

## MODULE SPECIFICATION

**Code:** UPGPPD-30-3      **Title:** English Independent Project      **Version:** 6  
**Level:** 3      **UWE credit rating:** 30      **ECTS credit rating:** 30

**Module type:** Project

**Owning Faculty:** Creative Arts, Humanities and Education      **Field:** English

**Faculty Committee approval:** CAC, Chair's Action      **Date:** 16/06/2011

**Approved for Delivery by:**

**Valid from:** September 2011      **Discontinued from:**

**Contributes towards:** Awards up to BA (Hons)

**Pre-requisites:** UPGPFV-60-1 – Writing About Reading/Reading About Writing

**Co-requisites:** None

**Entry requirements:** N/A

**Excluded combinations:** None

**Learning outcomes:**

Upon completion of this module, the successful student will be able to demonstrate:

1. An advanced competence in research methods for literary study including bibliographic research, database usage and a primary investigation of material; (Component A.)
2. The ability to independently identify, define and develop a research topic; (Component A.)
3. The ability to demonstrate, in a selected written form, the ability to think creatively, and to synthesise independent research with relevant fields of critical debate; (Component A.)
4. The ability to articulate a sophisticated and sustained argument; (Component A.)
5. The ability to produce written work that is clear, coherent, precise and accurate. (Component A.)
6. The ability to confidently assess and articulate the skills developed over the course of the module in line with the module's Employment focus; (Component A.)
7. The ability to productively engage in group work, (for students involved in Group Work projects); (Component A.)

**Syllabus outline:**

Each year a number of options will be offered which reflect the diversity of the English curriculum. Students will be required to select their own topic in consultation with staff, and will have to provide a detailed proposal.

**Teaching and learning methods:**

The module will be taught through lectures, seminars and individual consultations. Group seminars in the autumn semester will give students guidance with regard to structuring an independent project and will enable them to discuss their plans with other students working in a similar area and to monitor progress. The module will utilize both individual consultations and group seminars with students, as necessary. The module complements the GDP provision at level 3.

### Reading Strategy

Students will be required to purchase the primary texts suited to their individual projects. They will have recourse, via the library, to a wide variety of books, articles and e-texts that will allow them to develop and enhance their independent research skills. Students will be required to access a wide array of databases in order to compile both their topic proposals and their final bibliographies. Such databases will include: MLA, EEBO, ECCO, LION and JSTOR, all of which are available through the library.

### Indicative Reading List:

*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.*

- Altick, Richard Daniel. The Art of Literary Research. 4<sup>th</sup> edn., New York: Norton, 1993.*  
*Berry, Ralph. The Research Project: How to Write It. 4<sup>th</sup> edn., London: Routledge, 2000.*  
*Eliot, Simon and W. R. Owens. A Handbook to Literary Research. New York: Routledge, 1998.*  
*Luck, Martin. Your Student Research Project. Aldershot: Gower, 1999.*  
*Marshall, Lorraine A. A Guide to Learning Independently. 3<sup>rd</sup> edn., Buckingham: Open University Press, 1998.*  
*Preece, Roy. Starting Research: An Introduction to Academic Research and Dissertation Writing. London: Pinter, 2000.*  
*Sharp, John A, et al. The Management of a Student Research Project. 3<sup>rd</sup> edn., Aldershot: Gower, 2002.*  
*Walliman, Nicholas S. R. Your Research Project: A Step-by-Step Guide for the First Time Researcher. 2<sup>nd</sup> edn., London: Sage, 2005.*

### Assessment

**Weighting between components A and B (standard modules only) A: 100% B: 0%**

#### ATTEMPT 1

#### First Assessment Opportunity (Sit)

##### Component A

##### Description of each element weighting

		Element
1	Topic Proposal <b>FINAL</b>	10%
2	English Independent Project (8,000 – 10,000 words) Choices of Assessment include either: Dissertation (10,000 words); or Research-based Creative Writing (8,000-10,000 words); or Work Experience (10,000 words); or Group Project (6,000 – 8,000 words per individual student); or Module Design (10,000 words); or Criticism and Review (10,000 words); or	90%

Anthology (10,000 words).

**Component B**

**Description of each element  
weighting**

**Element**

**Second Assessment Opportunity (Resit) (further attendance at taught classes is not required)**

**Component A**

**Description of each element  
weighting**

**Element**

- |          |  |     |
|----------|--|-----|
| <b>1</b> | Topic Proposal   | 10% |
| <b>2</b> | English Independent Project (8,000 – 10,000 words)<br>Choice of Project include either:<br>Dissertation (10,000 words); or<br>Research-based Creative Writing (8,000-10,000 words); or<br>Work Experience (10,000); or<br>Group Project (6,000 – 8,000 per individual student): or<br>Module Design (10,000 words); or<br>Criticism and Review (10,000 words); or<br>Anthology (10,000 words). | 90% |

**Component B**

**Description of each element  
weighting**

**Element**

**EXCEPTIONAL SECOND ATTEMPT (Retake): Attendance at taught classes is required.**

**Specification confirmed by .....Date .....**  
**(Associate Dean/Programme Director)**