

## Introduction to Literary Studies

7.1 Module Overview									
<b>Module Number</b>		<b>Module Title</b>	Introduction to Literary Studies						
<b>Stage of Principal Programme</b>			1	<b>Semester</b>	1	<b>Duration.</b> <i>(Weeks F/T)</i>	12	<b>ECTS</b>	5
<b>Mandatory / Elective (M/E)</b>	M	<b>Hours of Learner Effort / Week</b>	2.3						
Analysis of required hours of learning effort									
<b>Teaching and Learning Modalities</b>					<b>✓if relevant to this module</b>	<b>Approx. proportion of total (hours)</b>			
<b>Contact Hours</b>									
In person face-to-face					✓	28			
Synchronous									
<b>Indirect/Non-Contact Hours</b>									
Asynchronous									
Work Based									
Other:									
<ul style="list-style-type: none"> <li>Independent self- direct reading</li> </ul>					✓	42			
<ul style="list-style-type: none"> <li>Research, preparation and completion of assessment</li> </ul>					✓	55			
<b>Total</b>						125			

<b>Pre-Requisite Module, if any. Module # and Title</b>	N/A
<b>Co-Requisite Module, if any. Module # and Title</b>	N/A
<b>Maximum number of learners per instance of the module</b>	120
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.	
<b>Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.</b>	<b>Qualifications &amp; experience required</b>
Lecturer	A minimum level 9 qualification in English Literature or closely cognate area
Tutor	A minimum level 9 qualification in English Literature or closely cognate area
Guest speakers	1/2 writers (from South Leinster ideally) who will discuss their work (and literature in general) with reference to themes and issues addressed during the course (ex. aesthetics, form and genre, social and political contexts)
	<b>Staff - Learner Ratio X:Y</b>
	1:120
	1:20
	1:120

Assessment Techniques – percentage contribution				
<b>Continuous Assessment</b>	100%	<b>Proctored Exam – in person</b>		<b>Practical Skills Based</b>
<b>Project</b>		<b>Proctored Exam – online</b>		<b>Work Based</b>
<b>Capstone (Y/N)?</b>	N	<b>If Yes, describe</b>		

## 7.2 Minimum Intended Module Learning Outcomes (MIMLOs)

MIMLO On completion of this module a learner will be able to:	Related MIPLO #
1. Demonstrate a good understanding of the key features of literary study at the higher-level (i.e., in distinction to the study of literature at the secondary-level, and 'general'/non-academic reading).	1, 2
2. Be able to discuss the importance of literature, and narrative generally, in personal, cultural, educational, and political contexts.	2, 8
3. Demonstrate an in-depth understanding of the prescribed works of literature and be able to critique those works with reference to issues such as literary technique and historical and socio-political context.	1, 2, 4

## 7.3 Indicative Module Content, Organisation and Structure

The introductory lectures in this module address foundational questions such as: 'What is Literature?', 'Why is it important?', and 'What is entailed by the discipline of Literary Studies?' The centrality of books/hard-copy texts – as opposed to digital resources – will also be discussed.

Following this, classes turn to a consideration of the essay-form. We chart the emergence of modern essay-writing with authors such as Michel de Montaigne and Francis Bacon, and examine a range of essays all of which, in different ways, address the questions raised in the introductory classes concerning the nature and importance of literature. The idea here is to familiarize students with a diverse range of views on these questions. These classes also consider how exemplary essayists set about their work, with a view to nurturing students' own essay-writing skills.

The next block of lectures examines a selection of short-to-medium length works of prose fiction. These classes focus on issues of form and historical context in relation to the prescribed works and, through detailed textual analyses, draw students' attention towards some of the interesting/problematic interpretative issues those works raise in respect to topics such as class, gender, ecology, and the formation of identity in personal and communal contexts.

The final block of lectures turns to the genre of poetry. Concentrating on work by two-to-three modern poets, these classes draw attention to the importance of issues of form and historical context, and – through detailed analyses of the poems – draw students' attention towards some of the interesting/problematic interpretative issues they raise. A particular point of focus here is the relationship between poetry and politics (with a focus on issues such as class, race, gender, and eco-criticism.)

## 7.4 Work-based learning and practice-placement *(if applicable)*

N/A

## 7.5 Specific module resources required *(if applicable)*

N/A

## 7.6 Application of programme teaching, learning and assessment strategies to this module

This module is taught through 24 (50-minute) lectures, and 4 (fortnightly) tutorials. The teaching methods employed on this module involve detailed analyses of the prescribed literature, excerpts from video-recordings, including readings of their work by prescribed authors where possible; classes will encourage discussion of literary works and the critical issues they raise.

Classes will emphasise that the prescribed literature is being studied in book/hard-copy form, rather than through digital resources. Students will be expected to obtain hard-copies of the prescribed literature, and will be encouraged to have read these works prior to the relevant lectures. Lectures will, accordingly, include regular discussion and close-reading of poems and passages of prose. Tutorials will function as discussion-groups which afford students the opportunity to raise their own questions and thoughts concerning the prescribed course-work. (Students will be asked to come to tutorials with 1/2 questions (or email these in advance to the tutor if they are reticent to speak in-class.)

Moodle will be used as the primary means of providing learners with information concerning the aims and objectives of the module, assessments, and the content of individual lectures and tutorials. Moodle will also be used to provide learners with access to relevant video and radio recordings, online essay, journal, and newspaper resources, as well as useful websites.

There is no proctored exam for this module. Student-work is assessed through a variety of formative / continuous and summative assessments: In-class Quizzes (10%); Short Essay (30%); Essay Assignment (60%).

### 7.7 Summative Assessment Strategy for this module

MIMLOs	Technique(s)	Weighting
1, 2	<b>In-Class Quizzes:</b> Multiple choice/short answer quizzes at the end of lectures which contain questions relevant to issues raised during those classes.	<b>10%</b> (Each quiz is weighted at 2% of the total mark for the module. i.e. Only the top five results count towards the student's final mark.)
2, 3	<b>Short Essay:</b> A 750 word essay on a topic relating to Part I of the module (The Essay-Form)	<b>30%</b>
2, 3	<b>Essay Assignment:</b> A 1250-1500 word essay on one or more of the prescribed works of prose-fiction or poetry.	<b>60%</b>

### 7.8 Sample Assessment Materials

#### **In-Class Quizzes:**

Each quiz contain 5 multiple-choice, True or False; Short-answer type questions based on material covered in that same class.

#### **Short Essay Assignment:**

A 750 word essay on a topic relating to the first part of the module: the essay-form.

Sample essay-title:

Referring to one or two of the essays we have studied in Part I: The Essay Form of this module write an essay on the following topic: 'Why read literature?'

(N.B.: In addition to the essay that you have chosen to answer on, you should also refer to at least one other literary/critical source in your answer. (This might be one of the other prescribed essays or an alternative work of literature/criticism.)

#### **Main Essay Assignment:**

A 1250-1500 word essay on one of more of the prescribed works of prose-fiction or poetry.

Sample essay-titles:

1. Write an essay on Jonathan Swift's use of satire in his 1729 work *A Modest Proposal*.
2. Consider the representation of the 'Self' / human identity in Robert Louis Stevenson's novella *Strange Case of Dr Jekyll and Mr Hyde* (1886).
3. Write an essay on the subject of narrative technique in Jonathan Swift's *A Modest Proposal* and/or Robert Louis Stevenson's novella *Strange Case of Dr Jekyll and Mr Hyde* (1886).
4. 'Politics and poetry do not mix.'

Do you agree? Discuss this statement, supporting your answer with reference to at least two poems that we have studied on this module.

5. Analyse the representation of the environment and/or ‘the natural world’ in at least two poems that we have studied on this module.

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College’s [Regulations in Relation to Assessment and Standards](#) unless otherwise indicated.

## 7.9 Indicative reading lists and other information resources

### **Indicative Core Reading:**

- 1) Selected essays by authors such as Bob Dylan, James Baldwin, Zadie Smith, Samuel Johnson, George Orwell, Hubert Butler, Salman Rushdie, Toni Morrison, Martha Nussbaum.  
[Essays will be made available in-class]
- 2) Jonathan Swift, *A Modest Proposal* (1729) [Any reputable edition]
- 3) Robert Louis Stevenson, *Strange Case of Dr Jekyll and Mr Hyde* (1886) [Any reputable edition]
- 4) Selected poems by Maya Angelou and by Mark Roper [The prescribed poems will be made available in-class/online]

### **Indicative Critical Reading**

Barry, Peter, *Beginning Theory* (Manchester: Manchester University Press, 2009)  
Birkerts, Sven, *The Gutenberg Elegies: The Fate of Reading in an Electronic Age* (New York: Farrar, Straus and Giroux, 2006)  
DiYanni, Robert, *One Hundred Great Essays* (New York: Pearson, 2008)  
Eagleton, Terry, *How to Read a Poem* (London: Wiley-Blackwell, 2006)  
Matterson, Stephen, and Jones, Darryl, *Studying Poetry* (London: Arnold, 2000)  
Morrison, Toni, *Essays, Speeches, Meditations* (New York: Vintage, 2020)  
Trimble, John, R., *Writing with Style: Conversations on the Art of Writing* (London: Pearson, 2011)  
Smith, Zadie, *Changing my Mind: Occasional Essays* (London: Penguin, 2011)  
Waugh, Patrica (ed.), *Literary Theory and Criticism: An Oxford Guide* (New York: Oxford U.P., 2006)

### **Useful Websites:**

UCD Irish Poetry Reading Archive [<https://libguides.ucd.ie/ipra>]  
The Nobel Prize in Literature [<https://www.nobelprize.org/prizes/literature/>]  
Books for Breakfast – Podcast [spotify.com/apple.com]  
Sunday Miscellany [<https://www.rte.ie/radio/radio1/sunday-miscellany/>]  
Maya Angelou poetry readings/performances [[www.youtube.com](http://www.youtube.com)]

### **Other Resources**

Carlow College P.J. Brophy Library  
ejournals.ebsco.com  
[www.jstor.org](http://www.jstor.org)  
Lecture notes  
Moodle  
Quercus  
Powerpoint