

The Eighteenth-Century Novel

Section A: Headline Information	
Module title	The Eighteenth-Century Novel
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	TBC
Module Co-ordinator	Dr. Eoghan Smith
Parent programme(s)	BA (Honours) in English and History
Stage of parent programme	2
Semester (semester1/semester2 if applicable)	2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Lectures, tutorials, web- facilitated learning
Entry requirements (statement of knowledge, skill and competence)	Successful completion of Stage 1 of the programme or equivalent is required.
Pre-requisite module titles	N/A
Co-requisite module titles	N/A
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in English.
Maximum number of learners per module	35
Duration of the module	1 Semester
Average (over the duration of the module) of the contact hours per week (see * below)	2.33
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall; Small Groupwork Room
Analysis of required learning effort	
*Effort while in contact with staff	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1:15	4	1:15				97: Assessment prep and writing: 20 hours Directed Reading: 40 hours Self-directed study: 37 hours			125 hours
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				40%			60%	100%		

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	This module builds learner knowledge of the origin and early evolution of specific types of prose fiction in English. Learners will study some of the key theories and concepts pertaining to the eighteenth-century English novel, and practice critical and analytical skills in reading some of the principle works of the period. On a wider programme level, this module deepens learner understandings of eighteenth-century culture encountered in History modules at Stages 1 and 2.
Module Aims and Objectives	This module is a survey of the early history and development of the English novel. Learners will learn about the production of literature in the eighteenth-century, the different types of fictional styles and genres of the period, how novelists responded to cultural, social, economic and political issues. Learners will also study how the

	growth of literacy, libraries and education helped the development of the novel.
Minimum Module Learning Outcomes	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Identify key formal and stylistic characteristics of eighteenth-century novels. (MIPLO 1, 4) 2. Demonstrate knowledge of debates and contextualise issues of the period. (MIPLO 2, 3) 3. Provide theoretically and historically informed critiques of eighteenth-century novels. (MIPLO 1, 4) 4. Work in small group to produce an 18th-century Literature webpage. (MIPLO 4, 6, 8)
Information Provided to Learners about the Module	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
Module Content, Organisation and Structure	<p>The core primary texts for the course are: Daniel Defoe, <i>Robinson Crusoe</i>; Jonathan Swift, <i>Gulliver's Travels</i>; Samuel Richardson, <i>Pamela</i>; Henry Fielding, <i>Joseph Andrews</i> and <i>Shamela</i>; Laurence Sterne, <i>Tristram Shandy</i>. Learners will also engage with critical writings on the eighteenth-century novel.</p> <p>The module covers the following topics through lectures:</p> <ul style="list-style-type: none"> • Contexts for the eighteenth-century novel • Individualism and Religion (<i>Robinson Crusoe</i>) • Capitalism and Colonialism (<i>Robinson Crusoe</i>) • Satire, Politics and Travel Writing (<i>Gulliver's Travels</i>) • The growth of the reading public • Realism and The Epistolary Novel (<i>Pamela</i>) • Women and Class (<i>Pamela</i>) • Genre, comedy, innovation, styles of narration and narrative (<i>Joseph Andrews, Shamela, Tristram Shandy</i>) • Enlightenment and the novel (All appropriate texts) <p>The core texts are supplemented by readings from Aphra Behn, <i>Oronooko</i>; and Frances Burney, <i>Evelina</i>. In different years, these two texts may be taught as core texts. Learners are also encouraged to read as widely as possible from other eighteenth-century texts.</p> <p>Learners will also engage with selected passages from selected texts in tutorials to deepen learning and to practice close reading skills. Topics covered in tutorials are:</p> <ul style="list-style-type: none"> • Contexts for the emergence of the novel genre (education, literacy, developing book and publishing market, growth of the middle classes,

	<p>spread of Enlightenment ideas, and female readerships)</p> <ul style="list-style-type: none"> • Close readings of selected passages from novels to develop knowledge and understanding of: literary styles, narrative techniques, and genre. • Interpreting novels in wider contexts such as capitalism, colonialism, class and gender • Considering the relationship of novels and novel-writers to their social milieu, and the impact novels had on popular culture in the eighteenth century <p>Learners will also engage with critical writings on the eighteenth-century novel through tutorials.</p>
<p>Module Teaching and Learning Strategy</p>	<p>Lectures: Lectures are the primary method for teaching module content to large groups. Learners are encouraged to contribute to lectures through dialogue with the lecturer.</p> <p>Tutorials: Tutorials allow for more in-depth discussion of concentrated topics in the areas outlined above. A key strategy for tutorial learning is through group work on a specific task.</p> <p>Web-facilitated learning: Learners will use the tutorial time to create an entry to a webpage for eighteenth-century literature and culture. Assigned sub-groups of 3-4 learners assigned in tutorials will research topics of their choosing relevant to the course and publish it on a class webpage.</p>
<p>Work-Based Learning and Practice-Placement</p>	<p>N/A</p>
<p>E-Learning</p>	<p>Moodle used for teaching resources and for learners to upload and share powerpoint presentations and videos.</p> <p>Learners are encouraged to use eighteenth-century web resources for their research.</p>
<p>Specifications for Module Staffing Requirements</p>	<p>Staff:Learner ratio is typical of the overall programme approach with a maximum of 35 learners</p> <p>Staffing requirements: 1 lecturer and 1 tutor</p> <p>The maximum tutor:learner ratio is 20.</p>
<p>Module Summative and Formative Assessment Strategy</p>	<p>Continuous Assessment (formative and summative): 40% (MIMLOs 1-4; 6)</p> <p>Learners will research and write two 500 word contributions to an eighteenth-century webpage. Learners will develop their topics out of tutorial discussions and through reflection on lecture content. To facilitate learner development, tutorial time will be allocated to class discussion and generation of possible topics.</p> <p>This assessment is designed to help learners (i) develop their collaborative skills (ii) develop independent research skills (iii) encourage discernment of web-based sources (iv) deepen knowledge of course material, contexts and themes (v) develop</p>

	<p>a learner-produced data resource replete with bibliographies and weblinks (v) encourage engagement with the course.</p> <p>Proctored examination (summative): 60% (MIMLOs 1-4)</p> <p>Learners will be assessed by a two-hour exam. Learners will answer two questions based on course material.</p>
<p>Sample Assessment Materials</p>	<p>Sample Continuous Assessment topics:</p> <p>Groups of 3-4 learners choose a topic pertinent to the module. All topics are agreed with the module co-ordinator who will give feedback to groups. They then develop their own 750-1000-word contribution to that topic and upload it to the course webpage. Learners should provide bibliographies and weblinks to resources. Sample topics might include, for instance, 'women and the eighteenth-century novel'; 'Clothing in eighteenth-century literature'; 'Narrative styles', and so on. Learners will be encouraged to reference core course texts for this exercise.</p> <p>Assessment will be assessed using the Carlow College marking criteria.</p> <p>Sample Exam Topics:</p> <p>Exams will cover the major themes of the module outlined above, and will primarily assess (1) knowledge and understanding of module material (2) analytical and critical skills developed by the module through lectures, tutorial work, CA and independent learning. Learners will be expected to be able to write on at least two authors/novels covered on the course and apply a thematic approach to literary texts.</p> <p>Assessment will be assessed using the Carlow College marking criteria.</p>
<p>Reading Lists and Other Information Resources</p>	<p>Essential Reading:</p> <p>Daniel Defoe, <i>Robinson Crusoe</i> (1719)</p> <p>Jonathan Swift, <i>Gulliver's Travels</i> (1726)</p> <p>Samuel Richardson, <i>Pamela</i> (1740)</p> <p>Henry Fielding, <i>Joseph Andrews</i> (1742) and <i>Shamela</i> (1741)</p> <p>Laurence Sterne, <i>Tristram Shandy</i> (1759-1767)</p> <p>Note: Texts here may be supplemented or rotated with other texts named above.</p> <p>Other Reading:</p> <p>Armstrong, Nancy, <i>Desire and Domestic Fiction: A Political History of the Novel 1600-1740</i> (Oxford: Oxford University Press, 1987)</p> <p>McKeon, Michael, <i>The Origins of the English Novel</i> (Baltimore: John Hopkins University Press, 1987)</p> <p>Richetti, John, <i>The Cambridge Companion to the Eighteenth-Century Novel</i> (Cambridge: Cambridge University Press, 1996)</p> <p>Richetti, John, <i>The English Novel in History</i> (Routledge: London, 1999)</p>

	Watt, Ian, <i>The Rise of The Novel</i> (London: Pimlico, 1957)
Module Physical Resource Requirements	Large lecture hall. Small room suitable for group work Moodle VLE Library resources