CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	British Writing 1900-1950				
Module Code	UPGPTB-30-2		Level	2	Version
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	ACE		Field	English	
Department	Arts and Cultural Industries		Module Type	Standard	
Contributes towards	BA (Honours) English and all combined awards with English				
Pre-requisites	UPGPPU-30-1 or UPGPPT-30-1		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements		
Valid From	September 2014		Valid to		

CAP Approval Date	18th November 2014

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • understand key literary movements of the period in their social, historical and critical contexts (assessed through all elements of assessment). • be familiar with the different types and genres of British writing (excluding drama, and with a particular focus on prose and narrative) of the period (assessed through all elements of assessment). • strengthen skills of close reading and literary analysis of texts (assessed through all elements of assessment). • apply relevant theoretical perspectives to their reading of texts (assessed through all elements of assessment).
Syllabus Outline	• The module will examine novels and short stories, some non-fictional prose writing and some poetry written in Britain between 1900 and 1950. The approach will be broadly chronological and will locate texts within their historical and cultural contexts. It will examine the impact of war and the 'end of empire' on culture and writing; the ways in which writers responded to other aspects of social and cultural change; literary explorations of national identity; literary modernism and the continued use of realism; and the relationship between the literary avant garde and mainstream and popular writing. The main focus will be on fiction and prose writing, but some poetry will also be studied in order to deepen understanding of

	modernism and the ways in which writers responded to political events.
Contact Hours	There will be 72 hours of contact time over the course of the module.
Teaching and Learning Methods	The module's contact model consists of one lecture, one workshop and one seminar per week. A varied and flexible range of approaches to learning and class-room activities will be used, to fit with the different formats of the lecture, seminar and workshop. These may include the analysis of visual materials, or digital and recorded items. Students will also have dedicated feedback and feed-forward session with their tutors at specific times during the academic year that are most valuable for assessment preparation. The students' independent study will be closely guided by means of weekly preparation questions on Blackboard and a clear syllabus outline in the module handbook. The required preparation may include close reading, conceptual questions, engagement with critical materials and bibliographical research. These forms will contribute to the completion of the assessment for the module. **Scheduled learning** includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop. **Independent learning** includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.
Key Information Sets Information	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.

Key Information Set - Module data					
Number of credits for this module				30	
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	72	228	0	300	✅

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test
Coursework: Written assignment or essay, report, dissertation, portfolio, project
Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

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:

		Total assessment of the module:		
		Written exam assessment percentage		40%
		Coursework assessment percentage		60%
		Practical exam assessment percentage		0%
				100%

Reading Strategy	Students will be expected to buy all the set primary texts as specified in the module handbook, except where it is indicated that photocopies of short stories and poems will be provided. The bibliography in the handbook will indicate which secondary texts are available in the library and which include discussions of specific authors being studied. It will also indicate which books are on short loan. Students should also make use of Literature Online and other databases, as well as journals held in the library. The most useful book chapters will be digitised and will be accessible via Blackboard, in their own dedicated content area.
Indicative Reading List	Fussell, P. (1990) *The Great War and Modern Memory*. London: OUP
	Hapgood, L. & Paxton, N.L. (eds) (2000) *Outside Modernism: In Pursuit of the English Novel 1900 – 1930.* Basingstoke: Macmillan
	Giles, J. & Middleton, T. (eds) (1995) *Writing Englishness 1900 – 1950: An Introductory Sourcebook on National Identity.* London: Routledge
	Light, A. (1991) *Forever England: Femininity, Literature and Conservatism Between the Wars*. London: Routledge
	Levenson, M. (1999) *The Cambridge Companion to Modernism*. Cambridge: CUP
	Maslen, E. (2001) *Political and Social Issues in British Women's Fiction 1928 – 1968.* Basingstoke: Palgrave
	Montefiore, J. (1996) *Men and Women Writers of the 1930s: The Dangerous Flood Of History*. London: Routledge
	Pykett, L. (1995) *Engendering Fictions: The English Novel in the Early Twentieth Century.* London: Edward Arnold
	Schwartz, D.R. (1995) *The Transformation of the English Novel 1890 – 1930.* Basingstoke: Macmillan
	Trotter, D. (1993) *The English Novel in History 1895 – 1920*. London: Routledge

Part 3: Assessment

Assessment Strategy	Strategy: • Component A. The exam will enable students to engage with the module in both breadth (part A) and depth (part B); to show understanding of the literature of the period in its cultural and historical context; to demonstrate detailed knowledge of individual texts studied; to prove their understanding of genre and style in literature of the period; to deploy critical and theoretical sources. • Component B. *Element 1* will give students an opportunity to engage in close reading of a short passage and supplement this with a discussion of a relevant critical essay. Detailed understanding of both primary and secondary materials is assessed. *Element 2* will enable students to demonstrate understanding of the chosen texts in their historical and cultural context; to deploy critical materials and show the students' ability to combine attention to the primary text and attention to critical materials; to practise their essay-

	writing skills.
	  ○ Take account of the diversity of the student body
	  ○ 'design out' plagiarism
	  ○ Take a programme level holistic view of the assessment experience of students (including a range of assessment types and opportunities for formative feedback)
	
	The Assessment:
	
	• Controlled conditions assessment consists of a 2-hour seen exam in the Summer assessment period. Part A will ask students conceptual questions, to test their overall understanding of the module as a whole; Part B will have text-specific questions, enabling students to choose a particular text they may feel especially confident on. Students may not repeat texts between part A and B of the exam and they may not repeat texts they have already written on in the coursework assessment for component B.
	• The coursework component (component B) consists of 2 elements: a critical analysis of a short extract from one of the texts on the module; and a literary-critical essay on a different text. The word limit for the critical analysis is 1000 words; the word limit for the literary-critical essay is 2500 words.

Identify final assessment component and element	**Seen exam (component A)**	
	A:	**B**:
% weighting between components A and B (Standard modules only)	**40%**	**60%**

First Sit

Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. 2-hour seen exam	40
2.(etc)	
Component B **Description of each element**	**Element weighting** (as % of component)
1. Critical analysis (1000 words)	25
2.Literary-critical essay (2500 words)	35

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) **Description of each element**	**Element weighting** (as % of component)
1. 2-hour seen exam	40
2.(etc)	
Component B **Description of each element**	**Element weighting** (as % of component)
1.Critical analysis (1000 words)	25
2.Literary-critical essay	35

If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.