1. **Title of the module**

ENGL6040 (EN604)**:** The Unknown: Reading and Writing

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 6

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

30 credits (15 ECTS)

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

Autumn or Spring

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

None

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

BA in: English and American Literature; English, American and Postcolonial Literatures; English and American Literature and Creative Writing, Contemporary Literature

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 demonstrate wide-ranging knowledge of writings about the unknown;

8.2 demonstrate an ability to relate the unknown to various forms of knowledge;

8.3 demonstrate sophisticated analytic skills, including close textual analysis;

8.4 demonstrate a thorough understanding of critical and creative approaches to writing;

8.5 demonstrate an understanding of some of creative criticism’s effects in the wider context of literature, criticism and theory

8.6 demonstrate a capacity for creative and inventive use of language

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 apply sophisticated close reading techniques to a range of literary and theoretical texts and to make productive and complex comparisons between them;

9.2 display strong presentation skills and an ability to actively participate in group discussions;

9.3 show an increased capacity for self-directed research and the ability to discuss, evaluate and creatively deploy creative, critical and theoretical perspectives making use of appropriate sources;

9.4 frame and identify appropriate research questions and to construct original, clear and well-substantiated arguments.

1. **A synopsis of the curriculum**

The Unknown asks you to think creatively and analytically and to learn by a combination of careful reading and experimental writing. You will be able to read a variety of important literary and critical texts published over the last 200 years – mostly in the last 50 years. You will be asked to use the skills of critical analysis and close reading developed elsewhere in your degree in new ways and to take a fresh look at the study of literature. The course draws on the ideas writers have about writing, as well as on psychoanalysis, literary theory, fiction, poetry, drama and film. It asks you to think deeply about how, and why, you read and write.

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

Dyer, G. (2012), ‘Hotel Oblivion’ from Yoga for People Who Can’t Be Bothered to Do It. Canongate. Edinburgh.

Smith, A. (2016), ‘The Detainee’s Tale’ (2016) from Refugee Tales. ed. David Herd and Anna Pincus. Comma Press. Kent.

Cixous H. [2003], (2013)‘A Refugee’ from The Animal Question in Deconstruction, ed. Lynn Turner. Edinburgh University Press. Edinburgh.

Bennett, A. and N. Royle (2016) ‘Creative Writing’ from An Introduction to Literature, Literature, Criticism and Theory. Routledge. London.

Derrida, J. [1988] ‘“Che cos’è la poesia?” [“What is poetry?”]’ from Between the Blinds: A Derrida Reader, ed. Peggy Kamuf. Columbia University Press. New York.

1. **Learning and teaching methods**

Total contact hours: 30

Private study hours: 270

Total study hours: 300

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

Two pieces of writing 6,000 words 90%

Seminar performance 10%

13.2 Reassessment methods

Like for Like.

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* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Workshop |  | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** |
| Lectures | **x** | **x** |  | **x** | **x** |  | **x** |  | **x** | **x** |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essays  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| Seminar Performance |  | **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**

This module constantly discusses issues of otherness, difference and language and draws on texts in English and in translation, sometimes foregrounding questions of language and translatability. Some reading focuses explicitly on ‘foreignness,' the refugee crisis and the global and local problems known as ‘climate change.’ These themes appear in the reading, in lectures and class discussions and in assignment titles.

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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) |
| 08/02/17 | Major | January 2017 | 6, 7, 10-13 | No |
| 05/03/18 | Major | September 2018 | 13 (optional dissertation removed) | No |

Revised FSO Jan 2018