1. **Title of the module**

ENGL6840 (EN684): Clouds, Waves & Crows: Writing the Natural, 1800 to the Present.

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 6

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 programmes of study to which the module contributes**

English and American Literature; English, American and Postcolonial Literatures; English and American Literature and Creative Writing; American Studies, Contemporary Literature

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
2. develop skills that will enable them to work creatively, theoretically and productively across a variety of ‘texts’ that engage with ecological issues, - including genres such as autobiography, painting, the novel, film, poetry, and nature writing.
3. develop a conceptual understanding of the different literary traditions and movements out of which the texts arise, and how these in turn might be articulated within, and interrogative of, our relationship with notions of nature and place.
4. develop a systematic understanding of a range of theoretical, aesthetic, and cultural perspectives towards the study of nineteenth-, twentieth-, and twenty-first century nature writing.
5. develop complex and historically situated approaches to concepts such as nature, ecology, evolution, animal, and human, coupled with an appreciation of those terms’ uncertainty and ambiguity.
6. further develop the capacity to structure nuanced arguments centred on the close relationship between aesthetics, landscape and the body in literature.
7. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
8. Demonstrate an ability to apply close reading techniques to a range of literary texts and, to a lesser extent, paintings and films, and to make productive comparisons between them.
9. Demonstrate development of the skills necessary for participating in group discussions and giving oral presentations.
10. Demonstrate a capacity for self-directed research and the ability to discuss, evaluate and creatively deploy secondary critical and theoretical perspectives.
11. Demonstrate an ability to construct original, articulate and well-substantiated arguments.
12. **A synopsis of the curriculum**

For about 2.3 million years of human history there was no such thing as nature writing. Then suddenly, 250 years ago it became one of the most popular literary forms and it has not gone away. Why is this? Why was there a sudden interest in nature that is evidenced in letters, poetry, autobiography, fiction, painting, film and philosophy?

One answer might be that for the first time in the entire history of our species we were becoming estranged from our surroundings. This exciting module will familiarise you with some of the debates this field has generated in its relatively short life. As you acquire experience on the module, and develop new ways of seeing the world around you, you may even, as many students have done before you, have a go at some nature writing yourself as there is an option to write a piece of creative non-fiction as one of the modes of assessment. You will receive guidance and advice on doing this throughout the module.

The reading on the module is chosen and arranged for you to build an expertise in ecological writing and debates, inviting you to look again at nature, ask what it is, what do we use it for, what is our relationship to it, what does it mean for us, what do we make it mean and to what ends, or what is the role that language plays in creating or representing our role in the world? Moreover, while nature may be seen to be something 'out there' the module seeks to ask how it is connected to our understanding of identity, history, or sexuality.

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

Cregan-Reid, (2016) Vybarr, *Footnotes*

Gray, John, (2003) *Straw Dogs*

Hardy, Thomas, –(2009) Selected Poetry, (1878) *Return of the Native*

Forster, E. M. (1971) *Maurice*

Thomas, Edward, – (2013) Selected Prose and Poetry

Woolf, Virginia, –(1931) *The Waves*, Selected Essays

Laing, Olivia,(2011) *To the River*

Macfarlane, Robert, (2013) *The Old Ways*

Clare, John, (1987) Selected Poetry and Prose

Morton, Timothy, (2007) *Ecology Without Nature*

Bate, Jonathan, (2000) *The Song of Earth*

Keiller, Patrick, (dir.) London, (1997) *Robinson in Space*, *Robinson in Ruins*

1. **Learning and teaching methods**

Total contact hours: 30

Private study hours: 270

Total study hours: 300

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

Two essays 6,000 words 90%

Seminar Performance 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)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lectures | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essays (6,000 words) | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |  |
| Seminar Performance | **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**

Internationalisation is not 'actively incorporated or intended' on the module. We don't teach literatures from elsewhere. The kinds of writing that this module engages with are by definition local, not international.

**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) |
| 10/02/17 | Minor | September 2017 | 6, 7, 11, 12 | No |
| 05/03/18 | Major | September 2018 | 13 (optional dissertation removed) | No |

Revised FSO Jan 2018