

TITLE	Literature of the Eighteenth Century and Romantic Period
SI MODULE CODE	77-5992-00S
CREDITS	20
LEVEL	5
JACS CODE	Q300
SUBJECT GROUP	English
DEPARTMENT	Humanities
MODULE LEADER	Dr Mary Peace

MODULE STUDY HOURS (based on 10 hours per credit)*			
Scheduled Learning and Teaching Activities	Placement (if applicable)	Independent Guided Study	Total Number of Study Hours
36	N/A	164	200

MODULE AIM

The module provides a survey of some key literary forms and debates of the period 1700-1837. This is an exciting period for literature: it is during these years that the key literary form of the novel emerges. In the later part of the module we look at the poetry and politics of the Romantic Period. Overall, this is a very rich module, providing students with the opportunity to read a range of literary texts and explore them in the context of the great social, political and cultural change of the period.

This module forms part of the chronological treatment of literature undertaken in the other core modules covering the Renaissance period and the Victorian period. The module offers a survey of important trends in English literature from about 1700 to about 1837, forming an excellent link to the Victorian module in Level 6 and developing a good foundation for those interested in taking the Adopt-an-Author dissertation option.

SUMMARY OF AIMS

- provide a survey of some key literary forms and debates of the period 1700-1837
- create an awareness of the changes occurring in literary genres during this period
- encourage students to think about the relationship between text and cultural context

MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to:

- Understand individual texts and how they relate to larger historical and literary contexts
- Demonstrate an awareness of the importance and significance of both tradition and innovation in the writing of the period
- Understand some key changes in literary forms from the period, such as the development of the novel form
- Discuss individual texts in relation to other kinds of writing produced during the period
- Apply different critical perspectives to a wide range of texts.

INDICATIVE CONTENT

THESE ARE EXAMPLES OF THE CONTENT OF THE MODULE

1. Extracts from *The Tatler* and *The Spectator*
2. Daniel Defoe, *Moll Flanders*
3. Augustan Satire.
4. Richard Brinsley Sheridan, *The Rivals*
5. The Epistolary novel- Frances Burney, *Evelina*.
6. Science and Romanticism
7. The French Revolution debate: Edmund Burke, Mary Wollstonecraft, Tom Paine
8. Sublime and the Beautiful: William Blake, *Songs of Innocence and Experience*; Shelley, 'Mont Blanc'
9. Nature: William Wordsworth and S.T. Coleridge, *The Lyrical Ballads*
10. The Romantic Poet: selections from Lord Byron, P.B. Shelley; John Keats
11. Jane Austen, *Persuasion*

LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS

Students will be supported in their learning, to achieve the above outcomes, in the following ways:

There will be a weekly lecture and seminar. In addition there will be a further lecture every fortnight. The lectures will relate to one of the set texts on the module (see lecture list above) but will go beyond the text to explore relevant contexts and themes. The

Typical seminar activities might include:

- Close reading of passages from set texts.
- Discussion of the set text alongside clips or screenings of productions or films of the plays.
- Discussion of the set texts alongside critical essays or other relevant materials.
- Mixture of small group work and plenary discussion in order to promote the maximum participation of students.

ASSESSMENT TASK INFORMATION

Task No.*	Short Description of Task	SI Code EX/CW/PR	Task Weighting %	Word Count or Exam Duration**	In-module retrieval available
1	Essay	CW	50%	2500	N
2	Exam	EX	50%	Two hour	N

FEEDBACK

Students will receive feedback on their performance in the following ways:

Students are required to fill in the standard self-assessment forms when submitting their essays. A copy of these forms, with responses and comments added by the tutor is returned to students when they are given their mark for the assignment. Essays are returned in seminars to enable additional verbal feedback. Tutors are available for individual tutorials both before and after the assignment are completed.

LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

The module will be delivered through seminars and lectures and will be supported by the virtual learning environment. The Module Blackboard site hosts a number of additional learning resources and activities, including extensive secondary reading lists and handbook. Screenings of adaptations of relevant plays will be arranged in conjunction with the Learning Centre.

SECTION 2 MODULE INFORMATION FOR STAFF ONLY

MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

NEW MODULE	N
EXISTING MODULE - NO CHANGE	Y
Title Change	N
Level Change	N
Credit Change	N
Assessment Pattern Change	N
Change to Delivery Pattern	N
Date the changes (or new module) will be implemented	01/2016

MODULE DELIVERY PATTERN - Give details of the start and end dates for each module. If the course has more than one intake, for example, September and January, please give details of the module start and end dates for each intake.

	Module Begins	Module Ends
Course Intake 1	01/2016	05/2016

Is timetabled contact time required for this module?	Y
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Are any staff teaching on this module non-SHU employees?	N
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If yes, please give details of the employer institution(s) below

What proportion of the module is taught by these non-SHU staff, expressed as a percentage?	
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MODULE ASSESSMENT INFORMATION

Indicate how the module will be marked	
*Overall PERCENTAGE Mark of 40%	Y
*Overall PASS / FAIL Grade	N

SUB-TASKS

Will any sub-tasks (activities) be used as part of the assessment strategy for this module?	N
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FINAL TASK

According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor)	Task No. 2
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NON-STANDARD ASSESSMENT PATTERNS

MARK 'X' IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg ALL TASKS MUST BE PASSED AT 40%.	
NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance. notes.	

REVISIONS

July 2017	Operational change approved by Humanities Departmental Board 21/06/17
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