1. **Title of the module**

ENGL6860 (EN686): Contemporary Poetry: Context and Innovation

1. **School or partner institution which will be responsible for management of the module**

School of English

1. **The level of the module (e.g. 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

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

Spring term

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

None

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. Read and respond to a range of contemporary poetries as technical exemplars of the craft of writing poetry.
3. Identify and evaluate the technical and stylistic choices made by the writer of contemporary poetry.
4. Understand how these choices can be applied to their own writing.
5. Develop their capacities for close reading and editorial scrutiny.
6. Apply these developed skills to the reading of poetry produced by their classmates and by themselves.
7. Begin to identify their own formal, stylistic and thematic approaches.
8. Reflect on the range of narrative, stylistic and technical choices open to the contemporary writer.
9. Apply sophisticated writing techniques to their own creative work.
10. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
11. Develop their capacities for close reading and editorial analysis.
12. Develop their creative writing skills to an advanced level.
13. Develop their communication skills, particularly in responding to others’ work.
14. **A synopsis of the curriculum**

This module will expose students to a wide range of contemporary English language poetries, which don’t use traditional prosodies as their organising principles. Techniques and writing strategies covered may include ‘chance’ procedures; cut-up; ‘field’ poetics; Oulipo; ‘concrete’ poetry; radical feminist poetics; the avant-garde lyric; ‘radical landscape’ poetries, amongst others. One of these approaches to writing poetry (or others as appropriate) will be the starting point for discussion each week. These discussions will be supported with writing week by week. Each teaching session will incorporate a writing workshop.

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

**There will be a course reader, supported by these texts:**

Chivers, Tom (ed), (2012) *Adventures in Form: A Compendium of New Poetic Forms, Rules & Constraints.* London Penned in the Margins.

Critchley, Emily (ed), (2015) *Out of Everywhere 2.* Hastings: Reality Street.

Etter, Carrie (ed.), (2010) *Infinite Difference: Other Poetries* by U.K. Women Poets, Bristol: Shearsman Books.

Hilson, Jeff. (2008) *The Reality Street Book of Sonnets.* Hastings: Reality Street.

Sheppard, Robert. (2008) *Complete Twentieth-Century Blues,* Norfolk: Salt.

Tarlo, Harriet (ed.), (2011) *The Ground Aslant: an Anthology of Radical Landscape Poetry,* Bristol: Shearsman Books.

1. **Learning and teaching methods**

Total contact hours: 33

Private study hours: 267

Total study hours: 300

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

Portfolio of work 120 lines of poetry 65%

Essay 1,500 words 25%

Seminarand workshop participation 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* | *8.6* | *8.7* | *8.8* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** |  |
| *Seminar* | **x** | **x** |  |  | **x** | **x** | **x** |  | **x** | **x** | **x** |
| *Workshop* |  | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |
| *Tutorial* |  |  | **x** |  | **x** | **x** | **x** |  | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| *Portfolio of work* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |  |
| *Essay (1,500 words)* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Seminar and Workshop Participation* | **x** | **x** | **x** |  |  |  | **x** |  | **x** | **x** | **x** |

1. **Inclusive module design**

The School/Collaborative Partner (delete as applicable) 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**

EN686 explores innovative poetry written within the last three decades. The texts and poetic forms that students encounter on this module necessitate a global approach as themes including modernism/post-modernism, ecopoetics, bilingual/polylingual poetries demonstrate the interconnectedness of Britain with the world. Students are prompted to locate their own poetry within the discourse of contemporary global political and social contexts

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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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 07/02/17 | Minor | September 2017 | 6, 7, 12, 13 | No |
| Sep 2020 | Minor | September 2020 | 8-10, 12-14 | No |

Revised FSO Sep 2020