1. **Title of the module**

HISP5680 (LS568) – Second Year Extended Essay

1. **School or partner institution which will be responsible for management of the module**

School of European Culture and Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

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

15 Credits (7.5 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**

Optional for BA Hispanic Studies (Single and Joint Honours)

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

8.1 Undertake extensive pieces of analytical and critical writing about Hispanic culture and literature;

8.2 Carry out detailed analysis of a Hispanic author, cultural theme or works;

8.3 Engage in close reading and critical evaluation of films, literary works or historical texts in Spanish;

8.4 Engage in independent research about Hispanic culture and literature;

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

9.1 Identify and choose an appropriate topic for personal study;

9.2 Study without the discipline of regular classes;

9.3 Work, study and undertake research independently;

9.4 Successfully organise the work involved in an extensive research project;

9.5 Marshal complex knowledge and present it clearly and logically in the substantive form of an Extended Essay;

9.6 Submit the required work at a stated deadline without prevarication.

1. **A synopsis of the curriculum**

Stage 2 students write an Extended Essay on a topic of their own choice. The topic must be on a Hispanic (Peninsular or Latin American) literary, linguistic or cultural subject; it is expected that the topic will be related to other Hispanic Studies modules taken by the student. Throughout the terms students are given guidance by a chosen supervisor. The supervisor and the student will establish a calendar of meetings / supervisions in Week 1 (at least 5 one-hour meetings) in which aims and objectives, critical approach, bibliography and drafts of the Extended Essay will be discussed.

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

This will vary in accordance with the chosen topic

1. **Learning and teaching methods**

Total Contact Hours: 6

Private Study Hours: 144

Total Study Hours: 150

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

* Extended Essay (5,000 words) – 100%
  1. Reassessment methods
* Reassessment Instrument: 100% Project

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* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Supervision | **x** | **x** | **x** | **x** |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Extended Essay | **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**

Students come to the dissertation module from the full range of departmental sub-disciplines and global foci, as well as from a wide range of international backgrounds. The learning outcomes and scheduled meetings for the dissertation module alike encourage students to develop skills and knowledge so that they can address themselves to the international and global contexts within which religious and secular traditions most often find their orientation today. Meetings with dissertation supervisors and group meetings with other dissertation students will reinforce the global dimensions of our research as well as the international implications of our various projects. Students will be encouraged to develop practical and conceptual implications of their research for ongoing questions of global culture, transnational trends, and international conflicts.

**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) |
|  |  |  |  |  |
|  |  |  |  |  |

|  |
| --- |
| Revised FSO Jan 2018 |