1. **Title of the module**

ENGL6910 (EN691): A Throw of the Dice: Gambling, Gaming & Fiction

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 (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**

Single Honours and Joint Honours Undergraduate Programmes in English and American Literature; English, American and Postcolonial Literatures; English and American Literature and Creative Writing and Contemporary Literature

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Read and respond to a range of novels and short stories.
	2. Demonstrate developed capacity for close reading and critical analysis and apply these skills to the reading and writing of fiction.
	3. Demonstrate experience in the making of connections between historical circumstances and the writing of fiction.
	4. Identify and critically evaluate approaches to the writing of fiction, in terms of both theme and form, and consider how these two elements might be necessarily linked.
	5. Demonstrate the ways in which the themes of gaming, gambling and chance might determine the ways in which narratives are constructed, both thematically and formally.
	6. Respond creatively to critical questions and use creative writing as a means of critical enquiry.
	7. Identify their own formal, stylistic and thematic approaches.
	8. Develop their own style or styles of writing, having considered a variety of approaches.
	9. Reflect on the wide range of narrative and formal choices open to the contemporary writer.
	10. Apply sophisticated writing techniques to their own creative work (e.g. experimental narrative perspective and structure, form appropriate to theme)
	11. Demonstrate an improved capacity to edit their own work.
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Develop their capacity for close reading and critical analysis and make comparisons across a range of reading.
	2. Develop their creative writing skills to an advanced level.
	3. Extend their range of critical and creative vocabulary and broaden conceptual framework.
	4. Develop their communication skills, particularly in responding to others’ work in the context of the workshop.
3. **A synopsis of the curriculum**

This module will look at fiction that has taken games, gaming and/or gambling as a subject, as well as fiction that has used elements of these pursuits to develop a system of rules to determine its own form. At the heart of all this is a dualism of game and play; or, to put it another way, law and freedom.

For the first half of the term students will be exposed to a variety of novels and short stories, and will be encouraged to assess the ways in which these fictions incorporate the subject matter of gaming and gambling and chance in the context of contemporary society and ideology; and, how authors have employed these elements for, for example, plot points and character development. We will begin in the nineteenth century (Heathcliff wins the deeds to Wuthering Heights in a game of cards; in The Queen of Spades, Pushkin’s theme of the arrogance of a player who thinks he can triumph over the game being inevitably punished by madness and death is one that would be later explored by Nabokov) and move through to the present day. We will look at experiments with narrative and form and take in computer-game narrative along the way.

In the second half of the term students will build upon the writing exercises and reading of the first half, to work on producing their own fiction. Regular writing workshops will encourage students to share ideas and work in progress; and technical skills sessions will encourage them to experiment with grammar, structure, voice and theme, working, if not along the lines of, at least in the light of, the different thematic approaches and investigations of the work they have been reading.

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

Primary Reading

Bolaño, R. (2012) *The Third Reich*. London: Picador

Dostoevsky, F. (2008) *The Gambler* (in *Notes from the Underground, and The Gambler*)*.* Oxford: OUP

There will also be a course reader for this module.

1. **Learning and teaching methods**

*Total contact hours: 31*

*Private study hours: 269*

*Total study hours: 300*

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

Midterm essay 2,000 words 25%

Short story for final assignment 5,000 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* | *8.7* | *8.8* | *8.9* | *8.10* | *8.11* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** |  |  | **x** |  | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Workshop | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Tutorials | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Midterm essay (2,000 words) | **x** | **x** | **x** | **x** | **x** | **x** |  |  | **x** |  |  | **x** | **x** | **x** |  |
| Short story (5,000 words) |  | **x** |  |  |  | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |  |
| Seminar and workshop contribution | **x** | **x** | **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**

This module is international in all its aspects. The set texts are from writers from all over the globe: including France, Russia, Chile, Argentina, Germany, South Africa, the USA and UK. The subject matter is not limited by national character, custom or border. The module encourages students to look at the way that narratives of chance and play and gaming are formed, across a variety of different cultures and traditions, and to devise the rules and substance of their own

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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 the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 22/02/17 | Minor | September 2017 | 6, 7, 11, 13 | No |
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Revised FSO Jan 2018