1. **Title of the module**

ENGL8390 (EN839) Non-fiction: Places

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 7

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

30 credits (15 ECTS)

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

Spring

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

None

1. **The programmes of study to which the module contributes**

MA in Creative Writing

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

8.1 Demonstrate their capacity for close reading and critical analysis and apply these skills to their practice;

8.2 Identify critically evaluated and interrogated particular literary techniques and strategies found in contemporary narrative non-fiction (for example the position of the narrator, the use of drama, working with ‘facts’, using framing strategies, conducting research, advanced metaphor construction) and make use of them in their practice;

8.3 Reflect on the wide range of stylistic practices open to the contemporary writer and demonstrate an understanding of how these relate to their own practice;

8.4 Confidently apply advanced techniques within their work;

8.5 Understand through practice the value of versioning, drafting and editing;

8.6 Plan and undertake a portfolio of narrative non-fiction which demonstrates a developed sense of their relationship with landscapes and other forms of ‘the environment’.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
2. 9.1 Demonstrate their developed critical language;

9.2 Apply that language to their own work, through collective- and self-criticism;

9.3 Demonstrate sympathy with traditions other than those in which they themselves are working;

9.4 Demonstrate increased confidence and ability to work in group situations;

9.5 Demonstrate advanced communicative and collaborative skills;

9.6 Demonstrate substantial capacity for independent projects and research;

9.7 Gather and evaluate a range of materials from diverse contexts.

1. **A synopsis of the curriculum**

This module will give students the opportunity to explore and create writing about travel and nature, and (re)construct complex landscapes in prose. After beginning with formulations of ‘home’, whether this be a house, a city, a prison, a lighthouse or anything else, students will be encouraged to begin to travel, both literally and conceptually, first into gardens, then into the countryside and then the ‘wild’ before attempting to write about the suburb, the city, the sea, foreign lands and the unknown. Emphasis will be on contemporary approaches to narrative non-fiction, where buildings, shops and other elements of material culture must often be considered as part of ‘the environment’, and where almost every journey can become a psychogeographical adventure. Landscapes can be beautiful, but they are also always sites of nature-culture encounters, which are themselves always political. How does one begin to address this in prose? What happens when landscapes, buildings and other environmental sites become the foreground in narrative, rather than the background?

Students will be encouraged to experiment with different techniques of narrative non-fiction, for example putting themselves at the centre of their narrative, or at its periphery; recording conversations and working with complex themes. They will learn about techniques of reportage, psychogeography and nature-writing. They will also be given the tools they need to learn independently about relevant techniques needed to understand their landscapes fully, for example basic botany, architecture, geography and local history. Each seminar will include a historical reading (for example Thoreau on ‘home’, Punch articles on fairgrounds, Darwin on nature, Cook on the sea) and several contemporary readings on the week’s subject. Each week students will produce a 500-word informal assignment, which they will share on Moodle. Students will eventually choose one location to write about and by the end of the module they will produce a 4000-word piece of narrative non-fiction about this place. They will be encouraged to examine their location thoroughly, both in person and through archival and other forms of research. As well as this, they will hand in eight 500-word descriptions of other locations, which may or may not be related to the main location (they could form the journey, for example).

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

The following reading list does not represent an entire curriculum as such, but indicates the range of recent and contemporary works and traditions tutors will draw on. Historical readings will be provided in the form of handouts, and, particularly in tutorials, decisions about reading will be taken in response to students’ interests and investments. Students will be encouraged to find recently published writing about environments in newspapers, journals and magazines, both in hard copy and online.

Blixen, Karen *Out of Africa* (Putnam, 1937)

Boo, Katherine *Behind the Beautiful Forevers* (Random House, 2012)

Durrell, Lawrence *Prospero’s Cell* (Faber, 1945)

Macfarlane, Robert *The Old Ways* (Random House, 2013)

Matar, Hisham *The Return* (Penguin, 2016)

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 280

Total Study Hours: 300

1. **Assessment methods**
	1. Main assessment methods
* Portfolio (4,000 words of narrative non-fiction and 8 x 500- word pieces) – 90%
* Weekly 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)***

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 | 9.7 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Seminars | **x** |  | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |  | **x** | **X** |
| Workshops | **x** |  | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **X** |
| Tutorials | **x** | **x** | **x** | **x** | **x** |  | **x** |  | **x** | **x** | **x** |  | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Weekly contributions | **x** | **x** | **x** | **x** | **x** |  | **x** |  | **x** | **x** |  | **x** |  |
| Portfolio | **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 focuses on a variety of non-fiction works from across the globe, from England to Greece to India to Libya. The idea of learning how to represent the other, how to engage with places that are unfamiliar, lies at the very heart of this module. Students will be encouraged to respond to work through drawing upon a variety of cultures and their own regional and geographical knowledge.

**FACULTIES SUPPORT OFFICE USE ONLY**

**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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|  |  |  |  |  |
|  |  |  |  |  |