

MODULE STATEMENT

Module Title	Narrative and Culture
Programme(s)/Course	English with Creative Writing
Level	4
Semester	2
Ref No:	AAP_4_NAC
Credit Value	20 CAT Points
Student Study hours	Contact hours: 48 Student managed learning hours: 152
Pre-requisite learning	
Co-requisites	
Excluded combinations	
Module Coordinator [Name + e mail address]	Dr Leon Betsworth leon.betsworth@lsbu.ac.uk
Parent Department	Arts and Performance
Parent Course	English with Creative Writing
JACS Code	
Description [100 words max]	This module introduces the critical study of narrative and forms of prose narration, including non-fiction prose writing. Building on the core skills covered in semester one, it provides the appropriate critical skills and vocabulary with which to analyse different forms of prose narrative, introducing a range of texts from different historical periods, traditions, and genres. It also develops key skills in the areas of academic presentation and essay writing.
Aims	The aims of this module are: <ul style="list-style-type: none"> • To introduce students to the basic concepts in the study of the novel (such as style, characterisation and narrative point-of-view); • To locate key canonical texts in their historical and literary-historical contexts; • To develop students' close-reading and analytical skills relevant to the reading of novels; • To equip students with the technical language of prose criticism.
Learning outcomes	Upon successful completion of the module students will be able to: <p>Knowledge and Understanding:</p> <ul style="list-style-type: none"> • Discuss key canonical texts in the history of the novel; • Draw on a range of analytical skills and an appropriate critical vocabulary for discussing fiction, including short fiction; <p>Intellectual Skills:</p> <ul style="list-style-type: none"> • Critically analyse a range of literary styles and genres. • Develop a critical understanding of the relationship between language and literature. <p>Transferable Skills:</p> <ul style="list-style-type: none"> • Close reading and critical responses to texts. • Research and appropriate use of information. • Produce accurately written, coherent and persuasively argued written

	<p>work.</p> <ul style="list-style-type: none"> • Interactive, constructive, and effective group work.
Employability	Publishing, Journalism, and other media-related professions, Administration, Teaching and research related professions. This degree also equips students with the skills to enter careers as librarians and archivists and curators,
Teaching & Learning Pattern	1x2 hour lecture 1x2 hour seminar
Indicative content	A selection of canonical literary texts representing a range of literary periods and contexts. The novels selected also represent a wide range of novelistic form and a diverse range of narrative genres.
Assessment method (Please give details – of components, weightings, sequence of components, final component)	<p>CW1: 1500-word Critical Essay (50%) CW2: 1500-word Critical Essay (50%)</p> <p>The pass mark for each assessment is 40%</p>
Indicative Reading	<p>CORE READING: Dickens, Charles, 1854, <i>Hard Times</i> James, Henry, 1898, <i>The Turn of the Screw</i> Hardy, Thomas, 1895, <i>Jude the Obscure</i> Woolf, Virginia, 1925, <i>Mrs Dalloway</i> Nabokov, Vladimir, 1955, <i>Lolita</i> Barker, Pat, 1991, <i>Regeneration</i></p> <p>OPTIONAL READING: Amigoni, David, 2000, <i>The English Novel and Prose Narrative</i>, Edinburgh: EUP Bennett, Andrew & Nicholas Royle, 2009, <i>An Introduction to Literature, Criticism, and Theory</i>, 4th ed., Harlow: Pearson Booth, Wayne C., 1987, <i>The Rhetoric of Fiction</i>. 2nd ed., London: Penguin Hawthorn, Jeremy, 1992, <i>Studying the Novel: An Introduction</i>. London: Arnold Rimmon-Kenan, Shlomith, 1983, <i>Narrative Fiction: Contemporary Poetics</i>. London: Routledge Watt, Ian, 1957, <i>The Rise of the Novel</i>. London: Chatto & Windus</p>
Other Learning Resources	<ul style="list-style-type: none"> • VLE • Online sources • Critical essays • Literary reviews • Recorded interviews/Podcasts • Field trip to public lecture