1. **Title of the module**

ENGL6630 (EN663): The Book Project

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 6

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**

Single Honours and Joint Honours Undergraduate Programmes in English and American Literature; English, American and Postcolonial Literatures; English and American Literature and Creative Writing; Contemporary Literature

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

8.1 demonstrate their capacity for close reading and critical analysis and applied these skills to their practice

8.2 identify, critically evaluate and interrogate particular literary techniques and publishing practices found in modern and contemporary poetry and prose and made use of them in their book publishing project

8.3 reflect on the wide range of stylistic practices open to the contemporary writer and develop an understanding of how these relate to their own practice

8.4 confidently apply advanced poetry and fiction techniques within their work

8.5 understand through practice the value of drafting, editing and publishing

8.6 plan and undertake a portfolio of poems or prose which demonstrates a developed sense of their relationship between their work and its audience

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
2. demonstrate enhanced creative writing skills and a critical language through problem solving
3. apply that language to their own work, through collective and self-criticism, and develop individual critical acumen
4. develop sympathy with traditions other than those in which they themselves are working
5. demonstrate communication as a key skill, with a capacity to argue a point of view, orally and in written form, with clarity, organisation and cogency
6. demonstrate increased confidence and ability to work in group situations, by working with others
7. demonstrate advanced communicative and collaborative skills, which include intellectual work and finely tuned listening skills
8. demonstrate substantial capacity for independent imaginative and practice-based projects and research, and improving their own learning and performance
9. gather and evaluate a range of materials from diverse contexts, using information and communication technology

1. **A synopsis of the curriculum**

‘The Book Project’ contributes to the poetry and prose strands of the BA in English and American Literature and Creative Writing at Stage 3. The objective of ‘The Book Project’ is to give students as close an experience as possible of what it might be like to publish a small book of creative writing in a genre of their choice. The main emphasis will be on producing a body of creative work for the main assessment, with book production using print-on-demand technology, which has become available over the last three years, a book launch and seminar performance making up the rest of the assessment. We will look at the difference between vanity publishing and the long and honourable tradition of self-publishing from William Blake to the small press networks of the late Twentieth and early Twenty-first Centuries. Students will be encouraged to work to a standard of professional publishing. This module aims to enable students to develop their practice of writing through both the study of a range of contemporary examples and practices, and constructive feedback on their own work. Each week, students will be exposed to a wide range of instances of exemplary, contemporary work (as suggested by the indicative reading list). They will be encouraged to read as writers and think like small press publishers, to apply appropriate writing and book production techniques to their own practice and to experiment with voice, form and content. The approach to the exemplary texts will be technical and historical. At every point in the module, priority will be given to students’ own development as writers. It is an assumption of the module that students will already have a basic competence in the writing of poetry and prose from their experience of modules at Stages 1 and 2, including a grasp of essential craft and techniques. The purpose of this module will be to stimulate students towards further development of, and to hone, their already emerging voices and styles in relation to, and through engaging with various literary texts, raising an awareness of publishing practice historically, and contemporary new technologies.

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

BLAKE, WILLIAM, (2000) *The Complete Illuminated Books*, London: Thames and Hudson

BLAKE, WILLIAM, (2013) *Songs of Innocence and Experience*, London: Create Space

BRANDE, D. (1981) *Becoming a Writer* New York: Jeremy P. Tarcher/Putnam

ELIOT, T.S. (1986) *The Waste Land*: Facsimile Edition, London: Faber and Faber

JOHNSON, B.S. (1999) *The Unfortunates*, London: Picador

MILLER, DAVID & PRICE, RICHARD, (2006) *British Poetry Magazines 1914-2000: A History and Bibliography of Little Magazines*, London: Oak Knoll

POUND, EZRA, (1965) *A Lume Spento*, New York: New Directions

SMITH, A.M (2018) *Writers’ and Artists’ Yearbook 2019*, London: Bloomsbury

STRUNK, W. & WHITE, E.B. (1999) *The Elements of Style*, London: Pearson

TURNER, B (2017) *The Writers’ Handbook 2018*, London: Dyson

1. **Learning and teaching methods**

Total contact hours: 30

Private study hours: 270

Total study hours: 300

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

Portfolio 6,000 words 70%

Print-on-demand publication 20%

Seminar/workshop performance 10%

13.2 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 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 | 9.7 | 9.8 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  | **x** | **x** |
| Seminars | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |
| Workshops | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  | **x** | **x** | **x** |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Portfolio of work (6,000 words) | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  | **x** | **x** | **x** |
| Print-on-demand publication |  | **x** | **x** |  | **x** | **x** | **x** |  | **x** |  |  |  | **x** | **x** |
| Seminar/workshop performance | **x** | **x** | **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**

In the general context of teaching, this module discusses issues of language and gender, as they are expressed in a variety of cultures and languages. These issues are also featured in the main topic of the final project, if a student wishes to work on how specific gender-related and linguistic differences are expressed in the context of their creative project.

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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) |
| 07/02/17 | Minor | September 2017 | 6, 7, 11, 12 | No |
|  |  |  |  |  |

Revised FSO Jan 2018