1. **Title of the module**

ENGL8920 (EN892) – Poetry 1 *(Canterbury)*

ENGL8921 (EN892) – Poetry 1 *(Paris)*

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 7

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

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

None

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

MA Creative Writing

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

8.1 Demonstrate their capacity for close reading and critical analysis and applied these skills to their practice

8.2 Identify, critically evaluate and interrogate particular poetic and literary techniques found in modern and contemporary poetry (for example, collage, quotation, modes of metaphor, juxtaposition) and make use of them in their practice;

8.3 Reflect on the wide range of stylistic practices open to the contemporary poet and demonstrate an understanding of how these relate to their own practice;

8.4 Confidently apply advanced poetic techniques within their work;

8.5 Demonstrate understanding, through practice, the value of drafting and editing;

8.6 Plan and undertake a portfolio of poems which demonstrates a developed sense of their relationship between their work and its audience.

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

9.1 Demonstrate a critical language;

9.2 Apply that language to their own work, through collective- and self-criticism;

9.3 Demonstrate sympathy with traditions other than those in which they themselves are working;

9.4 Demonstrate a substantial capacity for independent imaginative projects and research;

9.5 Gather and evaluate a range of materials from diverse contexts.

1. **A synopsis of the curriculum**

This module will prepare you for the production of your dissertation portfolio of fully realised, finished poems. You will read a wide range of exemplary, contemporary work and experiment with form and content.

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

Laurie Duggan, *Crab & Winkle* (Shearsman Books, 2009)

John James, *In Romsey Town* (Equipage, 2011)

Bernadette Mayer, *Sonnets* (Tender Buttons Books, 2014)

Harryette Mullen, *Urban Tumbleweed* (Graywolf, 2013)

Denise Riley, *Say Something Back* (Picador, 2016)

Rosemary Tonks, *Bedouin of the London Evening* (Bloodaxe Books, 2014

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 280

Total Study Hours: 300

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

* Portfolio of 12-15 Poems or 150 lines of Poetry– 100%
  1. 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* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Portfolio of 12-15 Poems or 150 lines of Poetry | **x** | **x** | **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 (ENGL8920) and Paris (ENGL8921)

1. **Internationalisation**

While the major focus of the primary source materials will be on English and American texts, texts from around the world will be included both as content and as development of form. Some of the materials used are produced by overseas writers and will be included as English in translation. Students on the Paris-based MA programme will be writing in Paris and have access to a range of internationally-focused libraries and resources.

**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) |
|  |  |  |  |  |
|  |  |  |  |  |

|  |
| --- |
| Revised FSO Jan 2018 |