## Learning Outcomes

**The student should be able to**

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<tbody>
<tr>
<td>1</td>
<td>Demonstrate the skills needed to analyse short stories</td>
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<tr>
<td>2</td>
<td>Understand how literary criticism can be used to develop a response to short stories</td>
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## Assessment Criteria

**The student can**

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<tbody>
<tr>
<td>1</td>
<td>Analyse the way theme, structure and literary devices are used in the collection of short stories</td>
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<td>1.2</td>
<td>Explore the relationship between character and narrator</td>
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<td>2</td>
<td>Explain the socio-historical context of at least two short stories</td>
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<tr>
<td>2.2</td>
<td>Utilise and respond to published criticism of text to explore them in more detail</td>
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## Assessment Methodology

A 2000 – 2500 word essay

## Grading of this unit

The following grade descriptors will be applied to the assessment of this unit:

1. Understanding of the subject
2. Application of Knowledge
4. Use of Information
5. Communication and Presentation
7. Quality

Please refer to the QAA Grade Descriptors for detail of the components of each descriptor

## Indicative Content

For learning outcome one learners should examine the collection of short stories as a whole work

1.1 Students should examine the collection of short stories as a whole work in this analysis

1.2 Close reading and analysis of the text required here.

Areas the student could focus on:

- the use of language in the story
- who the narrator is
- if the narrator is reliable
- what the narrator is telling us, and what they are missing out
- the use of the voice: who speaks in the story, and who doesn’t
For learning outcome two learners should examine at least two short stories from the collection.

2.1 Students should evidence an in depth understanding of the socio-historic context of the text with reference critical response to the text. This response could be historical or contemporary, but this must be discussed in light of the text's own socio-historical context.

Examples of socio-historic context:
- second wave feminism
- war
- political upheaval
- rise of communism
- fall of the Empire

2.2 Students would be expected to respond critically to literary criticism, compare and contrast, debate and evaluate the place of literary criticism.

Examples of areas for debate:
- if the reader can fully understand a text without literary criticism
- if literary criticism gives a deeper understanding of the text
- how that applied to the collection of short stories studied
- the role of the critic and the role of the reader

Validation end date: 31 August 2019