



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Contemporary Literature				
Module Code	UPGP39-30-3	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 (Hons) Literature and Film Studies				
Pre-requisites	Writing and Empire	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	N/A		
First CAP Approval Date	June 2015	Valid from	September 2015		
Revision CAP Approval Date		Valid from			

Review Date	June 2021
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate a critical understanding of the social, economic and aesthetic issues that have shaped British and American literature since 1970 (Components A and B) • Demonstrate detailed knowledge of the key debates concerning the nature and purpose of fiction since 1970, involving an engagement with selected critical essays and reviews of the literature under consideration (Components A and B) • Demonstrate a critical awareness of the relationship between popular culture and literary production (Components A and B) • Demonstrate the ability to construct rigorous, articulate and concise arguments (Components A and B) • Demonstrate the ability to engage actively with peers in group work (Component A) • Demonstrate advanced presentation skills, including the oral delivery of critical and independent readings of primary and secondary sources (Component A) •
Syllabus Outline	<p>This module examines contemporary British and American literature since 1970. The module focuses on the interaction between the text and its cultural contexts. The module also develops a theoretical understanding of narrative structure and introduces students to a range of contemporary genres, including historical fiction. It exposes students to literature by both canonical and emerging writers, and engages with issues such as gender, trauma and class.</p>

	The module will be split into thematic blocks (e.g., postmodernity and postmodernism, the 1980s, the return to history, new voices).										
Contact Hours	There will be a total of 72 contact hours for each student over the course of the module. Teaching will take place in rooms designed for interactive activities including group work.										
Teaching and Learning Methods	<p>Scheduled learning The module's contact model consists of a two-hour lectorial and a one-hour seminar each week, which allows for variety and flexibility of teaching and learning formats and of classroom activities most appropriate to the materials in each week. Students will also have dedicated feedback and feed-forward sessions with their tutors at specific times during the academic year to support successful completion of assessments.</p> <p>Independent learning This is closely guided by a clear syllabus outline in the module handbook and weekly preparation questions on Blackboard. The required preparation may include close reading, conceptual questions, engagement with critical materials and bibliographical research, and will contribute towards preparation for assessment.</p>										
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> <p>Key Information Set - Module data</p> <p><i>Number of credits for this module</i> 30</p> <table border="1" data-bbox="440 1263 1254 1420"> <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>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>	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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	<table border="1"> <tr> <td colspan="4">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="4">Written exam assessment percentage</td> <td></td> <td></td> </tr> <tr> <td colspan="4">Coursework assessment percentage</td> <td>75%</td> <td></td> </tr> <tr> <td colspan="4">Practical exam assessment percentage</td> <td>25%</td> <td></td> </tr> <tr> <td colspan="4"></td> <td>100%</td> <td></td> </tr> </table>	Total assessment of the module:												Written exam assessment percentage						Coursework assessment percentage				75%		Practical exam assessment percentage				25%						100%	
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Reading Strategy	<p>Each week students will be expected to prepare for the lectorial and seminar by reading set texts, details of which will be provided at the start of the module. As there is no single textbook available, shorter written pieces and critical readings will be made available in a number of ways, either electronically or in print. Students will be required to purchase a small number of the longer texts. These will be the object of intensive work in both lectures and seminars and it is essential that students own a copy for consistent reference and annotation and for use in assignments.</p> <p>Students are expected to undertake relevant further reading, particularly in preparation for assignments. The module handbook and Blackboard site includes lists of suggested further reading. These are intended to provide students with starting points for independent study. Students are not required to read everything on these lists, nor are they expected to limit themselves to the listed materials.</p> <p>All readings and viewing listed in the module handbook are available in the library or online, held on appropriate loan periods.</p>																																				
Indicative Reading List	<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. <i>Current</i> advice on additional reading will be available via the module guide or Blackboard pages.</p> <p>Annesley, J. (1998) <i>Blank Fictions: Consumerism, Culture and the Contemporary American Novel</i>. London: Pluto Press.</p> <p>Bilton, A. (2002) <i>An Introduction to Contemporary American Fiction</i>. Edinburgh: Edinburgh University Press.</p> <p>Brauner, D. (2010) <i>Contemporary American Fiction</i>. Edinburgh: Edinburgh University Press.</p> <p>Connor, S. (1996) <i>The English Novel in History 1950-1995</i>. London: Routledge.</p> <p>Gasiorek, A. (1995) <i>Post-war British Fiction: Realism and After</i>. London: Arnold.</p> <p>Grice, H., et al., eds. 2001. <i>Beginning Ethnic American Literatures</i>. Manchester: Manchester University Press.</p> <p>Harvey, D. (1997). <i>The Condition of Postmodernity</i>. Oxford: Blackwell.</p> <p>Lee, A.R., ed. (1995) <i>Other Britain, Other British: Contemporary Multicultural Fiction</i>. London: Pluto.</p> <p>Proctor, J. (2003) <i>Dwelling Places: Post-war Black British Writing</i>. Manchester: Manchester University Press.</p> <p>Vickroy, L. (2002) <i>Trauma and Survival in Contemporary Fiction</i>. Charlottesville: University of Virginia Press.</p>																																				

Part 3: Assessment

Assessment Strategy	<p>Component A tests students' ability to work in teams, to develop critically nuanced arguments, and to demonstrate excellent presentation skills. Students also practice their multimedia skills through the use of presentation software. Students are awarded</p>
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	<p>individual marks.</p> <p>Component B, element 1 assesses students' creative, critical and analytical skills.</p> <p>Component B, element 2 enables students to develop their own independent critical and/or theoretical approach to texts and themes with which the module engages.</p> <p>The Assessment:</p> <p>Component A: group presentation (7 minutes per student). Presentations focus on the novel being discussed in that particular week and a relevant critical article.</p> <p>Component B, element 1: creative intervention (1500 words or equivalent). Each student completes either: a) a book jacket in conjunction with a 750 word critical rationale; b) a 1500 word book review; or c) a 1000 word piece of creative writing with a 500 word critical rationale.</p> <p>Component B, element 2: long essay (3500 words). Students may either choose a question from a list provided or develop their own question in consultation with their seminar tutor.</p>
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Identify final assessment component and element	Component B, element 2	
% weighting between components A and B (Standard modules only)	A: 25%	B: 75%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1. Group presentation (7 minutes per student)	100%	
Component B Description of each element	Element weighting	
1. Creative intervention (1500 words or equivalent)	33%	
2. Essay (3500 words)	67%	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting	
1. Individual presentation (10 minutes per student)	100%	
Component B Description of each element	Element weighting	
1. Creative intervention (1500 words or equivalent)	33%	
2. Essay (3500 words)	67%	
<p>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.</p>		