



## Criticism Course Descriptor

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|-------------------------|------------|-----------------|-----------------|
| Course Title            | Criticism  | Faculty         | English         |
| Course Code             | NCHEN405   | Course Leader   | Dr Daniel Swift |
| Credit Points           | 30         | Teaching Period | Both            |
| FHEQ Level              | 4          | Date Approved   | June 2020       |
| Compulsory/<br>Optional | Compulsory |                 |                 |
| Pre-requisites          | None       |                 |                 |
| Co-requisites           | None       |                 |                 |

### COURSE SUMMARY

English students will take Criticism in their first year, and it is a course designed to teach them the building blocks or basic tools of advanced literary criticism. The preliminary lectures and tutorials are focused upon close reading of a variety of literary forms, with an emphasis upon the identification and analysis of rhetoric. The focus then shifts to literary theory, and students will encounter and discuss a series of influential literary theories and theorists, including the works of Roland Barthes, Virginia Woolf, Judith Butler, and Edward Said.

### COURSE AIMS

The course aims to:

- Develop skills in close reading.
- Develop familiarity with various forms of literature: poetry, drama, the novel, and political oratory.
- Provide an understanding of rhetorical techniques and tropes.
- Introduce students to a range of theoretical approaches to literature, and make them conscious of their own critical and theoretical practices.

### LEARNING OUTCOMES

On successful completion of the course, students should have:

#### KNOWLEDGE AND UNDERSTANDING

K3a An understanding of the particular characteristics of verbal art.

### **SUBJECT-SPECIFIC SKILLS**

- S1a Skills necessary for the close reading of literary texts with appropriate vocabulary.
- S3a Awareness of a range of literary-critical methodologies and self-awareness with regard to their own literary-critical methodologies.

### **TRANSFERABLE AND PROFESSIONAL SKILLS**

- T1a Display a developing technical proficiency of written English skills that demonstrates an ability to communicate clearly and accurately when producing structured and coherent pieces of text.
- T2a Skills of analysis of rhetorical texts and performances (literary or otherwise).
- T2a Awareness of the distinct nature of different kinds of use of language (literary or otherwise).
- T3a Skills of memory and note-taking (developed through the use of film in Sections A and B of the examination).

### **TEACHING AND LEARNING**

Students will have the opportunity to engage with:

- 1 x virtual learning environment (VLE)
- 30 x large-group hours
- 3.5 x tutorial hours (individual or group tutorial)
- Weekly office hours

Students are required to attend and participate in all timetabled sessions for this course and, with the ongoing support available, to manage their directed learning and independent study.

Total study hours for this course are: 300.

### **EMPLOYABILITY SKILLS**

- Communication skills
- Presentation skills
- Analytical skills

### **ASSESSMENT**

#### **FORMATIVE**

Students will be formatively assessed during the course by means of set assignments. These do not count towards the end of year results, but will provide students with developmental feedback in the form of discussion during tutorials and written comments upon essays.

## SUMMATIVE

| AE: | Assessment Activity   | Weighting (%) | Online submission | Duration           | Length |
|-----|-----------------------|---------------|-------------------|--------------------|--------|
| 1   | Take-home examination | 50            | Yes               | 24 hours           | N/A    |
| 2   | Examination           | 50            | No                | 2 hours 15 minutes | N/A    |

AE1 will consist of a number of questions from which the student will have the choice of answering a specified number. In AE2 the students must answer all questions. Both examinations and the written assignments will be assessed in accordance with the assessment aims set out in the Programme Specification.

## FEEDBACK

Students will receive formal feedback in a variety of ways: written (including via email correspondence); oral (within one-to-one tutorials or on an *ad hoc* basis); and indirectly through discussion during group tutorials. Students will also attend the formal meeting, Collections, in which they will receive constructive and developmental feedback on their performance.

Feedback on examinations is provided through generic internal examiners' reports and are made available to the student on the VLE.

## INDICATIVE READING

Note: Comprehensive and current reading lists for courses are produced annually in the Course Syllabus or other documentation provided to students; the indicative reading list provided below is used as part of the approval/modification process only.

Barry, Peter, *Beginning Theory: An Introduction to Literary and Cultural Theory* (Manchester University Press, 1995)

Barthes, Roland, "The Death of the Author" (1967)

Fussell, Paul, *Poetic Meter and Poetic Form* (Random House, 1979)

Richards, I. A., *Practical Criticism* (1929)

Woolf, Virginia, *A Room of One's Own* (1929)

## INDICATIVE TOPICS

- Reading poetry
- Reading drama
- Prosody
- Rhetorical devices and techniques
- Feminist criticism
- Psycho-analytical criticism

| <b>Title: NCHEN405 Criticism Course Descriptor</b><br><b>Approved by: Academic Board</b><br><b>Location: Academic Handbook/Programme specifications and Handbooks/<br/>                     Undergraduate Programme Specifications/ English BA (Hons) Programme<br/>                     Specifications/English Course Descriptors</b> |               |                |                    |                           |  |
|--|---------------|----------------|--------------------|---------------------------|--|
| Version number   | Date approved | Date published | Owner              | Proposed next review date | Modification (As per AQF4) & category number           |
| 3.0  | January 2022  | March 2022     | Dr Catherine Brown | April 2025                | Category 3: Changes to Learning Outcomes               |
| 2.0  | June 2021     | June 2021      | Dr Catherine Brown | April 2025                | Category 2: Change to 'Teaching and Learning Strategy' |
| 1.0  | June 2020     | June 2020      | Dr Catherine Brown | April 2025                |  |