



### MODULE SPECIFICATION

Part 1: Information			
Module Title	Gothic Literature		
Module Code	UPGPFS-30-3	Level	3
For implementation from	January 2019		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Arts, Creative Industries and Education	Field	English
Department	Arts and Cultural Industries		
Contributes towards	BA (Hons) English Literature BA (Hons) English and Journalism BA (Hons) English and History BA (Hons) English Language and Literature BA ((Hons)) English Literature with Writing BA ((Hons)) Liberal Arts		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description	
<p>This module will approach the Gothic as a distinct fictional genre through a survey of literature and history, landmarked by key texts and literary movements. It will map the evolution of the genre from the origins of the Gothic novel in the mid eighteenth century up to the late twentieth century where film and theatrical adaptation will also be considered. Mainly through the prescribed novels and short stories, the module will demonstrate how Gothic literature reflects, provokes and negotiates cultural anxieties, particularly in relation to gender, race and class. What constitutes being human will be explored through monstrosity (eg. bodily horror), the concept of the ghostly and dysfunctional family relationships. Theoretical approaches to the texts will include gender and psycho-analysis. Students will have the opportunity to do creative writing and textual editing.</p>	
Part 3: Assessment	
<p><u>Component A</u></p> <ul style="list-style-type: none"> <li>The assessed student presentations will test students' ability to develop critically nuanced arguments, and to demonstrate excellent presentation skills. Students will also be able to practise their multimedia skills through the use of presentation software.</li> </ul> <p><u>Component B</u></p>	

The portfolio (5,000 words) will allow students to choose from a variety of critical interventions which includes an academic essay, creative writing with critical reflection, textual editing and a poster assignment. The portfolio will assess students' critical and analytical skills. This component will enable students to develop their own independent, critical and/or theoretical approach to the module texts and themes.		
Identify final timetabled piece of assessment (component and element)	<i>B</i>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	25%	75%
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>	
1. Seminar Presentation (7-10 mins)	25%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>	
1.Portfolio (5,000 words )	75%	
<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b>	
1. Seminar Presentation (7-10 mins)	25%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b>	
1.Portfolio (5,000 words )	75%	
<b>Part 4: Learning Outcomes &amp; KIS Data</b>		
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Apply their knowledge of the origins and development of the Gothic as a distinct literary genre from the 18th to the 20 century to their reading of literary texts; (Component A and B.)</li> <li>2. consider how issues relating to gender, sexuality, class and race are reflected within Gothic writing and how these function as a mirror for cultural anxiety; (Component B and possibly A and B)</li> <li>3. Read Gothic texts from a number of theoretical positions; (Component B and possibly A and B).</li> <li>4. Navigate the inter-disciplinarity of the Gothic from a literary starting point; (Component A and B)</li> </ol>	
Key Information Sets Information (KIS)	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.	

Contact Hours	<p><b><u>Key Information Set - Module data</u></b></p> <p>Number of credits for this module <span style="border: 1px solid black; padding: 2px;">30</span></p>																			
	<table border="1" data-bbox="512 304 1326 461"> <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> <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> <table border="1" data-bbox="643 898 1337 1133"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td>0%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>75%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>25%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228	0	300	Total assessment of the module:		Written exam assessment percentage	0%	Coursework assessment percentage	75%	Practical exam assessment percentage	25%	
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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/C3E392E8-C8EA-CF6B-DA4B-8F932BF5242E.html">https://uwe.rl.talis.com/lists/C3E392E8-C8EA-CF6B-DA4B-8F932BF5242E.html</a></p>																			

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First CAP Approval Date	4th February 2016			
Revision CAP Approval Date	28 <sup>th</sup> May 2017 16/01/2019	Version	9 10	<a href="#">Link to MIA 10693</a> <a href="#">Link to RIA 12816</a>