

<b>Module Title</b>	<b>The Practice of Literary Criticism</b>
<b>Programme(s)/Course</b>	English with Creative Writing
<b>Level</b>	4
<b>Semester</b>	1
<b>Ref No:</b>	
<b>Credit Value</b>	20
<b>Student Study hours</b>	Contact hours: 48 Student managed learning hours: 152
<b>Pre-requisite learning</b>	none
<b>Co-requisites</b>	none
<b>Excluded combinations</b>	none
<b>Module Coordinator [Name + e mail address]</b>	Dr. Suzanne Scafe scafes@lsbu.ac.uk
<b>Parent Department</b>	Arts and Performance
<b>Parent Course</b>	English with Creative Writing
<b>JACS Code</b>	
<b>Description [100 words max]</b>	This module takes an interactive approach to the study of literature and aims to enhance students' academic writing skills by integrating the practice of reading and the practice of writing into the teaching of the module. The module uses a selection of poetry, short prose narrative, drama and non-fiction and will focus on a stylistics-based identification of patterns of words, phrases and analyses of grammatical features. The module introduces students to critical responses to specific works of literature and facilitates their written and oral engagement with examples of literary criticism and narrative theory.
<b>Aims</b>	<ul style="list-style-type: none"> <li>• To introduce students to the critical reading skills required for the study of literature at undergraduate level</li> <li>• To facilitate an understanding of the stylistic features of literary texts</li> <li>• To introduce students to examples of literary criticism</li> <li>• To develop students' proficiency in the practice of literary criticism and academic writing</li> <li>• To enable students to produce written work that conforms to the scholarly conventions used in academic writing</li> </ul>
<b>Learning outcomes</b>	<p><b>Knowledge and Understanding: At the end of the module students will be able to:</b></p> <p><b>Knowledge and Understanding:</b></p> <ul style="list-style-type: none"> <li>• Respond critically to the stylistic features of a selection of literary texts.</li> <li>• Identify and use appropriately in written essays and oral presentations, examples of literary criticism.</li> <li>• Understand the importance of bibliographic skills appropriate to the discipline including accurate citation of sources and consistent use of conventions in the presentation of scholarly work.</li> </ul> <p><b>Intellectual Skills:</b></p> <ul style="list-style-type: none"> <li>• Critically analyse a range of literary styles and genres.</li> <li>• Synthesise close textual analysis and material from appropriate critical sources.</li> </ul>

	<p><b>Practical Skills – N/A</b></p> <p><b>Transferable Skills:</b></p> <ul style="list-style-type: none"> <li>• Work effectively in groups</li> <li>• Deliver clearly expressed and coherent oral presentations</li> <li>• Produce grammatically accurate, coherently structured and fluently written responses to specific tasks and questions.</li> </ul>																		
<b>Employability</b>	The skills acquired on this module are relevant to employment in the following professions: Administration, Publishing, Journalism and other media-related professions.																		
<b>Teaching &amp; Learning Pattern</b>	1 x hour lecture 1 x 2hour seminar 1 x 1 hour writing workshop																		
<b>Indicative content</b>	A selection of short works of fiction, poetry and drama; examples of literary criticism of specific texts studied on the module; a detailed discussion of a play in performance in comparison to its textual identity. Students will also produce a draft essay for CW1, that is accurately referenced and includes a full bibliography.																		
<b>Assessment method (Please give details – of components, weightings, sequence of components, final component)</b>	<p>CW1: 1 x 1,500 word essay (30%)</p> <p>CW2: Oral presentation (20%)</p> <p>CW3: 1 x 1,500 word essay (50%)</p> <p>The pass mark for each assessment is 40%.</p>																		
<b>Indicative Reading</b>	<p><b>CORE READING:</b> Core Texts might include but will not be limited to the following:</p> <p><b>Academic Writing</b> Knights, Ben 2006. <i>Active Reading: Transformative Writing in Literary Studies Continuum</i></p> <p>Pope, Rob 2003. <i>Textual Intervention: Critical and Creative Strategies for Literary Studies</i> Routledge</p> <p><b>Literary Texts</b></p> <table border="0"> <tr> <td>James, Henry (1880).</td> <td>Washington Square. Oxford: OUP, 2007.</td> </tr> <tr> <td>Chopin, Kate</td> <td><i>The Awakening</i>. London: Penguin</td> </tr> <tr> <td>Cather, Willa (1913).</td> <td><i>O Pioneers</i>. Doverthrift Editions</td> </tr> <tr> <td>Hughes, Langston (1930).</td> <td><i>Not Without Laughter</i>. Doverthrift Editions, 2000.</td> </tr> <tr> <td>Lahiri, Jumpha (2009).</td> <td><i>Unaccustomed Earth</i></td> </tr> <tr> <td>McCullers, Carson</td> <td><i>The Ballad of the Sad Café</i>. London: Penguin</td> </tr> <tr> <td>McCullers, Carson (1946).</td> <td><i>The Member of the Wedding (playtext)</i>. London: Penguin, 2010.</td> </tr> <tr> <td>Robinson, Marilynne (2014).</td> <td><i>Lilla</i>. London: Virago.</td> </tr> <tr> <td>Wharton, Edith(1902).</td> <td><i>The Reckoning</i>. London: Penguin 2015</td> </tr> </table> <p><b>OPTIONAL READING:</b></p>	James, Henry (1880).	Washington Square. Oxford: OUP, 2007.	Chopin, Kate	<i>The Awakening</i> . London: Penguin	Cather, Willa (1913).	<i>O Pioneers</i> . Doverthrift Editions	Hughes, Langston (1930).	<i>Not Without Laughter</i> . Doverthrift Editions, 2000.	Lahiri, Jumpha (2009).	<i>Unaccustomed Earth</i>	McCullers, Carson	<i>The Ballad of the Sad Café</i> . London: Penguin	McCullers, Carson (1946).	<i>The Member of the Wedding (playtext)</i> . London: Penguin, 2010.	Robinson, Marilynne (2014).	<i>Lilla</i> . London: Virago.	Wharton, Edith(1902).	<i>The Reckoning</i> . London: Penguin 2015
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	<p>Barnett, S. 1986. <i>A Short Guide to Writing About Literature</i>, Batsford.</p> <p>Belsey, Catherine 2003. <i>Critical Practice</i> London, Routledge</p> <p>Crème, Phyllis and Mary R. Lea 1998. <i>Writing at University</i> Buckingham, Open University Press</p> <p>Eco, Umberto with Richard Rorty, Jonathan Culler and Christine Brooke-Rose ed. By Stefan Collini 2001. <i>Interpretation and Over-interpretation</i> Cambridge, Cambridge University Press</p> <p>Ferguson, Rosalind and Martin H. Manser 1998. <i>The Macmillan Guide to English Grammar</i> Macmillan</p> <p>Lodge, David 2002. <i>The Language of Fiction</i> London, Routledge</p> <p>Warburton, Nigel 2008. <i>The Basics of Essay Writing</i> New York, Routledge</p> <p>Wood, James 2008. <i>How Fiction Works</i> New York, Farrar, Straus and Giroux</p>
<p><b>Other Learning Resources</b></p>	<ul style="list-style-type: none"> <li>• Critical essays, literary reviews and recorded interviews on each of the writers studied will be available on Moodle.</li> <li>• There will be a field trip to watch a play in performance that reflects the aims and learning outcomes of the module.</li> <li>• Reading List online will provide an up to date reading list of critical material relevant to the selected texts, that is available in the library</li> </ul>