1. KentVision Code and title of the module

ENGL7290 Poetry Beyond Text: Image, Installation, Performance

## Division and School/Department or partner institution which will be responsible for management of the module

Division of Arts and Humanities, School of English

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 6

## The number of credits and the ECTS value which the module represents

30 Credits (15 ECTS)

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

Autumn or Spring

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

Optional to the following courses:

BA in English Literature; BA in English Literature and Creative Writing; BA in English Literature with an Approved Year Abroad; BA in English Literature and Creative Writing with an Approved Year Abroad; BA in English Literature and Film; BA in Drama and English Literature; BA in English Literature and English Language and Linguistics

Also available as an elective module

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

1. Demonstrate wide-ranging and sophisticated knowledge of interdisciplinary poetry forms from the 20th and 21st centuries.
2. Demonstrate a sophisticated understanding of how the formal concerns of the primary reading relate to, or are informed by, broader artistic, cultural, historical, and philosophical debates and contexts.
3. Develop an enhanced ability to interact with, and respond critically and imaginatively to, a wide range of interdisciplinary and/or non-textual forms of poetry.
4. Conduct their own project research to support their studies, and develop an understanding of writing as a form of research itself.
5. Generate and develop original creative and/or critical work that challenges the notion of ‘poetry’ as ‘poems’.

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

1. Utilize close analysis skills and apply them to a wide-range of interdisciplinary media in order to develop erudite and complex comparisons between them.
2. Display an advanced ability to devise and develop individual creative and/or critical projects, including the ability to analyse and deploy secondary texts (which may be theoretical) from appropriate scholarly resources.
3. Reflect upon their own scholarly or creative practices.
4. Demonstrate their editorial skills through effective and constructive engagement with others in order to improve their own and other’s work.
5. Develop clear and precise skills in devising questions for group discussion, as well as an ability to participate actively and constructively in those discussions.

## A synopsis of the curriculum

In his 1980 essay, ‘The Mathematics of Rimbaud’, the poet, performer, and painter Allen Fisher observed that – as a consequence of the innovations in artistic practice throughout the 20th century – the idea of “art as objects and poetry as poems” had gradually lost its credibility. In stating this, Fisher not only articulated a compelling summary of the ways in which the study and practice of poetry and art over the last fifty years have consistently challenged the idea that these works are somehow enclosed, autonomous, or didactic units of meaning. He also indicated that sometimes poetry goes beyond text. Whether we think of the developments in the fields of concrete and visual poetry; poetry’s interaction with larger art installations; sound poetry; poetry in performance; or any combination of these different practices, contemporary poetry often invites us to think of ‘poems’ as something more than just words printed on a page.

In this module, you will have the opportunity to explore and engage with a diverse range of poetry beyond text, both on a creative and critical level. The curriculum will cover topics and themes including performance poetry (as well as poetry and performance more broadly), verbal artefacts, and intersections between poetry and sonic, visual and digital arts. Through both theory and practice, including regular creative exercises, the module offers you the opportunity to engage with these interdisciplinary poetry practices from both creative and critical perspectives. The assessment methods will also allow you the opportunity to pursue independent research projects that can be either creative or critical, or a combination of the two. Throughout, our studies will help to further enhance your understanding of poetry as a kinetic and mutable form of art.

## Reading list

## The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

## The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

## Contact Hours

Private Study: 32

Contact Hours: 268

Total: 300

## Assessment methods

* 1. Main assessment methods

Critical Commentary of 2,000 words (30%)

Independent Creative or Critical Research Project (50%):

* EITHER a critical essay (4,000 words);
* OR a portfolio of creative work (up to 15 poems, totalling no less than 140 lines);
* OR a combination of the two (subject to seminar leader approval).
* OR a portfolio of performance documentation, with an accompanying critical commentary (subject to seminar leader approval).

(As a formative, non-assessed assignment, students will be asked to submit proposals for their project in time for their seminars after Enhancement Week.)

Seminar and Workshop Participation. (20%)

13.2 Reassessment methods

100% coursework (4,500 words)

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods and methods of assessment

**Module learning outcomes against learning and teaching methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |
| Workshops | **X** | **X** | **X** |  | **X** |  | **X** |  | **X** |  |
| Seminars | **X** | **X** | **X** | **X** |  | **X** |  | **X** | **X** | **X** |

**Module learning outcomes against assessment methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Critical Commentary | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |
| Independent Creative or Critical Research Project | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |
| Seminar and Workshop Participation | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
|  |  |  |  |  |  |  |  |  |  |  |

## 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

## Campus(es) or centre(s) where module will be delivered

Canterbury

## Internationalisation

The primary materials studied on this module are drawn from a variety of geographical locations, including the UK, Ireland, North and South America, Japan, and continental Europe. Although all of the material studied will be in English, the global contexts from which they are drawn will encourage students to make intercultural and international connections.

**DIVISIONAL USE ONLY**

**Module record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

| Date approved | New/Major/minor revision | Start date of delivery of (revised) version | Section revised  (if applicable) | Impacts PLOs (Q6&7 cover sheet) |
| --- | --- | --- | --- | --- |
| Sep 2020 | Minor | September 2020 | 10 | No |
| 21/12/2021 | Minor | 2022/23 | 13 | No |