1. **Title of the module**

ENGL6320 (EN632): Reading and Writing the Innovative Contemporary Novel

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**

Optional for: Single Honours and Joint Honours Undergraduate Programmes in English and American Literature; English, American and Postcolonial Literatures; English and American Literature and Creative Writing; Contemporary Literature; English Literature; English and Postcolonial Literatures; English Literature and Creative Writing

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
2. Read and respond to a range of innovative contemporary novels.
3. Develop their capacity for close reading and critical analysis and apply these skills to their reading of contemporary novels.
4. Make connections between contemporary critical analysis and creative writing practice.
5. Identify and critically evaluate particular innovative techniques found in contemporary novels.
6. Understand how innovative techniques can be applied in creative writing practice.
7. Develop an awareness of the structure of the novel from the point of view of the practising creative writer.
8. Reflect on the wide range of narrative and descriptive choices open to the contemporary writer.
9. Confidently apply advanced writing techniques within their work (e.g. creating extended metaphors, experimenting with non-linear narratives and sustaining themes)
10. Plan and execute the beginning of a sustained piece of creative writing.
11. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
12. Develop their capacity for close reading and critical analysis and make comparisons across a range of their reading.
13. Develop their creative writing skills to an advanced level.
14. Extend their range of critical and creative vocabulary and broaden their conceptual framework.
15. Develop their communication skills, particularly in responding to others’ work in the context of the workshop.
16. **A synopsis of the curriculum**

This module will investigate the theory and practice of innovation in the contemporary novel. Students will be exposed to a variety of stimulating contemporary novels, encouraged to make connections between them and assess the ways in which they incorporate innovative devices, prompting students to think about the boundaries and limits of fiction and the novel.

Students will respond to the studied texts through their own writing, and, as the module progresses, will begin work on introductory chapters to their own novels. Writing workshops provide the opportunity for students to share ideas and works-in-progress; technical exercises will encourage experimentation and the development of the writers’ unique voice.

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

*Porter, M. (2015) Grief is the Thing With Feathers London: Faber*

*Offill, J. (2015) The Dept of Speculation: Granta*

*Lawlow, A. (2019) Paul Takes the Form of a Mortal Girl: Picador*

*Ferris, J. (2008) Then We Came to the End: Penguin*

*Whitehead, C. (2016) The Underground Railroad: Fleet*

1. **Learning and teaching methods**

Total contact hours: 33

Private study hours: 267

Total study hours: 300

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

Seminar Participation 10%

Creative Assignment 1,500 words 25%

Opening Chapters of Novel & Synopsis 4,500 words 65%

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* | *8.7* | *8.8* | *8.9* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **X** | **x** | **x** | **x** |  |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **X** | **x** |  | **x** | **x** |
| Workshops |  |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Tutorials | **x** | **x** | **x** |  | **x** |  | **x** |  | **X** |  | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Seminar Participation | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |  | **x** | **x** |
| Creative Assignment | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  | **x** | **x** |  |
| Original Fiction & Synopsis |  |  | **x** | **x** | **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 focuses on a variety of innovative works from across the globe and looks at novels in stories in translation as well as the central texts. Students will be encouraged to respond to these works through drawing upon a variety of cultures and their own regional and geographical knowledge.

**FACULTIES SUPPORT OFFICE USE ONLY**

**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) |
| 03/03/17 | Minor | January 2018 | 6, 10-13 + new template | No |
| 07/12/18 | Minor | September 2019 | 13 | No |
| 09/01/20 | Minor | September 2020 | 10-14 | No |
| Sep 2020 | Minor | September 2020 | 13, 14 | No |

Revised FSO Sep 2020