1. **Title of the module**

EN730 (ENGL7300) Reaching Out: engaging communities in literature and creative 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**

**Optional for:** BA (Hons) English and American Literature; BA (Hons) English, American and Postcolonial Literatures; BA (Hons) English and American Literature and Creative Writing; BA (Hons) English Literature; BA (Hons) English and Postcolonial Literatures; BA (Hons) English and Creative Writing; BA (Hons) Contemporary Literature.

**Also optional 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:**
   1. demonstrate a systematic knowledge of community engagement and the role of literature and/or the arts in community contexts;
   2. analyse a range of literary texts and community projects which explore the role and/or history of literature in the community;
   3. show an ability to question assumptions about the role of literature in community engagement and reflect critically on their own learning process;
   4. demonstrate the ability to design, organise and implement a community based literature project;
   5. demonstrate the ability to work independently, manage their own time, and think creatively in response to seminar materials and their own community based initiative;
   6. demonstrate communication skills and the ability to adapt and make decisions in unpredictable contexts.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. demonstrate the ability to critically engage with and analyse texts;
   2. display strong communication skills and an ability to actively participate in group discussions;
   3. show an increased capacity for self-directed working, the ability to plan and implement a project, and manage time keeping in academic and workplace contexts;
   4. reflect on project management skills and evaluate the success and difficulties of their project;
   5. demonstrate an ability to work independently and with others, both students and potential third party stakeholders and/or beneficiaries.
2. **A synopsis of the curriculum**

This module provides an opportunity for students to think about the role of literature, writing, and reading in community settings and develop and implement their own community engagement project. Students will plan and deliver a project which will take place in a community setting. Examples include, but are not limited to, a creative writing workshop with a local charity; a poetry walk in collaboration with an arts organisation; a reading group with a specific community. The class based activities will introduce students to key concepts in community engagement, both theoretical and practical; interrogate the ethics and politics of literature and/or writing outside of a university context; support students in thinking creatively when planning and developing a community based initiative; enable students to reflect critically on their own learning and evaluate the successes and failures of literary based community projects, including their own.

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

bell hooks, *Teaching Community: A Pedagogy of Hope,* Routledge 2003.

Paulo Freire*, Pedagogy of The Oppressed,* Penguin 2017.

Andrew Bennett, *Readers and Reading,* Routledge, 1995.

Fiona Sampson (ed), *Creative writing in Health and Social Care,* London: Jessica Kingsley, 2004.

Thomas G. Causer, *Vulnerable Subjects: Ethics and Life Writing,* Cornell University Press: NewYork, 2004.

Christine M Cress et al., *Learning Through Serving,* Stylus Publishing, 2013.

1. **Learning and teaching methods**

Total contact hours: 44

Total private study hours: 256

Total module study hours: 300

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

Seminar Performance: (10%)

First Assignment: Project Proposal (20%) 1,000 words

Second Assignment: Community Project Portfolio (70%):

* Practical work related to community project

AND

* EITHER a reflective commentary on the development, implementation and delivery of the community project (2000 words)
* OR a portfolio documenting the creative process of the community project AND a reflective commentary on the development, implementation and delivery of the community project (1000 words)

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)***

*Add/delete lines and columns as appropriate:*

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** |  | **x** | **x** | **x** | **x** |  |  |  | **x** | **x** | **x** |
| **Seminar** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| **Workshop** | **x** |  | **x** | **x** |  | **x** | **x** | **x** | **x** |  | **x** |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| **First Assignment** |  |  | **x** | **x** | **x** |  |  | **x** |  |  |  |
| **Second Assignment** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Seminar Participation** | **x** | **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**

The primary materials studied on this module are drawn from a variety of geographical locations, including the UK, North America and Brazil. Although all of the material studied will be in English, the global contexts from which they are drawn will encourage students to make intercultural and international connections. We will also encourage students to think about how literature is used as a form of community engagement in international cultures.

**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.**

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| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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