PT</td> <td style="text-align: center;">ENGL001</td> <td>BA (H) English</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">Core</td> <td style="text-align: center;">FT</td> <td></td> <td>BA Joint Honours Humanities</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">Core</td> <td style="text-align: center;">PT</td> <td></td> <td>BA Joint Honours Humanities</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">Core</td> <td style="text-align: center;">SW</td> <td></td> <td>BA Joint Honours Modern Languages</td> </tr> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">Core</td> <td style="text-align: center;">PT</td> <td></td> <td>BA Joint Honours Modern Languages</td> </tr> </tbody> </table>	<u>Level</u>	<u>Core/Option</u>	<u>Mode</u>	<u>Code</u>	<u>Course Title</u>	4	Core	FT	ENGL001	BA (H) English	4	Core	PT	ENGL001	BA (H) English	4	Core	FT		BA Joint Honours Humanities	4	Core	PT		BA Joint Honours Humanities	4	Core	SW		BA Joint Honours Modern Languages	4	Core	PT		BA Joint Honours Modern Languages
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10	<p>Overview and aims</p> <p>This module provides a foundation for degree-level literary studies. Taken by most students studying English as part of their degree programmes, it establishes a solid base on which all further literary study can build. It has two main emphases: subject knowledge and professional scholarly conduct.</p> <p>In pursuit of the first, students are introduced to some carefully selected texts in order to open up issues, and develop skills, vital to the study of English. The exact range of texts will vary from year to year but, so that students build up a picture of some of the</p>
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breadth and depth of literature, it is likely to include material from a range of literary periods.

In studying this literature students begin an exploration of key literary issues, and reading techniques, that they will develop at levels two and three. This might include, for instance, an interrogation of ideas of literary and canonical 'value,' and the way in which the subtleties of textual meaning can be revealed by attentive, close reading. The module also introduces students to a range of critical and theoretical approaches (this might include, for instance, liberal humanism, feminism, structuralism, queer theory, Marxism, postcolonialism, ecocriticism and psychoanalysis) through which they are encouraged both to understand the perspectives on texts that such approaches open up, and to use them to reflect critically on their own reading practices.

The second emphasis of the module, professional scholarly conduct, is developed through practical tasks related to the subject content. Students reflect on their own contribution to seminars and that of their peers, are guided through the processes of reading, research and reflection involved in the development of their own critically informed voices, and are given a grounding in the professional presentation of written work.

The assessments (formative and summative) are designed to train students in the subject (e.g. attentive reading) and study skills (e.g. research; editing; time management) that they will need to adopt as a matter of course in order to be successful at higher levels of study.

When students finish the module they will have a grasp of key subject knowledge. They will also have participated in scholarly debates, begun to develop the research skills they need for their degrees and learnt how to lay out written work appropriately.

11 **Module content**

The main foci of the module will vary from year to year. However, an indication of the types of topics with which the module may deal are:

General subject knowledge

- Selected literary periods from the Renaissance to the twenty-first century
- The 'canon' and the construction and deconstruction of literary traditions
- The relations between literary texts and the socio-historical contexts through which they are produced
- The construction of competing notions of identity in literary texts
- Issues of representation
- Effective reading of literary criticism/theory; understanding of the application of literary theories to texts and of the consequences of adopting particular theoretical approaches

Critical / theoretical approaches

- Liberal humanism
- Feminism
- Marxism
- Queer theory
- Postcolonialism
- Structuralism
- Ecocriticism

Scholarly / professional skills

- Contribution to, and reflection on, seminar discussion

- The basics of reading and research
- Gaining experience reading and commenting on professional criticism
- Constructing, analysing and presenting scholarly arguments
- Proper presentation of written work, including the use of an appropriate scholarly architecture of footnotes and bibliography

12 Indicative reading

STUDENTS: WARNING

Please do not use the indicative reading list as a preliminary reading list. You will be informed of the required and recommended reading when the module starts.

Barry, Peter, *Beginning Theory* (Manchester: Manchester University Press, 2002)

Eliot, George, *Silas Marner* (London: Wordsworth, 1994)

Heaney, Seamus (trans.), *Beowulf* (London: Faber, 1999)

Pope, Rob, *The English Studies Book* (London: Routledge, 2002)

Shakespeare, William (ed. Cyrus Hoy), *Hamlet* (New York: Norton, 1992)

Woolf, Virginia, *A Room of One's Own* (London: Penguin, 2002)

13 Learning outcomes

Learning outcomes describe what you should know and be able to do by the end of the module

Note about English learning outcomes

Although the learning outcomes do not specify everything you learn on the module, they indicate the main areas it addresses and of which you should be aware.

While some learning outcomes may be specific to this module, those with alphanumeric labels at the end – (A1), (B3), etc. – map into the learning outcomes for English degree programmes. You can see these – and use them to trace your progress through the degree – by consulting the English learning outcomes map.

Knowledge and understanding. After studying this module you should be able to:

A show a critical awareness of past and current literary and theoretical approaches to texts (A4)

Skills, qualities and attributes. After studying this module you should be able to:

A show confidence in performing close textual analysis (B1)

A write clearly and logically (B5)

A present cogent and coherent written and/or oral arguments (B6)

A	demonstrate time management and organisational skills (B10)
A	deploy information technology skills: the ability to access, work with and evaluate electronic resources (B11)

14 Teaching and learning
<i>Range of modes of direct contact</i>
This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars
This is indicative only. The precise balance between different modes of contact will vary from year to year.
2-hour lecture-workshops: 52
1-hour seminars: 26
Total contact hours: 78
<i>Range of other learning methods</i>
This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research
This is indicative only.
Directed reading
Directed learning
Independent study
Total non-contact hours: 322

15 Assessment methods												
This indicates the type and weighting of assessment elements and sub-elements in the module												
<table border="1"> <thead> <tr> <th><u>Element number</u></th> <th><u>Weighting</u></th> <th><u>Type</u></th> <th><u>Description (include any sub-elements)</u></th> </tr> </thead> <tbody> <tr> <td>1</td> <td>50%</td> <td>Essay</td> <td>1500-2000 word essay</td> </tr> <tr> <td>2</td> <td>50%</td> <td>Exam</td> <td>2 hour exam</td> </tr> </tbody> </table>	<u>Element number</u>	<u>Weighting</u>	<u>Type</u>	<u>Description (include any sub-elements)</u>	1	50%	Essay	1500-2000 word essay	2	50%	Exam	2 hour exam
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2	50%	Exam	2 hour exam									
Diagnostic/formative assessment												

<p>This indicates if there are any assessments that do not contribute directly to the final module mark</p>
<p>Summative assessments will be supported by formative assessments designed to train students in key skills and to prepare them for the essay and exam. They are likely to include (but will not necessarily be limited to): a bibliographical exercise, an exercise in critical evaluation and a drafting exercise in the first part of the module, and a timed writing exercise in the second part.</p>
<p>Further information on assessment</p> <p>This section provides further information on the module’s assessment where appropriate</p> <p>The teaching, learning, and assessment on this module is primarily designed to help students develop the scholarly knowledge and skills required for studying English literature at university level. But students will also be developing professional skills and attributes, including written and oral communication and presentation skills, organisation and time-management skills, digital competency (use of NOW and other online resources, including large library databases).</p>

Document management												
16	Module Title:	Foundations of Literary Studies										
17	Module Code:	ENGL11411										
18	Subject (JACS) Code:	Q320										
19	Cost Centre:	138										
20	School:	Arts and Humanities										
21	Academic Team:	ECM										
22	Campus:	Clifton										
23	Other institutions providing teaching:	<i>Please complete in box 23 a-d - if applicable</i>										
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24	Date this version was formally approved by the School Academic Standards and Quality											

Committee (SASQC) or
Development Approval Group
(DAG):