1. **Title of the module**

ENGL7060 (EN706): The Love Poem: Wyatt to Charli XCX

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 6

1. **The number of credits and the ECTS value which the module represents**

30 (ECTS credits – 15)

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; BA in the Contemporary

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Develop and then deepen an understanding of the relationship between the experience and expression of love and social change.
   2. Develop a deep and broad sense of changing literary traditions and poetic form over a period of centuries, describing the complexities, contradictions and tensions inherent in this changing landscape.
   3. Explore in depth the role of the love poem in shaping the institution of English-language poetry itself.
   4. Interpret and apply a range of theoretical concepts on issues of language, song, representation, lyric address and intertextuality across a variety of historical and geographical contexts across which the love poem has undergone transformations.
   5. Historically situate concepts including desire, the Self and Other, gender, spirituality, transgression and the domestic since the sixteenth century
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Apply close reading techniques to a range of poetic texts and made complex comparisons between them.
   2. Conceptualise broad and large scale social and literary-historical change.
   3. Further develop skills in group discussions and give detailed and original oral presentations.
   4. Increasingly undertake self-directed research, with a particular emphasis on developing the ability to evaluate texts within their historical contexts.
   5. Construct original, articulate and well-substantiated arguments deploying secondary critical and theoretical perspectives.
3. **A synopsis of the curriculum**

The Love Poem will tell a history of English poetry through the lens of its most important and singular genre. Students will interrogate the characteristics of modern poetry itself through an investigation of love, desire, gender and intimacy as they have been articulated through the changing lyrical tradition of the language. The module will examine key canonical writers from the beginnings of the English lyric, including Thomas Wyatt and William Shakespeare, through complications in metaphysical poetry, the ballad and Romanticism, up to present day representations of homosexual love, popular song and avant-garde expression. Poets will be studied alongside theorists such as Alain Badiou, Roland Barthes and Judith Butler, exploring the possible ways in which poetry can be said to challenge dominant modes of love, interact with their social environment through love poetry, and investigate, express and explain the experiences of attraction, attachment and loss.

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

McClatchy, J. D. Ed (2001) *Love Speaks its Name: Gay and Lesbian Love Poetry*. London: Everyman

Ricks, C. (1999) *The Oxford Book of English Verse*, ed. Christopher Ricks. Oxford: Oxford University Press

Stallworthy, J. Ed. (2003) *The New Penguin Book of Love Poetry*, ed. John Stallworthy London: Penguin

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 | x |
| Seminars | x | x | x | x | x | x | x | x |  | x |
| Lectures | x | x | x | x | x | x | x | x | x | x |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essays | x | x | x | x | x | x | x |  | x | x |
| Seminar performance |  |  |  |  |  |  |  | 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 is a module about English and American love poetry; it’s difficult to make a case for the relevance of internationalisation.

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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) |
| 05/03/18 | Major | September 2018 | 13 (optional dissertation removed) | No |
|  |  |  |  |  |

Revised FSO Jan 2018