1. **Title of the module**

ENGL6770 (EN677): The Contemporary

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

Division of Arts and Humanities

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)**

Autumn or Spring

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

None

1. **The course(s) of study to which the module contributes**

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

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
2. Demonstrate an informed understanding of twenty-first century literature across a number of genres and sub-genres.
3. Demonstrate knowledge of some of the major literary, cultural and political issues that matter to contemporary writers.
4. Demonstrate awareness of some developments in the critical understanding of literature in the contemporary period.
5. Demonstrate a developing sense of the different forms of writing in this period and a growing capacity to analyse them critically.
6. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
7. Apply the skills needed for academic study and inquiry
8. 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
9. Frame criticism of diverse sources thoughtfully and incisively in a variety of formats
10. Demonstrate powers of communication and the capacity to make a case, through a range of methods, with clarity, organisation and conviction
11. Enhance confidence in the presentation of ideas designed to stimulate critical debate
12. Understand, interrogate and pursue a variety of theoretical insights and weigh the importance of alternative perspectives
13. **A synopsis of the curriculum**

This module will introduce students to a wide range of contemporary literature written in English, where ‘contemporary’ is taken to refer to twenty-first century work. It will equip students with critical ideas and theoretical concepts that will help them to understand the literature of their own time. Students will consider examples of a range of genres: poetry, fiction, creative non-fiction and the essay. They will also be selectively introduced to key ideas in contemporary theory and philosophy. Over the course of the module, students will be encouraged to read texts in a number of contexts. They will consider writers’ responses to, for instance, questions of migration, environmental change, austerity, and crisis. They will also consider a range of aesthetic developments and departures, for example: the turn to creative non-fiction; the re-emergence of the political essay. The module will not focus on a given national context. Instead it will set contemporary writing against the background of identifiably international issues and concerns. In so doing it will draw attention to non-national publishing strategies and audiences. Overall, the module will aim to show how writers are responding to the present period, how their work illuminates and reflects current cultural concerns. Throughout, we will explore both thematic and formal concerns.

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

Agamben, Giorgio. 2009. ‘What is the Contemporary?’ in *What is an Apparatus?* Stanford University Press.

Evans, Kate. 2017. *Threads: From the Refugee Crisis*. Verso

Nelson, Maggie. 2016. *The Argonauts*. Melville House

Rankine, Claudia. 2015. *Citizen: an American Lyric*. Penguin

Smith, Zadie. 2013. *NW*. London: Penguin

Yazbek, Samar. 2016. *The Crossing: My Journey to the Shattered Heart of Syria*. Penguin

1. **Learning and teaching methods**

Total contact hours: 32

Private study hours: 268

Total study hours: 300

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

Reflective Essay or Options Briefing document (1,500 words) (30%)

Documentary film (10 minutes) (50%

Seminar Participation (20%)

13.2 Reassessment methods

Alternative Assessment: 100% coursework(4,000 words).

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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** |
| Lecture | **x** | **x** | **x** | **x** |  | **x** |  |  |  | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Reflective Essay or Options Briefing document (1,500 words) | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| Documentary film - 10 minutes | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar Participation | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The Division 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**

In focusing on writings from and about Europe, Syria, North America, and the UK, this module examines the concept of 'the contemporary' and contemporary literature in a variety of different national and cultural contexts. Students also have the opportunity to explore these international issues and contexts further in the module assessments.

**DIVISIONAL 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 the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 16/02/17 | Minor | September 2017 | 3, 11, 13, 14 (withdrawal of Level6 version) | No |
| 20/01/2021 | Major | 2021/22 | 7,9,13-14 | No |