1. **Title of the module**

ENGL3360 (EN336) Changing Literatures: From Chaucer to the Contemporary

1. **School or partner institution which will be responsible for management of the module**

School of English

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

1. **The number of credits and the ECTS value which the module represents**

30 (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn

1. **Prerequisite and co-requisite modules**

ENGL3370 (EN337) for all SH programmes:

ENGL3370 for all JH programmes and for Creative Writing programmes.

1. **The programmes of study to which the module contributes**

**Compulsory for** BA (Hons) in English Literature; BA in English Literature and Creative Writing;

**Also compulsory for** JH English Literature programmes owned by English, SECL, History, Arts, Law.

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
2. identify specific literary forms (e.g. poetry, narrative prose, drama), their structures and principles, related terminology, and the potential complexities of each form;
3. understand the relationship between form and meaning: that is, how literary forms shape and constrain meaning/s and interpretation/s; how literary forms evoke particular affects and/or ideologies;
4. understand the historical and cultural specificity of literary forms and how these change over time and across different locations (e.g. national contexts);
5. write critically, creatively, and comparatively about literary forms from different historical and cultural contexts.
6. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
7. identify and apply strategies of reading relevant to the material they encounter;
8. apply close reading techniques to a range of literary forms, and to make complex comparisons between them;
9. begin self-directed research, and evaluate and creatively deploy secondary critical and theoretical perspectives;
10. construct original, articulate, and well-substantiated arguments;
11. manage their time and workload effectively.
12. **A synopsis of the curriculum**

Changing Literatures: From Chaucer to the Contemporary aims to introduce students to the major forms of literature: poetry, prose and drama, with a core emphasis on innovation. Students will examine the formal structures and generic features of these major forms and, through studying specific examples, observe how these forms change over time and in response to changes in authorship, literary production, and audience/readership. Students will also be exposed to contemporary literary forms, such as literature written via social media (Twitter, Snapchat and Instagram), literature created by Artificial Intelligence, experimental literature, and asked to critically assess them in relation to traditional forms of literature.Embedded in this module will also be the development of writing and research skills that will equip students to manage successfully the transition from A-level to university study in the field of English and American Literature.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Geoffrey Chaucer. (2008). The Parliament of Fowls in *The Riverside Chaucer*. OUP

William Shakespeare. (2006).*The Tempest.* ed. Gary Taylor et al. OUP

Aphra Behn. (1997). *Oroonoko.* ed. Joanna Lipking. (W.W.Norton)

Samuel Becket. (2009). *Krapp's Last Tape and Other Short Plays*. Faber and Faber.

Virginia Woolf. (2000). *Mrs Dalloway.* Penguin*.*

Ghassan Kanafani.(2000).Returning to Haifa in *Returning to Haifa and Other Stories*. (Lynne Rienner Publishers)

1. **Learning and teaching methods**

This module will be taught through lectures and seminars.

Contact hours = 52 hours

Private Study Hours = 248

Total: 300 hours

1. **Assessment methods**
2. **Main assessment methods**

Close Reading – 30% (1,000 wds)

Research Essay – 50 % (2,500 wds)

Seminar Participation  – 20%

13.2 **Reassessment methods**

Alternative assessment: 100% Coursework (3,000 words).

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |  |  |  |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **X** | **X** |  | **X** |  | **X** |  |  |  |
| Seminars | **x** | **x** | **X** | **X** | **X** | **X** |  | **X** | **x** |  |  |  |
| Lectures | **x** | **x** | **x** | **X** | **X** |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Close reading (1, 000 words) | **X** | **x** |  | **X** | **X** | **X** | **X** | **X** | **x** |  |  |  |
| Research Essay (2,500 words) | **x** | **x** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |
| Seminar Participation | **x** | **x** | **x** |  | **x** | **X** |  |  | **X** |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The primary readings studied on this course are drawn from a variety of traditions and locations, including the UK, Ireland, and the USA. While all writings are in English, they draw from global contexts and encourage students to make intercultural and international connections.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 03/06/2019 | Minor | September 2019 | 13 | No |
| 9/12/19 | Minor | September 2020 | 1, 6, 7, 10 | No |
| Sep 2020 | Minor | September 2020 | 7, 13, 14 | No |