



**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Contemporary American Narrative				
Module Code	UPGPPA-30-3	Level	3	Version	10
Owning Faculty	Arts, Creative Industries and Education	Field	English		
Department	Arts and Cultural Industries				
Contributes towards	BA (Hons) English BA (Hons) English and History BA (Hons) English and Journalism BA (Hons) English and English Language BA (Hons) English and Philosophy BA (Hons) Drama and English BA (Hons) Film Studies and Literature				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	UPCN9W-30-2 Culture, Sustainability and Consumption	Co- requisites			
Excluded Combinations		Module Entry requirements			
Valid From	September 2019	Valid to			

<b>CAP Approval Date</b>	18 March 2014
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to demonstrate:</p> <ol style="list-style-type: none"> <li>1. a critical understanding of the social, economic and aesthetic issues that have shaped American literature since 1975 (Components A and B);</li> <li>2. an engagement with the key debates concerning the nature and purpose of American fiction in the period, involving an examination of selected critical essays and reviews of the literature under consideration (Components A and B);</li> <li>3. a knowledge of the major writers on the module, and the relevant texts, in relation to their historical context (Components A and B);</li> <li>4. an ability to read fiction critically and self-consciously, and to discuss and write about the challenge of handling interpretative difficulties within a framework of competing theoretical views on the nature and purpose of reading fiction at an academic level (Components A and B);</li> <li>5. an ability to critically reflect on cultural mediums including film, when discussing literary texts (Component A and B);</li> </ol>

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	<p>6. research skills appropriate to a level 3 module (Components A and B);</p> <p>7. an ability to engage actively with peers in group work (Component A);</p> <p>8. excellent presentation skills, including the oral delivery of critical and independent readings of primary and secondary sources (Component A);</p> <p>9. in the writing of assignments: the judicious use of primary and secondary material; organisational skills; sustained relevance; and a capacity for handling assignment questions with critical scepticism (Component B).</p>										
Syllabus Outline	<p>Through literary analysis the module will examine the social and cultural shifts in America from the post-Vietnam era to the present, particularly in relation to the move from “Full” to “Flexible Fordism, or the generalisation of consumption as an available way of life. The course will develop a theoretical understanding of narrative structure, focusing on the changing representation of war and its aftermath; the effects of commodification on everyday life; the city as a spectacle and location of commodity aesthetics; the acknowledgment of, and resistance to, regional change, and the reaction of marginalised voices to increased consumerism. Students will explore these issues through a variety of mediums, including filmic adaptations of literary texts and visual representations of the contemporary American scene.</p>										
Contact Hours	<p>There will be a total of 72 contact hours for each student over the course of the module.</p> <p>Teaching will take place in rooms designed for interactive activities including group work.</p>										
Teaching and Learning Methods	<p>Scheduled learning will take place through lectures, workshops and seminars.</p> <p>The delivery will include technical training in tools such as Adobe Desktop Publishing and the Photoshop suite</p>										
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <p><b><u>Key Information Set - Module data</u></b></p> <p><i>Number of credits for this module</i> <span style="border: 1px solid black; padding: 2px 10px;">20</span></p> <table border="1" data-bbox="453 1563 1267 1720"> <thead> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> </thead> <tbody> <tr> <td>300</td> <td>72</td> <td>228</td> <td>0</td> <td>300</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam</p>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228	0	300
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	<p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <p style="text-align: center;"><b>Total assessment of the module:</b></p> <table style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding-right: 20px;"><b>Written exam assessment percentage</b></td> <td style="border: 1px solid black; text-align: center; padding: 2px;">0%</td> </tr> <tr> <td style="padding-right: 20px;"><b>Coursework assessment percentage</b></td> <td style="border: 1px solid black; text-align: center; padding: 2px;">75%</td> </tr> <tr> <td style="padding-right: 20px;"><b>Practical exam assessment percentage</b></td> <td style="border: 1px solid black; text-align: center; padding: 2px;">25%</td> </tr> <tr> <td></td> <td style="text-align: center; padding: 2px;"><b>100%</b></td> </tr> </table>	<b>Written exam assessment percentage</b>	0%	<b>Coursework assessment percentage</b>	75%	<b>Practical exam assessment percentage</b>	25%		<b>100%</b>
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<b>Practical exam assessment percentage</b>	25%								
	<b>100%</b>								
Reading Strategy	<p>The limited number of essential texts that students must purchase will be made available to students in advance of the module's start date.</p> <p>Students will also be encouraged to use electronic sources (such as LION, JSTOR, Project MUSE) – detailed references for which can be found in the module handbook as well as on UWEOnline. Students will also be advised to make full use of the library search engine and other searches (i.e. MLA) to find relevant further secondary material for assignment purposes.</p>								
Indicative Reading List	<p>Indicative Reading List: Additional digital materials are made available through Blackboard.</p> <p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.</p> <p><a href="https://uwe.rl.talis.com/lists/3F5EF1EA-0B05-ACD8-6A95-7936734584FE.html">https://uwe.rl.talis.com/lists/3F5EF1EA-0B05-ACD8-6A95-7936734584FE.html</a></p>								

### Part 3: Assessment

Assessment Strategy	<p><u>Component A</u></p> <p>This assessed group presentation tests students' ability to work in teams, to develop critically nuanced arguments, and to demonstrate excellent presentation skills. Students also practice their multimedia skills through the use of tools such as PowerPoint and Prezzi.</p> <p><u>Component B</u></p> <ol style="list-style-type: none"> <li>1. Critical Intervention: this assignment offers students the opportunity to test their critical, analytical skills. They complete either a 2000 word close reading essay or they design a book jacket in conjunction with a 1000 word critical rationale.</li> <li>2. The Independent Study requires students to develop their own essay question with staff guidance. Students have to write on three texts, one of which may be a film. This final assignment allows students to develop their own independent, critical approach to the module texts and themes.</li> </ol>
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Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>25%</b>	<b>75%</b>
<b>First Sit</b>		

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<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>
1. Group Seminar Presentation	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>
1. Critical Intervention (2000 word essay or Book Jacket Design and 1000 word rationale)	33%
2. Independent Study (3000 words)	67%

### Resit (further attendance at taught classes is not required)

<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>
1. Examination (Unseen) (1.5 hours)	100%
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>
1. Critical Intervention (2000 word essay or Book Jacket Design and 1000 word rationale)	33%
2. Independent Study (3000 words)	67%

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.

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**FOR OFFICE USE ONLY**

First CAP Approval Date				
Revision CAP Approval Date	17 January 2018	Version	9	<a href="#">Link to RIA 12501</a>
	22nd May 2019		10	<a href="#">Link to RIA 12889</a>