1. KentVision Code and title of the module

 ENGL6720 Reading Victorian Literature

## Division and School/Department or partner institution which will be responsible for management of the module

 School of English, Division of Arts and Humanities

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

 Level 5

## The number of credits and the ECTS value which the module represents

 30 credits (15 ECTS)

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

Autumn or Spring

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

Single Honours and Joint Honours Undergraduate Programmes in English Literature; English and American Literature and Creative Writing.

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

* 1. Demonstrate an informed understanding of the English literature of the Victorian period across a number of genres and sub-genres.
	2. Demonstrate knowledge of some of the major literary, cultural and historical issues that mattered to the writers of the period.
	3. Demonstrate awareness of some recent developments in the critical understanding of literature in the Victorian period.
	4. Demonstrate a developing sense of the different forms of writing in this period and a growing capacity to analyse them critically.

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

* 1. Demonstrate application of the skills needed for academic study and inquiry
	2. 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
	3. Frame criticism of diverse sources sensitively and incisively
	4. Develop powers of communication and the capacity to make a case with clarity, organisation and conviction
	5. Demonstrate enhanced confidence in the presentation of ideas designed to stimulate critical debate
	6. Understand, interrogate and pursue a variety of theoretical insights and weigh the importance of alternative perspectives

## A synopsis of the curriculum

This module aims to introduce students to a wide range of Victorian literature. It will equip students with critical ideas that will help them become more skilful and confident readers of texts in and beyond this period. Students will be encouraged to read texts in a number of contexts: environmental (for example, considering the effects of urbanisation and the Industrial Revolution); imaginative (examining a variety of genres: for example, fable, dream-vision, novel); political (class conflicts, changing gender roles, ideas of nation and empire); and psychological (representations of growing up, courtship, sibling and parent-child relationships, dreams and madness). Students will be made aware of such critical concepts as realism and allegory and will be encouraged to think about various developments of literary form in the period.

## Reading list

## The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

## The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

## Contact Hours

Private Study: 268

Contact Hours: 32

Total: 300

## Assessment methods

13.1 Main assessment methods

Close-reading assignment (2,000 words) 30%

Long read research essay (3,000 words) 50%

Seminar participation 20%

13.2 Reassessment methods

100% coursework (4,000 words)

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods and methods of assessment

**Module learning outcomes against learning and teaching methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** |  | **X** | **X** |  |  | **X** |
| Seminar | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

**Module learning outcomes against assessment methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Close Reading | **X** | **X** | **x** | **X** | **X** | **x** | **X** | **X** |  | **X** |
| Research Essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminar Participation  | **X** | **X** |  | **X** |  |  | **X** | **X** | **X** | **X** |

## 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

## Campus(es) or centre(s) where module will be delivered

Canterbury

## Internationalisation

This module focuses on British Victorian literature and the global reach of the British empire in this period, as well as related issues such as colonialism, imperialism and orientalism are addressed which gives an international dimension to the subject content. Students may address these issues, where relevant, in their assessment tasks such as essays and exam questions.

**DIVISIONAL USE ONLY**

**Module record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

| Date approved | New or major/minor revision | Start date of delivery of (revised) version | Section revised(if applicable) | Impacts CLOs |
| --- | --- | --- | --- | --- |
| 19/01/17 | Major | January 2017 | 8, 11, 13 | No |
| Sep 2020 | Minor | September 2020 | 9, 13, 14 | No |
| 19/12/2022 | Major | 2023/24 | 13-14 | No |

Revised FSO Sep 2020