

Module Code:	HUM448
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Module Title:	Introduction to Genre
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Level:	4	Credit Value:	20
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Cost Centre(s):	GAHN	JACS3 code:	Q320
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Faculty:	Arts, Science And Technology	Module Leader:	Debbie Hayfield
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Scheduled learning and teaching hours	36 hrs
Guided independent study	164 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
BA (Hons) Creative Writing and English	✓	<input type="checkbox"/>
BA (Hons) Social and Cultural History and English	✓	<input type="checkbox"/>

Pre-requisites
N/A

Office use only

Initial approval: 25/09/2018
 With effect from: 01/09/2019
 Date and details of revision:

Version no:1

Version no:

Module Aims

- To introduce students to an overview of the major literary genres: poetry, narrative and drama using examples from the 17th century onwards in order to demonstrate changing styles, forms, and content
- To identify and describe the language and forms used by the different genres to communicate the ideas.
- To develop the skills of close reading and enable analysis and discussion of poetry, narrative and plays both orally and in writing
- To place the poetry, narratives and plays within a cultural and historical context

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

At the end of this module, students will be able to		Key Skills	
1	Read and respond to a range of poetry, narratives and plays recognizing the ways writers achieve specific effects in the different genres.	KS1	KS3
		KS4	KS5
		KS6	KS9
2	Identify and evaluate the various styles and forms of the literary genres they will encounter, and respond independently to examples.	KS1	KS5
		KS4	KS5
		KS6	KS9
3	Identify the influence of historical factors on literary expression and evaluate texts accordingly.	KS1	KS3
		KS4	KS5
		KS5	KS9

Derogations

None

Assessment:

Indicative Assessment Tasks:

Assessment 1: Essay – the student will be required to carry out a close critical reading of a poem chosen the poems studied to date.

Assessment 2: Essay – requires the student to write a critical analysis of one narrative text, in response to a question selected from a range designed to elicit and demonstrate their knowledge of narrative strategies and themes, and the ways in which narratives are historically situated

Assessment 3: Presentation – this requires students to write and deliver a 10 minute presentation on one of the plays studied on the module.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1,2	Essay	20		1000
2	1,2,3	Essay	40		1500
3	1,2,3	Presentation	40	10 minutes	1500

Learning and Teaching Strategies:

The syllabus will be divided into sections on poetry, narrative and drama. In the poetry section students will be provided with a selection of poetry for each session. For each one there will be an introductory talk which will historically and culturally contextualize the poetry and introduce the students to technical and critical terms which will enable students to discuss poetry at an appropriate academic level.

Students will be encouraged to discuss individually and in groups their interpretations of the poems; how meaning is produced in poetry through such things as form, rhyme; rhythm, imagery, and use of language and generally give their own response to the stimulus material.

For the narrative section, depending on the text being studied, they will be taught in either 1 or 2 sessions. When a text is being studied in the one session, it will consist of a lecture of 50 minutes, followed by guided student discussion. When a text is taught across two sessions, the first will consist of a lecture and the second will consist of a seminar for which the students will be asked to prepare their own (guided) response to the text, during private study. The lecture will introduce the student to key concepts, cultural and historical context, narrative form and style and ways of interpreting the text.

The drama section will use similar strategies to those used for narrative texts with a combination of lecture and guided discussion. The focus will be on key terms and skills involved in understand plays as texts and texts for performance.

Syllabus outline:

Poetry: Students will be provided with a selection of poetry for each session beginning with Shakespeare's sonnets and moving chronologically through to contemporary poetry. Students will be encouraged to discuss their interpretations of the poems; how meaning is produced in poetry through form, rhyme; rhythm, imagery, and language. Other poets

covered will include: Donne, Marvell, Swift, Wordsworth, Shelley, Thomas Hardy, Browning, Emily Brontë, Christina Rossetti, Yeats, Wilfred Owen, Philip Larkin, James Fenton, Sylvia Plath, and Margaret Atwood.

Narrative:

- A consideration of narrative styles and concepts such as: text, novel, novella, short story, fairy tale, prose, author, narrator, protagonist, character, plot, point of view
- Social, cultural and literary contexts of various kinds of narrative.
- Major developments and innovations in the narrative form from the 18th onwards such as, realism, modernism and postmodernism

This section is designed to give students an introductory overview of narrative since the 18th century and the texts are chosen to illustrate a variety of form, styles, themes and major literary developments. Although specific texts may vary slightly from year to year, they can include:

Daniel Defoe, *Moll Flanders* (1722)

Jane Austen, *Pride and Prejudice* (1813)

Charlotte Perkins Gilman, *The Yellow Wallpaper* (1892)

Henry James, *The Turn of the Screw* (1898)

Katherine Mansfield, *Selected Stories* (1920-24)

Drama:

Approaching drama as a genre

Renaissance drama: Shakespeare, *Romeo and Juliet*

Naturalism to Symbolism: Ibsen, *A Doll's House*

Post War American Drama: Tennessee Williams, *A Streetcar Named Desire*, Arthur Miller, *The Crucible*.

Indicative Bibliography:

Essential reading

The set texts, which may vary from year to year.

Other indicative reading

Matterson, Stephen & Darryl Jones, *Studying Poetry* (London: Arnold, 2000)

Peck, J. *How To Study A Poet* (Basingstoke: Macmillan, 1988)

Peck, J & Coyle, M., *Literary Terms and Criticism*, (Basingstoke: Macmillan, 1984)

Hawthorne, J., *Studying The Novel: An Introduction*, (Edward Arnold, 1992)

Bennett, A and Royle, N, *Introduction to Literature, Criticism and Theory* (Longman, 2004)

Blakemore Evans, G (ed), *Elizabethan/Jacobean Drama* (London: A & C Black, 1988)

Gerald M Berkowitz, *American Drama of the Twentieth Century* (London & New York: Longman, 1992)