

Nottingham Trent University

Module Specification

	Basic module information	
1	Module Title:	Arguing About English
2	Module Code:	ENG12605
3	Credit Points:	40
4	Duration:	Full-year
5	School:	School of Arts and Humanitie
6	Campus:	Clifton
7	Date this version first approved to run:	2011

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

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
		FT	ENGL015	BA (H) English with Creative Writing

10 Overview and aims

This Level 1 core module of the single honours English degree aims to introduce students to some of the issues central to the study of English in a lively and interrogative way. It aims to do this through debate and discussion: students are invited to tackle issues such as the relationship between form and content or the role of the author in determining literary interpretations with a genuine spirit of

intellectual enquiry rather than a desire to pin down the 'right answer'. The approach will be 'problem-based' and will involve students in writing for themselves some of the forms they are studying, in constructing short, critical pieces and in devising imaginative presentations. The module will thus provide an introduction to the study of English that foregrounds the development of critical thinking through exchange of ideas, and that emphasises the importance of group work.

11 **Module content**

The module will cover approximately four key issues in English studies. These might be, for example:

- the relationship between form and content;
- the relationships between texts (intertextuality);
- the role of the author and/or reader in generating literary interpretations;
- the study of narrative perspectives.

These issues will be explored through the study of specific texts and through the experience of students in writing creatively and critically. The module may begin with some relatively simple exercises in writing according to specific forms (e.g. haikus) and move on to more demanding forms (e.g. sonnets) in order to generate the experience of relating form to content. The relationship between texts might be explored with reference to pairs of texts, perhaps in contrasting genres (e.g. novels and films). The roles of the author and the reader in interpreting literary texts might be approached through studying a combination of theoretical interventions and exemplary texts, and modes of narrative authority might be approached through the examination of different forms (e.g. omniscient narration, free indirect discourse, etc.)

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.

Primary Texts:

Paterson, Don. *101 Sonnets*. London: Faber and Faber, 1999

Bronte, Charlotte. *Jane Eyre*. Harmondsworth: Penguin, 2000

Rhys, Jean. *Wide Sargasso Sea*. London: Penguin Books, 1966

Barthes, Roland. 'The Death of the Author'. (from *Image, Music, Text*, 1977)

Austen, Jane. *Pride and Prejudice*. London: Penguin, 1999

Swift, Jonathan, 'A Modest Proposal'. London: Dover Publications, 1996

Woolf, Virginia. *Jacob's Room*. London: Vintage, 2004

Secondary Texts:

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

Bennett, Andrew. *The Author*. London: Routledge, 2005

Further secondary reading will be suggested in the module guide or on NOW according to the topics to be covered.

13 Learning outcomes

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

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

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.

By the end of the module you should:

- A be able to apply principles of reading and literary theory to textual analysis (A8)
- A 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:

(See explanatory note about English learning outcomes under 'Knowledge and Understanding' above)

By the end of this module you should have:

- A confidence in performing close textual analysis (B1)
- A the ability to write clearly and logically (B5)
- A present coherent written and/or oral arguments (B6)
- A time management and organisational skills (B10)
- A the ability to work in teams (B12)

14	Teaching and learning <i>Range of modes of direct contact</i> <p>This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars</p>
	<p>Lecture-workshops, seminars and tutorials: 78</p> <p>The precise model of contact may vary from year to year, but a typical pattern is likely to be a 2-hour lecture-workshop and a one-hour seminar every week.</p> <p>Total contact hours: 78</p>
	<i>Range of other learning methods</i> <p>This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research</p>
	<p>Directed reading, directed learning, presentation preparation, independent study</p> <p>Total non-contact hours: 322</p>

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Assessment methods

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	50%	Essay	1500-2000 Word Essay
2	50%	Presentation	Group Presentation

Diagnostic/formative assessment

This indicates if there are any assessments that do not contribute directly to the final module mark

Students will be set a programme of seminar-preparation exercises that may include writing exercises, essay-planning tasks, critical reflections and presentations, that are designed to prepare them for the essay and the presentation.

Further information on assessment

This section provides further information on the module's assessment where appropriate

The essay will be submitted approximately half way through the year; the group presentation will take place towards the end of the year.

Document management

16	Module Title:	Arguing About English	
17	Module Code:	ENGL12605	
18	Subject (JACS) Code	Q300	
19	Cost Centre	138	
20	School:	AAH	
21	Academic Team	ECM	
22	Campus	2 (Clifton)	
23	Other institutions providing teaching	<i>Please complete in box 23 a-d - if applicable</i>	
		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:		