1. **Title of the module**

FOUN0002 (LZ002) Film, Drama and the Literary Text for University Study

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

Centre for English and World Languages

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

Level 3

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, Spring and Summer Terms

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

Co-requisite modules include: FOUN0036 Academic Skills Development (15 credits) and either FOUN0035 Foundation Project (15 credits) OR FOUN0037 English for Academic Study (15 credits),

**JYA English Plus Programme Students:**

There are no co-requisite modules for JYA English Plus students

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

International Foundation Programme and JYA English Plus

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Differentiate between the main literary genres
	2. Appreciate the defining features of poetry, prose and film
	3. Recognise the relationship between content and form in literature, poetry and film
	4. Analyse text and film critically, using appropriate literary terms
	5. Perceive how social/historical factors influence production
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Practise university-level academic reading, writing, listening and speaking skills.
	2. Demonstrate critical awareness, critical-thinking and analytical skills
	3. Speak more confidently in public and lead seminar discussions.
	4. Better understand the norms, structures and demands of subject specific seminars and lectures in a UK higher education context.
	5. Understand the importance of independent study within a UK higher education context.
3. **A synopsis of the curriculum**

The module aims to develop your critical understanding of literary text by an exploration of the translation of narratives onto stage and screen. From Shakespearean drama to the contemporary novel, we will look at the ways in which texts can be interpreted and re-interpreted for different audiences, and the dramatic and stylistic choices that authors, directors and script writers make.

The module includes a study of stylistic variation in a selection of texts from the three main genres. Through a study of poetry we will develop an awareness of language and learn key close reading skills which we will later use in our analysis of larger texts. In the fiction segment, we will look at how prose narratives are constructed and learn to appreciate the contribution of ‘point of view’, the treatment of time, the use of narrators and presentation of speech and thought. In the Drama segment we will look at how selected works convey characterisation, setting, plot and how the techniques used in plays are different from those in prose fiction. The section on film will draw these two elements together, as we consider issues such as the ways in which these elements translate on to the screen.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**
* Carter, A, (1979) ‘*The Company of Wolves’.* In *The Bloody Chamber*. London: Vintage.
* Hemingway, E, (1995) *‘Mr and Mrs Elliot’* and *‘Cat in the Rain’*. In *The First Forty-Nine Stories*. London: Arrow.
* Ishiguro, K. (2010) *The Remains of the Day*. London: Faber.
* Joyce, J, (2000) *‘Araby’* and *‘Eveline’*. In *Dubliners*. Oxford: Oxford University Press.
* Mansfield, K, & Smith, A. (2002) *‘Prelude’*. In *Selected Stories*. Oxford: Oxford University Press
* Shakespeare, W. & Hodgdon, B. (2010) *The Taming of the Shrew*. London: Arden Shakespeare

Poetry will be provided as handouts.

Please see Moodle for lists of suggested secondary material.

1. **Learning and teaching methods**

|  |  |
| --- | --- |
| Total contact hours: | *96*  |
| Private study hours: | *204* |
| Total Study hours: | *300 hours* |

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

Assignment 1 (1,000 words) (15%)

In Course Test 1 (45 minutes) (15%)

Assignment 2 (1,500 words) (25%)

Seminar participation (5%)

Examination, (2 hours) (40%)

JYA English Plus Alternative Assessment in lieu of exam:

Written Assignment (1,500 words)

13.2 Reassessment methods

Reassessment Instrument: 100% exam

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* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Lectures | **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** |
| Private Study | **x** | **x** | **x** |  | **x** | **x** | **x** |  |  | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Written Assignment | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  | **x** |
| Written Test | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  | **x** |
| Written Assignment | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  | **x** |
| Seminar mark based on preparation and performance | **x** |  |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Final Examinationor JYA Essay  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  | **x** |

1. **Inclusive module design**

The Centre 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 will examine symbolism, meaning and the use of metaphor and simile in a range of texts and films from different international perspectives. The course will also look at the work of different filmmakers and critics from a range of nationalities when interpreting the work of authors such as Shakespeare. The inclusion of authors such as Kazuko Ishiguro gives an internationalised perspective on British life. Students will be from a range of nationalities and will be able to work in mixed groups to discuss the different teaching and learning methods covered in the lectures, seminars and workshops.

**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) |
| 28/07/17 | Major | September 2017 | 13 | No |
|  |  |  |  |  |

Revised FSO Jan 2018