1. **Title of the module**

ENGL7170 (EN717): The Graphic Novel

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 (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**

BA in: Contemporary Literature; English and American Literature; English, American and Postcolonial Literatures; English and American Literature and Creative Writing.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Demonstrate an ability to study and critically respond to a range of graphic novels published between 1980s and the present day.

8.2 Relate their reading to developments and debates within wider social, political and historical contexts.

8.3 Explore and analyse a range of theoretical approaches to graphic novels, both in terms of their literary and visual qualities.

8.4 Critically consider and reflect upon the interrelationship of cultural trends and political discourses in graphic novels, as well as film and television adaptations.

8.5 Show an enhanced understanding of structures and conventions in graphic novels and their adaptations.

8.6 Investigate and question the boundaries between art and popular culture in the context of the 20th and 21st centuries.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Apply critical reading skills, both in terms of close textual analysis and comparative studies, across a wide range of interdisciplinary materials.

9.2 Demonstrate clear and precise presentation skills, as well as an ability to participate actively and constructively in group discussions.

9.3 Display a heightened ability to conduct individual research, including the ability to analyse, discuss and deploy secondary texts (both critical and theoretical) from appropriate scholarly resources.

9.4 Identify and evaluate relevant research questions and to develop clear, reasoned and original arguments.

1. **A synopsis of the curriculum**

This module focuses on the exploration of the graphic novel as a visual and literary medium. The module will interpret the term ‘graphic novel’ broadly, and incorporate discussions of comic books, political cartoons, as well as film and television adaptations as a part of its curriculum. The module will begin with an examination of the more mature aesthetic that became increasingly popular for graphic novels during the late 1980s, and examine how these developments have continued to evolve to the present day. Strong emphasis will be placed on readings informed by sociological and political discourses. Students will be encouraged to relate their close analysis of texts to topics such as the distinctions between art and popular culture, and the connections between literary and social history, as well as contemporary concerns such as minority politics, neoliberalism and the war on terror. As such, the module will demonstrate how the study of graphic novels directly relates to several key concerns in the study of undergraduate English.

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

Bechdel, A. 2006. *Fun Home: A Family Tragicomic*. London: Jonathan Cape

Evans, K. 2015. Red Rosa. London: Verso

Kirkman, R. et al, 2010. *The Walking Dead*. Berkeley: Image Comics

Miller, F. & Johnson, K. 2006 *The Dark Knight Returns*. New York: DC Comics

Moore, A. & Gibbons, D., 1996. *The Watchmen.* New York: DC Comics

Satrapi, M. 2008 *Persepolis*. London: Vintage

Where the reading will focus on selected extracts from these sources (as opposed to the complete text), they will be made available for students in a course reader or via Moodle.

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* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| *Private study* | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| *Lecture* | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |  |
| *Seminar* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| *Seminar participation* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Two essays of 3,000 words each* | **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 examines graphic novels from a variety of international and transnational perspectives, including considerations such as: British writers who work on American comic book franchises; the differences in the cultural reception of comics in anglo-American and European contexts; and graphic novels from a non-Western perspective. Students have the opportunity to examine these different cultural contexts further in their assessments (two coursework essays) as well.

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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, 11 + new template | No |
| 05/03/18 | Major | September 2018 | 13 (optional dissertation removed) | No |

Revised FSO Jan 2018