

# Nottingham Trent University

## Module Specification

	Basic module information	
1	Module Title:	The Book Group: Reading Texts in Small Groups
2	Module Code:	ENGL11608
3	Credit Points:	20
4	Duration:	Year-long
5	School:	Arts and Humanities
6	Campus:	Clifton
7	Date this version first approved to run:	1 September 2014

### 8 Pre, post and co-requisites:

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

<u>Pre, Co, Post</u>	<u>Module Code</u>	<u>Module Title</u>
Co	ENGL11411	Foundations of Literary Studies
Co	ENGL12605	Arguing About English

### 9 Courses containing the module

<u>Level</u>	<u>Core/Option</u>	<u>Mode</u>	<u>Code</u>	<u>Course Title</u>
		FT	ENGL001	BA (H) English

### 10 Overview and aims

In The Book Group students work in small study groups (normally about 10 students) over the course of the academic year on a short sequence of literary texts. The module provides a rare opportunity for English undergraduates to study single texts over several weeks, and as such provides a bridge between 'A' and degree level work that some students new to university might find helpful as they orientate themselves to the demands of a new way of working.

The module also explicitly develops students' independent scholarly voices in preparation for their advanced engagement with the subject as undergraduates. Working in small groups, with a tutor, students are required to contribute verbally in a sustained way every week, and may be asked to lead sessions and share essays for discussion by the group. Students taking the module should expect to be proactive in their contributions to their study groups, initiating discussion and responding, in an informed way, to points raised by their peers.

The ethos of the module is that of concentrated intellectual conversation about literature. While the focus is on detailed textual analysis, conversations are likely to range into issues of context, genre, form, language and theme, and there is also

likely to be scope to pursue students' own interests in relation to the texts being studied.

## 11 Module content

The texts studied will vary from year to year and may vary from group to group: each group will study a coherent selection of a few texts (normally 4-6) that will constitute the primary reading for their groups; texts might be from one genre (e.g. novel; poetry; drama) or from a range of genres. In addition to these primary texts, there will be further compulsory reading, and students will also be expected to identify and undertake further secondary reading, both of literary and critical texts, as independent researchers.

Students should note that, although different groups may study different texts, there is no option to choose or change groups. Coherence across the module will be provided by common issues or themes, tackled by groups in relation to different texts. In order to provide direction to students, there is likely to be a common study pattern in relation to each text. For example, a four-week period on a text might be structured as follows:

Week 1 – Close reading of the text

Week 2 – Issues of production, reception and the materiality of the text

Week 3 – Related supplementary text(s), that might include adaptations, paintings, performance, films, illustration, radio, music or dance

Week 4 – Critical reception of the text; consideration of relevant theoretical perspectives

## 12 Indicative reading

STUDENTS: WARNING

Please do not use this indicative reading list as a preliminary reading list. You will be informed of the reading for your group when the module starts. What follows is indicative of the reading for a typical Book Group tutorial group might do (in the example given there is a linking theme of 'American voices'):

### Primary Texts

Ellison, Ralph, *Invisible Man* (1952; any edition)

Hurston, Zora Neale *Their Eyes Were Watching God* (1937; any edition)

Kerouac, Jack, *On the Road* (1957; any edition)

Melville, Herman, *Moby Dick* (1851; any edition)

Twain, Mark, *Huckleberry Finn* (1885; any edition)

### Secondary Texts

Awkward, Michael, ed., *New Essays on Their Eyes Were Watching God* (Cambridge: Cambridge University Press, 1990)

Ellis, R.J., *Liar! Liar!: Jack Kerouac, Novelist* (London: Greenwich Exchange, 1999)

Levine, Robert S., ed., *The Cambridge Companion to Herman Melville* (Cambridge: Cambridge University Press, 1998)

O'Meally, Robert, *New Essays on The Invisible Man* (Cambridge: Cambridge

University Press, 1988)

Trombley, Laura E. Skandera and Michael J. Kiskis, *Constructing Mark Twain: New Directions in Scholarship* (Columbia: University of Missouri Press, 2001)

### 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. Those prefixed 'A' are taught and directly assessed; those prefixed 'T' are taught (they may also be assessed indirectly).

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:

After studying this module you should be able to:

- understand the complex nature of literary languages (A2)
- be able to apply principles of reading and literary theory to textual analysis (A8)
- have a critical appreciation of the affective power of language and the function of the imagination (A9)

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

After studying this module you should be able to:

- show confidence in performing close textual analysis (B1)
- write clearly and logically (B5)
- present cogent and coherent written and/or oral arguments (B6)

### 14 Teaching and learning

#### *Range of modes of direct contact*

This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars

Small-group discussions: 26 x 2 hour (typically, groups will be of 10 students, but in some years this may vary up or down)

(Please note that this is indicative and that there may be variations)

Total contact hours:	52
<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	
Self-directed reading, research and study; directed learning.	
Total non-contact hours:	148

15	<b>Assessment methods</b>			
This indicates the type and weighting of assessment elements in the module				
<u>Element number</u>	<u>Weighting</u>	<u>Type</u>	<u>Description</u>	
1	100%	Test	Take home examination at end of the year	
<hr/>				
<b>Diagnostic/formative assessment</b>				
This indicates if there are any assessments that do not contribute directly to the final module mark				
Students will participate regularly and actively in writing workshops in order to develop their accuracy, style and critical perceptions, which will help to prepare them for the test at the end of the year.				
<hr/>				
<b>Further information on assessment</b>				
This section provides further information on the module's assessment where appropriate				

<b>Document management</b>		
16	Module Title:	The Book Group: Reading Texts in Small Groups
17	Module Code:	ENGL11608
18	Subject (JACS) Code	Q300
19	Cost Centre	138
20	School:	AAH
21	Academic Team	ECM
22	Campus	2 (Clifton)
23	Other institutions providing	<i>Please complete in box 23 a-d - if applicable</i>

teaching		Institution	%
23a	Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		
23b	Other public organisation in the UK- Percentage not taught by NTU		
23c	Other private organisation in the UK - Percentage not taught by NTU		
23d	Any other Non-UK organisation - Percentage not taught by NTU		
24	Date this version was formally approved by SASQC/DAG:		