



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data				
Module Title	Fiction in Britain since 1970			
Module Code	UPGPTF-30-3	Level	3	Version 1
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 Literature and Ideas OR UPGPPT-30-1 Creativity, Critique and Literature; OR UPGPPQ-60-1 Literature, Creativity, Critique OR UPGPPF-30-1 Beyond the Horizon: Spaces and Places in Literature OR UPGPPG-30-1 Once Upon a Time: Stories, Children and Literature	Co- requisites	none	
Excluded Combinations	None	Module Entry requirements	None	
First CAP Approval Date	16 June 2010	Valid from	September 2011	
Revision CAP Approval Date		Valid from		

Review Date	
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Familiarity with the variety of cultural, ideological, and literary concerns of post-1970 fiction in Britain (assessed through all elements of assessment); 2. Awareness of the relationship between popular culture (including genre fiction) and literary production (assessed through all elements of assessment); 3. Critical understanding of the political, social, and cultural context to post-1970 British fiction (assessed through all elements of assessment); 4. Familiarity with the critical and theoretical approaches to contemporary British fiction (assessed through all components of the assessment);

	<p>5. Ability to relate the critical and theoretical approaches to the reading of literary texts (assessed through all components of the assessment);</p> <p>6. Ability to construct an argument discussing the material on the module, and to communicate it with a measure of articulacy and concision (assessed through both elements of Component B);</p> <p>7. Increased confidence in discussing the complex interactions between texts, between text and context, and between literary and theoretical aspects of fiction (assessed through all components of assessment).</p>																				
Syllabus Outline	This module will examine fiction written since 1970 primarily by British but also by a small number of Commonwealth writers resident in Britain. The focus of the module will be the interaction between the text and its cultural and theoretical context. The module will explore the broad themes of history, identity, and the nation, as these reflect the variety of issues with which the fiction of this period engages.																				
Contact Hours	There will be 72 hours of contact time over the course of the module.																				
Teaching and Learning Methods	The contact model consists of one lecture, one seminar and one workshop a week (each one hour long). Lectures may include audio and visual materials. The seminars will involve close analysis of texts, discussion and application of issues and approaches introduced in the lectures or suggested by students as a result of pursuing independent secondary reading. Students will also be encouraged to set and prepare the topics for the seminar discussions. The workshops will give students the opportunity to examine the broader cultural context of the novels studied, including the economic context of book publishing and the influence of book prizes on the shaping of the contemporary canon. The reading of primary texts will occasionally be supplemented by relevant contextual written material (such as reviews, newspaper articles, non-fiction writing by the authors studied in the module), which aim to enrich the students' understanding of the literary texts on the module.																				
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> <table border="1" data-bbox="459 1361 1369 1751"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td>30</td> </tr> <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> <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>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</p> <p>Please note that this is the total of various types of assessment and will not</p>	Key Information Set - Module data					<i>Number of credits for this module</i>				30	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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necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:			
Written exam assessment percentage		45%	
Coursework assessment percentage		55%	
Practical exam assessment percentage		0%	
		100%	

Reading Strategy	It is essential that students have constant and in-depth access to the <i>primary</i> texts studied on this module. They will therefore be expected to purchase available editions of these works. The primary texts are supported by a range of critical materials available to students in digitised form (key chapters from books and articles), as well as through access to full-text databases such as Literature Online and J-STOR. These sources are flagged up in the module handbook, where they are accompanied by instructions on how to use the library resources effectively. The module handbook also offers an extensive bibliography and guidance in locating and using effectively a range of materials. Further sources will be provided throughout the module by lecturers and seminar tutors. By exploring the range of sources available to them, and gauging their relevance to each assignment, students will further develop and put into practice their research skills.
Indicative Reading List	<p>Connor, S. (1996). <i>The English Novel in History</i>. London: Routledge</p> <p>Gasiorek, A. (1995). <i>Post-war British Fiction: Realism and After</i>. London: Arnold</p> <p>Head, D. (2002) <i>The Cambridge Introduction to Modern British Fiction 1950-2000</i>. Cambridge: Cambridge University Press</p> <p>Lane, R. J. et al. (2003). <i>Contemporary British Fiction</i>. Cambridge: Polity</p> <p>Lee, R. A. ed. (1995). <i>Other Britain, Other British: Contemporary Multicultural Fiction</i>. London: Pluto</p> <p>Lodge, D. ed. (1988) <i>Modern Criticism and Theory: A Reader</i>. London: Longman</p> <p>Mengham, R. (1999) <i>An Introduction to Contemporary Fiction</i>. Cambridge: Polity</p> <p>Morrison, J. (2003) <i>Contemporary Fiction</i>. London: Routledge</p> <p>Procter, J. (2003) <i>Dwelling Places: Post-war Black British Writing</i>. Manchester: Manchester University Press</p> <p>Tew, Philip (2004) <i>The Contemporary British Novel</i>. London: Continuum</p> <p>JOURNAL <i>Critique: Studies in Contemporary Fiction</i> (Washington D.C)</p> <p>JOURNAL <i>Twentieth-Century Literature</i> (Hofstra University)</p>

Part 3: Assessment

Assessment Strategy	<p>Strategy:</p> <ul style="list-style-type: none"> • COMPONENT A enables students to demonstrate understanding of the literary texts studied on the module in their historical and cultural context. Students will show the ability to related texts to one another (part II of the exam) as well as to engage with detailed discussion of a specific extract from one of the novels studied on the module (part I of the exam). • COMPONENT B serves a double purpose. The longer essay encourages students to deploy their ability to read a text critically, to develop an argument and supplement it with critical sources, and to engage with a particular aspect of the module related to one of the literary texts studied. The shorter essay takes the form of a book review and builds on the work done on literary culture and the literary market in the course of the module. • Students may wish to consult the <u>university word count policy</u>. <p>The Assessment:</p>
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	<ul style="list-style-type: none"> • Component A: 2-hour seen examination. Part I of the exam will consist of a close reading of a short extract from one of the texts on the module; Part II will ask students to answer a broad conceptual or contextual question with reference to two texts studied on the module. • Component B: the 3,000-word literary-critical essay will have one question for each of the texts studied in semester one; the 1500-word essay (in the form of a book review) allows students to choose one text from semester two and engage with it in ways not covered by a conventional literary-critical essay.
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	45	55%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. 3-hour examination (seen)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Literary-Critical essay (3,000 words)	64%	
2. Short essay (1,500 words)	36%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. 3-hour examination (seen)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Literary-Critical essay (3,000 words)	64%	
2. Short essay (1,500 words)	36%	

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.