1. **Title of the module**

CPLT3170 (CP317) – Childhood & Adolescence in Modern Fiction

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**

15 Credits (7.5 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 Comparative Literature (Single and Joint Honours); BA World Literature (Single Honours)

Also available as a ‘Wild’ module

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

8.1 Demonstrate the ability to think critically about childhood and adolescence as cultural ideas;

8.2 Explore and re-evaluate what literature is through the ideas of childhood and adolescence;

8.3 Demonstrate an ability to compare texts from different historical and cultural periods;

8.4 Evaluate the use of rhetorical devices and narrative strategies in the representation of key concepts such as childhood;

8.5 Demonstrate an understanding of the political repercussions behind texts dealing with childhood and adolescence.

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

9.1 Undertake independent research through problem-solving around the prescribed set texts;

9.2 Demonstrate and improved practice in reading and writing;

9.3 Demonstrate well-documented critical and comparative writing skills;

9.4 Demonstrate an ability to synthesise, summarise, and present their arguments cogently about a work of literature.

1. **A synopsis of the curriculum**

Who and what is ‘a child’, and what is adolescence? This module examines the representation of childhood and adolescence in a cross-section of texts from modern literature within the context of World Literature studies. Students will pay close attention to the rhetoric and techniques of storytelling woven around these themes, as well as to relevant socio-political debates, while also examining how these specific texts function across cultures.

The module encourages students to find innovative approaches to the topic, and at the same time invites them to explore the relationship between literature and childhood and the joy of reading often associated with childhood and adolescence.

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

Burnett, F.H. (2011). *The Secret Garden*. Oxford: Oxford UP.

Collodi, C. (2002). *The Adventures of Pinocchio*. Oxford: Oxford UP.

Franklin, M. (1980). *My Brilliant Career*. London: Virago.

Ishiguro, K. (2005). *Never Let Me Go*. London: Faber.

Kipling, R. (2013). *The Jungle Books*. London: Penguin.

Salinger, J.D. (1994). *The Catcher in the Rye*. London: Penguin.

Spyri, J. (2017). *Heidi*. London: MacMillan

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

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

* Essay 1 (1,500 words) – 40%
* Essay 2 (2,000 words) – 60%

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** |  |  |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay 1 | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay 2 | **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 categories of childhood and adolescence in an international corpus of texts.

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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.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 25/02/19 | Major | September 2019 | 9, 13 | No |
| 12/12/19 | Minor | September 2020 | 14 | No |

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| Revised FSO Feb 2020 |