






MODULE SPECIFICATION

Part 1: Information			
Module Title	Literature and Ideas		
Module Code	UPGPPU-30-1	Level	1
For implementation from	September 2018		
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 Literature with Writing BA Hons English and History BA Hons English Language and Literature		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	UPGPPQ-60-1 Literature, Creativity and Critique		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description	
<p>The aim of the module is to familiarise students with key concepts and methods in the field of contemporary literary criticism and theory. It will emphasise theory as a way of intervening in debates, literary, cultural and social, that would otherwise remain inaccessible or, in contrast, overly-simplified. The module will highlight a variety of literary topics around which debate is rife, such as 'taste', 'cultural value', 'power' and 'history', and introduce students to key questions raised by these areas. It will then discuss critical approaches that have offered interesting ways of engaging with these areas. Alongside critical essays, the syllabus will include primary material to which students can apply the different methodologies that they encounter as a way of developing their critical thinking. By the end of the academic year, students will be familiar with a number of key concepts in the field; they will have an understanding of the relationship between literature and literary study and broader cultural critique; they will be aware of major theoretical movements; and they will have learnt to use theory effectively insofar as they can deploy critical materials which illustrate and support their arguments. Topics likely to be covered include: taste and canon formation; complexity and New Criticism; power and ideology; approaches to history and New Historicism; sexuality and queer theory; globalization and the post-colonial; postmodernism and postmodernity; and the future and 'post-theory'.</p>	

Part 3: Assessment		
<u>Component A</u>		
The oral presentation will encourage students to research particular critical questions before presenting their findings to the group in controlled conditions.		
<u>Component B</u>		
1) The research exercise, focussed around a critical question such as 'what role does the author play in creating meaning?' will encourage students to develop good research and referencing habits from the start of their academic career (1000 words).		
2) The summative essay will test students' knowledge and understanding of the course material, and their ability to identify and explain issues covered in the module using relevant research material (2000 words).		
Identify final timetabled piece of assessment (component and element)	<i>COMP B Element 2</i>	
% weighting between components A and B (Standard modules only)	A:	B:
	25%	75%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Oral presentation (up to 10 minutes)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Research Exercise (1000 words)	35%	
2. Summative essay (2000 words)	65%	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Two-hour seen exam	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Research Exercise(1000 words)	35%	
2. Summative essay (2000 words)	65%	
Part 4: Learning Outcomes & KIS Data		
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge and understanding of the main areas of literary and critical theory and how these relate to reading literary texts. (Components A and B) 2. Apply perspectives from literary and critical theory to their readings of literary texts. (Components A and B) 	

	<p>3. Demonstrate a self-conscious awareness of the ways in which interpretations of and responses to literary texts take place within the terms of competing discourses. (Components A and B)</p> <p>4. Demonstrate an understanding of the ways in which approaches to and interpretations of literary texts may be historically conditioned. (Components A and B)</p> <p>5. Demonstrate competence in a range of forms of research, including the use of e-resources, accuracy in referencing and bibliographical skills. (Component B)</p> <p>6. Demonstrate an ability to shape and articulate arguments and responses in written forms. (Component B)</p> <p>7. Demonstrate an ability to shape and orally articulate arguments. (Component A)</p>																																														
<p>Key Information Sets Information (KIS)</p> <p>Contact Hours</p> <p>Total Assessment</p>	<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="544 819 1433 1200"> <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> <th></th> </tr> </thead> <tbody> <tr> <td>300</td> <td>72</td> <td>228</td> <td>0</td> <td>300</td> <td></td> </tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td><td> </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 necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <table border="1" data-bbox="655 1599 1329 1827"> <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%		100%
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<p>Reading List</p>	<p>Indicative Reading List: Additional digital materials are made available through Blackboard.</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.

<https://uwe.rl.talis.com/lists/76924C4D-2F87-A17D-BB5D-C3B27EA63D15.html>

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First CAP Approval Date	18th November 2014			
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