1. **Title of the module**

CPLT3110 (CP311) The Tale

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

School of European Culture and Languages

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 Credits (15 ECTS)

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

Autumn and Spring

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

None

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

Compulsory for BA Comparative Literature (Single and Joint Honours)

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

8.1 Demonstrate familiarity with tales from classical antiquity to the present day;

8.2 Assess the distinctive literary features of folktales, novellas, fairy tales, and short stories to develop an insight into the way writers through the ages have used tales from previous cultures and adapt them to suit their own literary purposes;

8.3 Evaluate the stylistic, structural, and thematic features of a wide range of short fiction;

8.4 Take note of the problems posed by the study of texts in translation, alerting them to issues of cultural difference and translation-as-interpretation;

8.5 Demonstrate ability to write essays in literary criticism.

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

9.1 Demonstrate refined written communication skills, including the structuring of an original argument;

9.2 Demonstrate the ability to read texts closely and critically, and to apply a range of critical terms to literary texts;

9.3 Demonstrate the ability to undertake the critical analysis of literature;

9.4 Demonstrate the ability to undertake independent research in the library and other collections of books and journal articles.

1. **A synopsis of the curriculum**

This literary-critical module deals with a wide range of selected international tales ranging from antiquity to the present day. The module addresses issues such as the development of oral folktales and fairy tales into written forms, and discusses various short prose genres including Aesopian fables, myths, folktales and fairy tales, as well as tales of the fantastic, nineteenth-century literary fairy tales, and the modern short story.

The framework of discussion comprises a general survey of the issues that face the comparatist. In the course of the module students practise different methods of literary analysis, including close reading and comparative analysis by examining story-motifs and story-structures, and by considering symbolic meanings in the light of psychoanalytic concepts. Students also explore questions of transmission and transformation (e.g. how stories and motifs travel from one culture to another and alter in shape and emphasis) and questions of genre (for example the fantastic). A selection of critical texts on narrative devices and patterns, on psychoanalytical, structuralist and feminist approaches to the fairy tale and on genre theories are studied in conjunction with the primary texts.

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

Any edition of the following:

Anderson, H.C. *Fairy Tales*

Anon. *The Epic of Gilgamesh*

Anon. *Tales from the Thousand and One Nights*

Carter, A. *The Bloody Chamber*

Grimm, J & W. *Grimm’s Fairy Tales*

Homer. *The Odyssey*

Poe, E.A. *The Fall of the House of Usher and Other Writings*

Wilde, O. *The Happy Prince and Other Tales*

1. **Learning and teaching methods**

Total Contact Hours: 40

Private Study Hours: 260

Total Study Hours: 300

1. **Assessment methods**
	1. Main assessment methods
* Essay 1 (1,500 words) – 15%
* Essay 2 (1,500 words) – 15%
* Essay 3 (1,500 words) – 20%
* Examination (2 hours) – 50%

13.2 Reassessment methods

* Reassessment Instrument: 100% Coursework
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* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** | **x** |  |  |  | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay 1 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay 2 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay 3 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Examination | **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 module complies with the university's internationalisation strategy through the implementation of a transnational teaching methodology that examines the phenomenon of storytelling in a corpus of texts spanning four continents: Asia, Europe, Africa, and South America.

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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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 01/03/19 | Major | September 2019 | 8,9,10,11,12 | no |
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| Revised FSO Jan 2018 |