1. **Title of the module**

FOUN0028 (LZ028) Introductory to Film, Drama and Literature (JYA)

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**

15 credits (7.5 ECTS)

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

Autumn

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

None

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

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 some of the defining features of poetry and prose.
   3. recognise some of the relationships between content and form in literature, poetry and film.
   4. analyse the text critically, using a limited range of literary terms. .
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. read more satisfactorily by extending their vocabulary and raising their language awareness.
   2. approach reading in a critical manner through practical textual analysis.
   3. further their essay writing skills, including use of appropriate academic register, quotations, textual references, bibliography.
   4. improve their understanding of themes through seminar participation.
3. **A synopsis of the curriculum**

This module is designed to introduce students to a wide range of English literature through an accessible selection of texts from two of the major literary genres. Students will be encouraged to combine a personal response with critical analysis in order to further their understanding of the texts under discussion, and the module will provide an essential grounding in the subject area of English Literature on which further study can be based.

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.
* 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
* Miller, A, (2013), *Death of A Salesman,* Penguin Modern Classics

1. **Learning and teaching methods**

|  |  |
| --- | --- |
| Total contact hours: | *44* |
| Private study hours: | *106* |
| Total Study hours: | *150* |

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

In Course Test 1 (45 minutes) (20%)

In Course Test 2 (45 minutes) (20%)

Written Assignment (1800 words) (60%)

* 1. Reassessment methods

Reassessment Instrument: 100% coursework

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* |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** |  |  |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |
| Workshops | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Word written assignment | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| In-course Tests | **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. 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.

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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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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 | 1, 8, 9, 12, 13 | No |
|  |  |  |  |  |

Revised FSO Jan 2018