1. **Title of the module**

ENGL6970 (EN697): Chaucer and Late Medieval English Literature

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

Division of Arts and Humanities

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 (15 ECTS)

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

Autumn

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

None

1. **The course(s) of study to which the module contributes**

Single Honours and Joint Honours BA Programmes in: English Literature; English and American Literature; English and Postcolonial Literatures; English, American and Postcolonial Literatures; English Literature and Creative Writing; 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 critical understanding of the writings of a range of authors from the later medieval and Tudor period;
3. demonstrate an understanding of the different kinds of narrative and the ways in which they are written;
4. identify recurrent topics within and between authors and across periods;
5. establish a sense of the historical and cultural contexts for medieval and Tudor literature.
6. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
7. identify and apply appropriate methods and theories;
8. structure, develop and sustain complex arguments; and select, assimilate and apply primary and secondary sources;
9. demonstrate independent and collaborative research skills
10. demonstrate writing skills and use a range of techniques to undertake critical analysis of texts;
11. demonstrate communication skills to present an argument in a variety of formats; how to defend that argument, and how to use responses to refine ideas.
12. **A synopsis of the curriculum**

This module will introduce students to a range of writing from the late-medieval period. It focuses on a number of central genres in English literature that emerged between the late-fourteenth and early-sixteenth-centuries (romance, tragedy and fabliaux, miracle plays and devotional prose), and will explore some key topics and themes in medieval literature. In previous years, we have explored, for example: authority and the idea of the ‘author’, politics and social change, gender, sexuality, piety, personal identity, chivalry, free will, legend, historicism, reading technologies and practices, iconography, and medievalism. The themes and theories covered by the course will vary from year to year in response to the lecture programme, and to the emphases made by individual teachers.

Geoffrey Chaucer's *Canterbury Tales* will offer an accessible introduction to many of these core genres and themes, and initiate students in issues that are pertinent to less familiar writers and texts from the period, such as *Sir Gawain and the Green Knight*, Malory's *Le Morte Darthur*, and *The Book of Margery Kempe*. During the course of the module you will also learn about the historical and cultural contexts of the fourteenth and fifteenth centuries, how such contexts influenced the literature of the period, and how modern medievalisms (the versions of ‘the medieval’ presented in, for instance, film, TV , art and historical novels) have shaped twenty-first-century ideas about medieval life and literature.

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

Cawley, A.C. & Anderson, J.J., eds. (1996) *Pearl, Cleanness, Patience, Sir Gawain and the Green Knight*, London: Dent.

Chaucer, G. (2005) *The Canterbury Tales*, ed. Jill Mann London: Penguin.

Pearsall, D., ed. (1999) *Chaucer to Spenser: An Anthology* Oxford: Blackwell.

1. **Learning and teaching methods**

Total contact hours: 32

Private study hours: 268

Total study hours: 300

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

Reflective Portfolio (20%)

Close reading exercise (1,250 words) (15%)

Research Project (3,000 words, performance, audio or AV) (45%)

Seminar participation (20%)

13.2 Reassessment methods

Alternative Assessment: 100% coursework(4,000 words)

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* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Lecture | **x** | **x** | **x** | **x** | **x** |  |  |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Reflective Portfolio | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Close reading exercise 1,250 words | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |  |
| Research Project 3,000 words, performance, audio or AV | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar Participation | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |

1. **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

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

While the principal focus of the module is on writings in English, textual and visual materials from Europe will be studied for comparative and contextual purposes. In some years, the optional field trip may be to an appropriate European location.

**DIVISIONAL 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 the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 07/02/17 | Minor | September 2017 | 7, 10, 13 + new template | No |
| 25/01/2021 | Major | 2021/22 | 7,13-14 | No |