1. **Title of the module**

ENGL6720 (EN672): Reading Victorian Literature

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 5

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)**

Spring

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

None

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

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

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Demonstrate an informed understanding of the English literature of the Victorian period across a number of genres and sub-genres.
	2. Demonstrate knowledge of some of the major literary, cultural and historical issues that mattered to the writers of the period.
	3. Demonstrate awareness of some recent developments in the critical understanding of literature in the Victorian period.
	4. Demonstrate a developing sense of the different forms of writing in this period and a growing capacity to analyse them critically.
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Demonstrate application of the skills needed for academic study and inquiry
	2. Synthesise information from a number of sources in order to gain a coherent understanding of texts and contexts; ability to synthesise material from a number of sources in a coherent creative whole
	3. Frame criticism of diverse sources sensitively and incisively
	4. Develop powers of communication and the capacity to make a case with clarity, organisation and conviction
	5. Demonstrate enhanced confidence in the presentation of ideas designed to stimulate critical debate
	6. Understand, interrogate and pursue a variety of theoretical insights and weigh the importance of alternative perspectives
3. **A synopsis of the curriculum**

This module aims to introduce students to a wide range of Victorian literature. It will equip students with critical ideas that will help them become more skilful and confident readers of texts in and beyond this period. Students will be encouraged to read texts in a number of contexts: environmental (for example, considering the effects of urbanisation and the Industrial Revolution); imaginative (examining a variety of genres: for example fable, dream-vision, novel); political (class conflicts, changing gender roles, ideas of nation and empire); and psychological (representations of growing up, courtship, sibling and parent-child relationships, dreams and madness). Students will be made aware of such critical concepts as realism and allegory and will be encouraged to think about various developments of literary form in the period

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

Dickens, C. (2008) *Oliver Twist*. Oxford: Oxford University Press.

Browning, R. (2006). ‘Childe Roland to the Dark Tower Came*.’* In S. Greenblatt, et al (Eds.), *The Norton Anthology of English Literature: The Victorian Age.* New York: W. W. Norton & Company, Inc.

Tennyson, A. (1855). ‘Maud.’ (in module reader)

Rossetti, C. (2006). ‘Goblin Market’. In S. Greenblatt, et al (Eds.), *The Norton Anthology of English Literature: The Victorian Age.* New York: W. W. Norton & Company, Inc.

Eliot, G (2008). *Middlemarch*. Oxford: Oxford University Press.

Stevenson, R. L. (2006). ‘Strange Case of Dr Jekyll and Mr Hyde’. In S. Greenblatt, et al (Eds.), *The Norton Anthology of English Literature: The Victorian Age.* New York: W. W. Norton & Company, Inc.

1. **Learning and teaching methods**

Total contact hours: 32

Private study hours: 268

Total study hours: 300

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

Two Essays 5,000 words 40%

Seminar participation 10%

Exam 3 hours 50%

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 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** |  | **X** |  |  |  | **X** |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essay 1 (2500 words) | **X** | **X** |  | **X** | **X** |  | **X** | **X** |  | **X** |
| Essay 2 (2500 words) | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminar participation | **X** | **X** |  | **X** |  |  | **X** | **X** | **X** | **X** |
| Exam (3 hours) | **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 British Victorian literature and the global reach of the British empire in this period, as well as related issues such as colonialism, imperialism and orientalism are addressed which gives an international dimension to the subject content. Students may address these issues, where relevant, in their assessment tasks such as essays and exam questions

**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) |
| 19/01/17 | Major | January 2017 | 8, 11, 13 | No |
| Sep 2020 | Minor | September 2020 | 9, 13, 14 | No |

Revised FSO Sep 2020