1. **Title of the module**

ENGL5070 (EN507) Narrative Theory and Practice

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 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

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

Pre-requisite: EN339 Creative Writing Foundations or equivalent

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

BA 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 a complex understanding of the conventions of narrative.
3. Be familiar with classical and contemporary terminology in relation to theories of narrative.
4. Identify different modes of narration and different types of narrator.
5. Confidently discuss, and make connections between, the structures and themes of different examples of narrative.
6. Apply the principles of narrative theory to the composition of their own creative work.
7. Apply sophisticated writing techniques to their own creative work (e.g. experimental narrative perspective and structure, form appropriate to theme).
8. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
9. Demonstrate their communication skills, particularly in responding to others’ work in the context of the workshop.
10. Demonstrate their independence in critical and creative thought.
11. Make use of a range of critical and creative vocabulary and broaden their conceptual framework.
12. Demonstrate sophisticated critical and creative writing skills.
13. **A synopsis of the curriculum**

This module will introduce key concepts and ideas in theories of narrative, and will provide students with the critical and creative tools they need to construct and understand complex narratives — as writers and critics. Taking as a starting point classic, influential texts, such as Hamlet, Cinderella, and the Odyssey, students will be encouraged to consider how and why stories are written. They will learn how to identify masterplots, recurring structures, heroes, heroines, quests, transformations and other elements of narrative, and to discuss and consider their importance to storytelling today. This module will ultimately encourage students to consider the ways in which reading leads to writing, and to what extent original, contemporary storytelling must always refer to other texts, stories and structures from the past and present.

Seminars will be based around discussion of the works on the reading list and will also include practical writing and reading activities. Students will learn the basics of prose writing, including how to work with voice, tense, register and different types of narrator. They will also focus intensively on narrative structure and experiment with different types of plot, from the Aristotelian to the impressionistic, experimental and postmodern, and begin to consider how artistic and cultural contexts have a bearing on the ways that narrative is structured, read and written.

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

Course booklet containing extracts from texts from twentieth century and contemporary fiction

Aristotle, Poetics, (Oxford: OUP, 2013)

Homer The Odyssey, (London: Penguin, 2003)

Homes, A.M. Things You Should Know (London: Granta, 2004)

Shakespeare Hamlet, (London: Penguin 2005)

Thomas, Scarlett, Monkeys with Typewriters (London: Canongate 2012)

1. **Learning and teaching methods**

Total contact hours: 30

Total private study hours: 270

Total module study hours: 300

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

Plot synopsis 2,000 words 25%

Work of original fiction 4,500 words 65%

Seminar and workshop contribution 10%

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)***

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| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 |  |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** |  | **X** | **X** |  | **X** | **X** |  | **X** | **X** | **X** |  |
| Seminar | **X** | **X** | **X** | **X** |  |  | **X** | **X** | **X** | **X** |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
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| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Plot synopsis | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** |  |
| Work of Original Fiction | **X** |  |  |  | **X** | **X** |  | **X** | **X** | **X** |  |
| Seminar Contribution | **X** | **X** | **X** | **X** |  |  | **X** | **X** | **X** | **X** |  |
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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**

This module is intended to be international in all its aspects. The reading list incorporates works originally written in several languages and crossing cultural and language barriers.

**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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