

# COURSE UNIT PROPOSAL FORM

*for new course proposals and major course amendments*

A completed Visiting Examiner's Statement Form must be attached to this Course Unit Proposal and Course Specification Form

Completed forms should be submitted electronically to the [Academic-Development-Office@rhul.ac.uk](mailto:Academic-Development-Office@rhul.ac.uk) In the event of any query about how to complete this form, please contact the Academic Development Office or the relevant Assistant Registrar, or consult the Guidance notes.

<b>1. Nature of the proposal:</b>	<input type="checkbox"/> to validate a new course unit	<input checked="" type="checkbox"/> to make a major amendment to an existing course unit	
<b>2. Course code</b>	<b>EN1107</b>		
<b>3. Course title</b>	<b>Re-orienting the Novel</b>		
<b>4. Student numbers:</b>	1 <sup>st</sup> year of operation 200	2 <sup>nd</sup> year of operation <b>200</b>	3 <sup>rd</sup> year of operation 200

Provide a realistic estimate of new enrolments during the first three years of operation. Note that minimum thresholds apply as follows: Level 4 (20); Level 5 (10); Level 6 (6); Level 7 (6).

## 5. Rationale for the proposal to introduce a new course or amend an existing one

a) What are the rationale and aims of the proposal in the context of existing and proposed programmes? Refer to evidence such as student feedback, Visiting Examiners' reports and external benchmarks as appropriate.

As a result of changes to the English A-Level, which suggest that contemporary texts will not be as widely taught, this course is designed to introduce students to a range of contemporary literature at Level One.

What are the implications for the curriculum in terms of student choice, pathways in existing programmes and the range of subjects on offer?

The pairing of contemporary with 18<sup>th</sup> and 19<sup>th</sup> century novels will encourage in students a comparative approach to the study of English literature, which will allow them to forge connections between units in later years of their degree. Exploring the origins of the novel as well as its later developments, students will gain a better understanding of the forms and features of the genre. The wider range of contemporary literature on offer at this introductory level will also better equip students to make informed choices about their route through the three-year degree.

For new course proposals, is it intended that the proposed course should replace any existing course units? If you are withdrawing courses, please list these below.

click here and type

b) For course amendments, summarise briefly the proposed change in reference to the course specification.

The main change is in the content of the course, which will now cover a wider range of contemporary literature. It will focus on the 'building blocks' of the novel, rather than a chronological approach. This is reflected in the course structure, which now comprises four five-week blocks each of which pairs a 20<sup>th</sup>/21<sup>st</sup> and 18<sup>th</sup>/19<sup>th</sup> century novel. This structure will make it easier for visiting students who take only one term. The assessment method has also changed (see below) and now builds in a balance between essay (20%) and exam (80%). The two formative assessments are linked to encourage students to revise their written work in light of feedback from the course tutors.

## 6. Likely impact of the proposal

a) What additional learning resources (library, computing and web-based materials), specialist equipment and/or teaching space will be required, and how are these to be provided from existing departmental allocations?

Additional library book acquisitions.

b) What support on e-learning tools is needed to run this course? Have these and other teaching and learning requirements been discussed with relevant members of the Educational Development team?

n/a

c) What are the other types of expenditure arising from the proposal (e.g. field trips), and how will these be funded?

n/a

**Please confirm that:**

**details of any additional resources (print or electronic) have been shared and agreed with the Library and other service providers on campus;**

- details of the core/ essential reading list materials have been shared and agreed with the Library;
- a full reading list for the course unit will be passed on to the Library once the course unit has been validated.

**7. Collaborative arrangements including validated programmes offered with others, franchised programmes, work placements, study abroad, work-based learning)**

a) Provide names and contact information for any organisations outside Royal Holloway which would be involved in the organisation, delivery or assessment of the course unit.

n/a

b) Describe the nature and extent (as a percentage of the programme) of each partner's intended involvement.

n/a

c) Provide a brief rationale for the proposed collaboration, which should take into account each partner's size, sphere of influence, range of activities, standing among professionals in the field and existing links with Royal Holloway and other bodies.

n/a

Courses which are offered in collaboration with other organisations/ institutions are subject to additional scrutiny during validation and are regulated by institutional contracts. No department or individual may enter into a formal understanding or agreement with an external partner in regard to an accredited course unit without the prior approval of the Collaborative Provisions Committee.

## COURSE SPECIFICATION FORM

<b>Department/ School</b>	English			
<b>With effect from Academic Session</b>	2015/2016	<b>Availability</b> (Please state which teaching terms)	One and Two	
<b>Course Title</b> (max 70 characters) <i>Please also give short title where applicable (30 characters max)</i>	Re-Orienting the Novel	<b>Course Unit Credit Value</b>	30	
<b>Course Code</b>	EN1107	<b>Course JACS Code(s)</b>	Q300, Q320, Q321	
<b>Academic level</b>	<input checked="" type="checkbox"/> Level 4	<input type="checkbox"/> Level 5	<input type="checkbox"/> Level 6	
	<input type="checkbox"/> Level 7 (Masters level)	<input type="checkbox"/> Level 3 (Sub- HE)		
<b>Programme(s) for which the course is chiefly intended.</b>				
<b>Programme</b>	Course status (i.e. Mandatory or Optional)	Indicate whether or not a fail in the course is <b>condonable</b> or <b>non- condonable</b>	<b>Co-requisites</b>	<b>Pre-requisites</b>
English	Mandatory	click here and type	click here and type	click here and type
English and Drama	Mandatory	click here and type	click here and type	click here and type
English and Creative Writing	Mandatory	click here and type	click here and type	click here and type
English and Film	Mandatory	click here and type	click here and type	click here and type
<b>UG programmes only: If a course unit is optional, please indicate, where applicable, what group/basket of options this course unit belongs to.</b> click here and type				
<b>Learning Outcomes:</b>	<i>(Describe no more than 6 outcomes that students should be expected to achieve by the end of the course)</i>			
	By the end of the course students should be able to:			
	1. (max 50 words) assess the adequacy of standard definitions of the novel			
	2. (max 50 words) think critically about the concept of genre			
	3. (max 50 words) mount a detailed critical appreciation of a number of novels			
	4. (max 50 words) analyse changes and continuities in the form of the novel from c. 1720 onwards			
	5. (max 50 words) understand formal features and critical terms such as narrative point of view, story and plot, realism, gothic, and Bildungsroman which they will be able to employ on other courses			
6. (max 50 words) read novels with an awareness of the historical and literary circumstances in which they were produced				
<b>Course Summary:</b>	<p><i>Please outline the course aims and content, max 300 words</i></p> <p>To introduce students to the origins, developments and innovations of the novel form through a range of contemporary, eighteenth and nineteenth century novels. The course will provide a grounding in literary history and allow students to make formal and thematic connections between texts and their varying socio-cultural contexts. It will also introduce students to concepts in narrative theory and criticism.</p> <p style="text-align: center;">Any introduction to this major genre is bound to be selective and this course can only present a sample of the texts and critical approaches available. The selection is drawn from</p>			

pretty much the full range of the history of the novel in English from its origins in the eighteenth century to its manifestations in the twenty first. Yet, rather than being arranged chronologically, it is designed to make it possible for students to study formal and theoretical issues by making connections across periods. It is organised into four blocks, each based on a key feature of the novel. Each block contains texts which are linked thematically but were written in different periods and cultural contexts. Lectures on the individual novels will introduce the students to cultural and intellectual contexts which can be explored more fully in courses taken in the second and third years. One lecture in each block will make explicit the critical and theoretical connections between the texts.

**Teaching & Learning Methods:** The total number of notional learning hours associated with this course are 200. These hours will normally be divided between the following activities:

Type of Activity	Check the boxes where applicable	Hours per week *	Number of weeks *	Total Hours
Lectures	<input checked="" type="checkbox"/>	One	20	20
Seminars	<input checked="" type="checkbox"/>	One	20	20
Tutorials	<input type="checkbox"/>	type here	type here	type here
Project Supervision	<input type="checkbox"/>	type here	type here	type here
Demonstration	<input type="checkbox"/>	type here	type here	type here
Laboratory classes	<input type="checkbox"/>	type here	type here	type here
Practical Classes and Workshops	<input type="checkbox"/>	type here	type here	type here
Supervised time in Studio/Workshop	<input type="checkbox"/>	type here	type here	type here
Field trips	<input type="checkbox"/>	type here	type here	type here
External Visits	<input type="checkbox"/>	type here	type here	type here
Work Based Learning	<input type="checkbox"/>	type here	type here	type here
Placement	<input type="checkbox"/>	type here	type here	type here
Study Abroad	<input type="checkbox"/>	type here	type here	type here
Individual Supervisory Sessions	<input type="checkbox"/>	type here	type here	type here
Guided Independent Study	<input checked="" type="checkbox"/>	8	20	160
Other (please include detail)	<input type="checkbox"/>	type here	type here	type here

**Completion of the Total Hours column is compulsory.**  
 \* Completing these fields is optional, but is useful for planning and reporting purposes.

**Reading list materials:** Books and other reading list materials to be purchased by students (where applicable):  
 Please list  
 Emma Donoghue, Room (2010), Chinua Achebe, Things Fall Apart (1958), Daniel Defoe, Robinson Crusoe (1719), Samuel Richardson, Pamela (1741), Ali Smith, The Accidental (2005), J. M. Coetzee, Foe (1984), Ann Radcliffe, The Italian (1797),

	<p>Henry James, <i>The Turn of the Screw</i> (1898), Helen Oyeyemi, <i>White is For Witching</i> (2009), Elizabeth Gaskell, <i>North and South</i> (1854-55), Indra Sinha, <i>Animal's People</i> (2008).</p> <p><b><u>Core/essential reading list material (print, electronic, etc.) for the course (6-10 titles only):</u></b></p> <p><i>Please list</i></p>
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<b>Formative Assessment</b> <i>(assessment which does not contribute to the marks awarded for the course unit) &amp; Feedback on this assessment:</i>	On what activities (e.g. coursework, seminars etc) will students receive feedback? What will the main modes of feedback be for each activity?	
	<b>Activity</b>	<b>Mode of feedback</b>
	1500-word essay on block one (to be submitted in reading week of term 1)	face to face
	1500-word essay on black three (to be submitted in reading week of term 2)	face to face
	click here and type	click here and type
	click here and type	click here and type

<b>Summative Assessment</b> <i>(assessment which contributes to the final marks awarded for the course unit):</i>	<b>Method</b>	<b>%</b>	<b>Typical KIS sub-categories</b> (See <i>Guidance notes</i> )		
	Coursework	20	e.g., Essay, Report, Dissertation, Portfolio, Project Output, Set Exercise essay		
	Practical Exam(s)	None	e.g., Oral Assessment, Presentation, Practical Skills Assessment, Set Exercise		
	Written Exam(s)	80	e.g., Written Exam, Set Exercise Written Exam		
	<b>Please list all assessments, indicating length (i.e. word count), hours, KIS sub-category, etc.</b> Please also indicate whether the assessment is completed individually or as a group.				
	Method of Assessment (coursework, practical or written exam)	<b>%</b>	Detail (length, hours, group/individual)	KIS Sub-Category	
	Coursework	20	2000 words	Essay	
	Exam	80	2 hours	Written	
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click here and type	type here	type here	type here		

Name and email of course leader/contact:	Professor Judith Hawley, j.hawley@rhul.ac.uk
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Signatures of HoDs in the sponsoring departments to certify that the Department Boards have agreed to the above proposal and that resources are being made available in the department(s) to support it.

Name: Prof Tim Armstrong	Department: English
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	Date: 21 <sup>st</sup> April 2015	
Name: click here and type	Department: click here and type	
	Date: click here and type	
Date proposal considered by PAP: click here and type	<input type="checkbox"/> Course approved <input type="checkbox"/> Course <b>not</b> approved	Signature of Chair: click here and type
Comments: click here and type		

Version: Sep 14

The information contained in this course specification is correct at the time of publication, but may be subject to change as part of the Department's policy of continuous improvement and development. Every effort will be made to notify you of any such changes.