1. **Title of the module**

ENGL9100 (EN910) – Non-fiction: People

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 Creative Writing

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

8.1 Read, analyse and respond to a range of narrative non-fiction, both past and present;

8.2 Demonstrate an advanced historical perspective on various life-writing forms and their sub-genres, with a particular focus on memoir and biography;

8.3 Demonstrate a systematic understanding of the specific methodological and creative choices in narrative non-fiction life writing;

8.4 Confidently apply advanced techniques to their work;

8.5 Demonstrate originality in the planning and execution of a sustained piece of narrative non-fiction;

8.6 Evaluate theoretical and practical knowledge that will allow them to explore various aspects of biography and autobiography.

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

9.1 Demonstrate advanced creative writing skills;

9.2 Demonstrate advanced communicative and collaborative skills;

9.3 Show substantial capacity for independent projects and research;

9.4 Use library resources towards completion of an advanced creative project.

1. **A synopsis of the curriculum**

Students will read and respond to a selection of biographies and autobiographies in various literary forms—along with the core reading list, a module reader will contain extracts of examples of: the life, memoir, journal, chronicle, essay, testimony, case study, confession; even the Japanese ‘I-novel’ and participatory journalism will be considered—to inform the planning of and working on their own piece of biographical or autobiographical ‘life’ writing. Students will investigate the intersections between fiction and non-fiction (and poetry), deploying a range of literary techniques. The module will be structured thematically, working with different forms and sub-genres in turn, allowing the students to experiment with various approaches. During the first half (six sessions), specific works will be discussed (and appropriate writing exercises applied), three sessions will be filled with workshops, and one session will be spent brainstorming ideas and planning.

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

Hejinian, Lynn, (2013). *My Life*, Middletown, CT: Weslyan

Kraus, Chris, (2016). *I Love Dick*, London: Serpent’s Tail

Masters, Alexander, (2016). *A Life Discarded*, London: Fourth Estate

Nelson, Maggie, (2016). *The Argonauts*, London: Melville House

Smith, Patti, (2011). *Just Kids*, London: Bloomsbury

Symons, A.J.A. (2011). *The Quest for Corvo*, New York: NYRB Classics

1. **Learning and teaching methods**

Total Contact Hours: 21

Private Study Hours: 279

Total Study Hours: 300

1. **Assessment methods**
   1. Main assessment methods

* Assignment (7,000 words) – 100%
  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)**

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| **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** | **x** |
| Discussion | **x** | **x** | **x** | **x** |  |  | **x** | **x** | **x** |  |
| Workshop | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Practical Writing Session |  |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Tutorial | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Assignment | **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 is international in all its aspects. The set texts are from writers from all over the globe: including France, Egypt, Japan, New Zealand, the USA and UK. The subject matter, biography and autobiography, is not limited by national character, custom or border. The module encourages students to look at ways that narratives of selfhood are formed, across a variety of different cultures and traditions, and eras, and to devise the rules and manner of their own.

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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.**

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| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 03/12/18 | Major | 2019-20 | 1 | No |
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| Revised FSO Jan 2018 |