



MODULE SPECIFICATION

Part 1: Information			
Module Title	Crime and Detection in Nineteenth-Century Literature		
Module Code	UPGP6K-30-3	Level	Level 6
For implementation from	2020-21		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Faculty of Arts Creative Industries & Education	Field	English
Department	Creative & Cultural Industries		
Module type:	Standard		
Pre-requisites	Creativity, Critique and Literature 2020-21		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

STUDENT AND ACADEMIC SERVICES

Part 2: Description

Overview: Pre-requisites: students must have taken:

UPGPPU-30-1 Literature and Ideas
 OR UPGPPT-30-1 Creativity, Critique and Literature;
 OR UPGPPF-30-1 Beyond the Horizon: Spaces and Places in Literature
 OR UPGPPG-30-1 Once Upon a Time: Stories, Children and Literature

This module approaches nineteenth-century literature through the themes of crime and detection.

Educational Aims: See Learning Outcomes.

Outline Syllabus: The genres of detective fiction and the dramatic monologue which both emerged during this period are a main focus of the module, but other less frequently studied genres such as the broadsheet ballad and journalism are also analysed.

Fictional texts are studied in the context of contemporary debates about crime, policing, criminal responsibility and madness, including legal texts and those related to the emerging science of psychology. The critical approaches applied to the primary texts include genre theory and cultural and historical perspectives.

Teaching and Learning Methods: There are three hours of contact time per week, used flexibly to include lectures, seminars and workshops as appropriate. Lectures may include audio and visual materials. Seminars and workshops involve the close analysis of primary texts, the application of critical approaches, the discussion of contextual material and oral presentations as appropriate. Teaching takes place in rooms designed for interactive activities including group work.

Part 3: Assessment

The assessment enables students to achieve the learning outcomes of the module as detailed in Part 4 of this form. It also contributes to the learning outcomes of the programme in that both components allow students to develop their understanding of an area of English literature in its historical and cultural contexts. They develop students' appreciation of generic conventions, their ability to apply critical approaches and literary terminology, communicate their ideas effectively, to undertake relevant research and to synthesise critical ideas.

Component A:

An assessed seminar presentation tests students' ability to develop sophisticated arguments which typically apply critical concepts to primary texts. Students are able to develop their oral presentation skills and use of appropriate software such as PowerPoint, working within the confines of a prescribed time limit. Reasonable adjustments are made for students with disabilities.

Component B:

A portfolio allows students to practise a range of relevant skills. They choose several tasks from a variety of critical interventions, typically including a close reading exercise, creative writing accompanied by critical reflection, and an academic essay in response to a question developed by the students themselves in consultation with staff.

First Sit Components	Final Assessment	Element weighting	Description
Portfolio - Component B	✓	75 %	5000 word written portfolio
Presentation - Component A		25 %	10 minute in-class oral presentation

STUDENT AND ACADEMIC SERVICES

Resit Components	Final Assessment	Element weighting	Description
Portfolio - Component B	✓	75 %	5000 word written portfolio
Presentation - Component A		25 %	Recorded presentation submitted via Blackboard.

Part 4: Teaching and Learning Methods																	
Learning Outcomes	<p>On successful completion of this module students will achieve the following learning outcomes:</p> <table border="1"> <thead> <tr> <th>Module Learning Outcomes</th> <th>Reference</th> </tr> </thead> <tbody> <tr> <td>Show their ability to relate nineteenth-century fiction and poetry about crime to contemporary discourses about crime and criminal responsibility in non-fictional texts</td> <td>MO1</td> </tr> <tr> <td>Demonstrate increasing confidence in analysing the depiction of crime in a variety of genres, such as the novel, journalism, the broadsheet ballad, the dramatic monologue and the long poem</td> <td>MO2</td> </tr> <tr> <td>Apply various theoretical approaches to the reading of crime and detection plots and develop their critical assessment of these approaches</td> <td>MO3</td> </tr> <tr> <td>Carry out relevant and meaningful critical and theoretical research</td> <td>MO4</td> </tr> <tr> <td>Articulate a sophisticated, structured argument in both oral (Component A) and written form (Component B)</td> <td>MO5</td> </tr> <tr> <td>Develop advanced close reading skills</td> <td>MO6</td> </tr> </tbody> </table>	Module Learning Outcomes	Reference	Show their ability to relate nineteenth-century fiction and poetry about crime to contemporary discourses about crime and criminal responsibility in non-fictional texts	MO1	Demonstrate increasing confidence in analysing the depiction of crime in a variety of genres, such as the novel, journalism, the broadsheet ballad, the dramatic monologue and the long poem	MO2	Apply various theoretical approaches to the reading of crime and detection plots and develop their critical assessment of these approaches	MO3	Carry out relevant and meaningful critical and theoretical research	MO4	Articulate a sophisticated, structured argument in both oral (Component A) and written form (Component B)	MO5	Develop advanced close reading skills	MO6		
Module Learning Outcomes	Reference																
Show their ability to relate nineteenth-century fiction and poetry about crime to contemporary discourses about crime and criminal responsibility in non-fictional texts	MO1																
Demonstrate increasing confidence in analysing the depiction of crime in a variety of genres, such as the novel, journalism, the broadsheet ballad, the dramatic monologue and the long poem	MO2																
Apply various theoretical approaches to the reading of crime and detection plots and develop their critical assessment of these approaches	MO3																
Carry out relevant and meaningful critical and theoretical research	MO4																
Articulate a sophisticated, structured argument in both oral (Component A) and written form (Component B)	MO5																
Develop advanced close reading skills	MO6																
Contact Hours	<table border="1"> <thead> <tr> <th colspan="2">Independent Study Hours:</th> </tr> </thead> <tbody> <tr> <td>Independent study/self-guided study</td> <td>228</td> </tr> <tr> <td>Total Independent Study Hours:</td> <td>228</td> </tr> <tr> <th colspan="2">Scheduled Learning and Teaching Hours:</th> </tr> <tr> <td>Face-to-face learning</td> <td>72</td> </tr> <tr> <td>Total Scheduled Learning and Teaching Hours:</td> <td>72</td> </tr> <tr> <td>Hours to be allocated</td> <td>300</td> </tr> <tr> <td>Allocated Hours</td> <td>300</td> </tr> </tbody> </table>	Independent Study Hours:		Independent study/self-guided study	228	Total Independent Study Hours:	228	Scheduled Learning and Teaching Hours:		Face-to-face learning	72	Total Scheduled Learning and Teaching Hours:	72	Hours to be allocated	300	Allocated Hours	300
Independent Study Hours:																	
Independent study/self-guided study	228																
Total Independent Study Hours:	228																
Scheduled Learning and Teaching Hours:																	
Face-to-face learning	72																
Total Scheduled Learning and Teaching Hours:	72																
Hours to be allocated	300																
Allocated Hours	300																
Reading List	<p>The reading list for this module can be accessed via the following link:</p> <p>https://uwe.rl.talis.com/modules/upgp6k-30-3.html</p>																

Part 5: Contributes Towards

This module contributes towards the following programmes of study:

English Language and Literature [Sep][FT][Frenchay][3yrs] BA (Hons) 2018-19

English [Sep][FT][Frenchay][3yrs] BA (Hons) 2018-19

English and Journalism [Sep][FT][Frenchay][3yrs] - Not Running BA (Hons) 2017-18

English with Writing [Sep][FT][Frenchay][3yrs] BA (Hons) 2018-19

English and English Language [Sep][FT][Frenchay][3yrs] BA (Hons) 2018-19

English [Sep][SW][Frenchay][4yrs] BA (Hons) 2018-19