1. **Title of the module**

ENGL8970 (EN897) – Advanced Critical Reading

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)**

Autumn or Spring

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

None

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

MA Critical Theory

MA English and American Literature

MA The Contemporary

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

8.1 Demonstrate competent, discriminating and confident reading critical and theoretical texts at an advanced level;

8.2 Demonstrate a precise sense of problems of reading and interpretation that arise out of in-depth study of critical and theoretical texts;

8.3 Demonstrate strong awareness of how critical and theoretical texts relate to one another and to literary texts.

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

9.1 Demonstrate the ability to work on complex material in considerable depth, drawing on the full range of the student's powers of understanding: critical, analytical, intuitive and creative;

9.2 Demonstrate a capacity for self-directed research and the development of independent critical judgement and imagination;

9.3 Demonstrate the ability to recognise and construct original, innovative and complex arguments.

1. **A synopsis of the curriculum**

This module is designed to extend and develop skill, enjoyment and confidence in reading critical, literary and theoretical texts. We reflect on the pleasures and challenges of the reading process, moving slowly through a single major text. We will pause over exciting, complex or important passages, taking time to follow up references and footnotes, identify important themes and ideas, consult works of art and writings that share those themes, explore how the texts touch us and how they think. We will also consider different modes of reading, for example paranoid reading, reparative reading, and surface reading, with specific reference to affect theory and queer theory. The module is designed to help you come away with an in-depth knowledge of the main text and of texts and ideas surrounding it, as well as gaining deeper understanding of how you read.

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

Nelson, Maggie. (2016). The Argonauts. House, UK.

Sedgwick, Eve Kosofsky. (2003). “Paranoid Reading and Reparative Reading, or, You’re So Paranoid You probably Think This Essay Is About You” in Touching Feeling. Duke University Press

Ahmed, Sarah. (2006). Queer Phenomenology. Duke University Press.

Barthes, Roland. (1975). The Pleasure of the Text. Farrar, Straus and Giroux.

Derrida, Jacques. (2001). Writing and Difference. Routledge.

Butler, Judith. (2011). Bodies That Matter. Routledge.

Luciano, Dana & Chen, Mel Y. (2015). ‘Has the Queer Ever Been Human?’ GLQ 1 June 2015; 21 (2-3): 183–207

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 280

Total Study Hours: 300

1. **Assessment methods**
	1. Main assessment methods
* First Essay: 1000 words – 20%
* Second Essay (4,000 words) – 80%
	1. 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* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |
| First Essay | **x** | **x** | **x** | **x** | **x** | **X** |
| Second Essay  | **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**

The module content reflects European and US influences and connections within contemporary and recent critical theory. It draws on texts in translation and acknowledges the role of translation into English in the development of theoretical ideas and critical practice.

**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 the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 22/01/2020 | Minor | Sep 2020 | 7, 10, 11, 13, 14 | No |
|  |  |  |  |  |

|  |
| --- |
| Revised FSO Jan 2020 |