

Nottingham Trent University

Module Specification

| Basic module information | | |
|--------------------------|------------------------------------------|------------------------------------------|
| 1 | Module Title: | Early Modern Poetry and Prose |
| 2 | Module Code: | Engl30112 |
| 3 | Credit Points: | 20 |
| 4 | Duration: | Full year |
| 5 | School: | Art, Architecture, Design and Humanities |
| 6 | Campus: | Clifton |
| 7 | Date this version first approved to run: | September 2017 |

8 Pre, post and co-requisites:

These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session

| <u>Pre, Co, Post</u> | <u>Module Code</u> | <u>Module Title</u> |
|----------------------|--------------------|-------------------------------|
| Pre | ENGL114 | Foundations of Literary Study |
| Pre | | 60 ENGL credits at level 2 |

9 Courses containing the module

| <u>Level</u> | <u>Core/Option</u> | <u>Mode</u> | <u>Code</u> | <u>Course Title</u> |
|--------------|--------------------|-------------|-------------|--------------------------------------------------------------------------|
| 6 | Option | FT/PT | ENGL001/2 | BA (Hons) English |
| 6 | Option | FT/P T | | All School of Arts and Humanities Courses for which English is an option |

10 Overview and aims

The module aims to introduce students to authors writing poetry and prose in the sixteenth and seventeenth centuries. They will become familiar with some of the following literary genres: the sonnet, the epic poem, the *epyllia*, 'metaphysical' poetry, satire, country house poetry, political allegory, radical writing. The module will greatly expand contextual knowledge gained in ENGL114 and ENGL215, and explore political and religious context, as well as the application of appropriate theoretical approaches (e.g. cultural materialism, gender theory). As such, the module's texts follow ongoing culturally relevant content on political writing, class inequality, social and personal relationships, the function of literature, gender and sexuality, and religious and political conviction. Students will develop relevant professional attributes

and digital competency through activities and assessment focused on the understanding and manipulation of online databases and individual class presentations.

11 **Module content**

The module will run more or less chronologically, but will emphasise genre and form throughout. It will begin with More's *Utopia*, as an example of early modern prose, humanist philosophy, and political satire. The body of the module will be concerned with verse; in the development of the sonnet and different poetic genres such as *epyllia* (erotic mythological poems), epic, country house, and the 'metaphysical'. It will also look at the pamphlet debate about the nature of women, and link this to religious and social context. As such, focus on gender and class inequality aligns the module with Sustainable Development Goals 5 and 10.

The module will cover different forms of cultural production, theoretical positions, and historical context. Amongst classroom activities of textual analysis and debate, in both groups and individual work, students will also be trained in the use of EEBO (Early English Books Online), an online database of early texts. Through a workshop and follow up formative assessment, students will develop through this process various practical, digital skills (such as file conversion between different formats such as Word.doc, PDF and jpeg; dissemination and sharing of files) key to their developing professional attributes. Other professional attributes gained from this module include skills in presentation and debate, developed via individual presentations and seminar group work.

Students will receive individual written feedback on their presentations, individual verbal feedback throughout the module, and have the opportunity for additional individual tutorials focusing on their final essays.

12 **Indicative reading**

Primary Texts

John Donne, selected poems [from Hunter ed. anthology]
Christopher Marlowe, *Hero and Leander* (1598)
John Milton, *Paradise Lost* (1667) [Books 1,2,4,9]
Thomas More, *Utopia* (1513) [16th century translation by Robinson]
William Shakespeare, Sonnets and *Venus and Adonis* (1593)
Rachel Speght, *A Mouzell for Melastomus* (1617)
Edmund Spenser, *The Faery Queene* (1596) [Books 1,3]
Thomas Wyatt, selected sonnets [from Hunter ed. anthology]

Secondary Reading

Jonathan Bate, *Shakespeare and Ovid* (1994)
Elaine V. Beilin *Redeeming Eve: Women Writers of the English Renaissance* (1989)
Catherine Belsey, *John Milton: language, gender, power* (1988)
A.D. Cousins, *More's Utopia and the Utopian Inheritance* (1995)
Heather Dubrow, *English Petrarchism and Its Counter-discourses* (1995)
T.S. Eliot *The Metaphysical Poets* (1921)
B.L. Estrin, *Laura: uncovering gender and genre in Wyatt, Donne, and Marvell* Post-contemporary interventions series (1994)
Leonard Forster, *The Icy Fire* (1969)
Stephen Greenblatt, *Renaissance Self-Fashioning: from More to Shakespeare* (1980)
L. Gregerson, *The Reformation of the Subject: Spenser, Milton and the English Protestant epic* (1997)
Michael Hattaway (ed.), *A Companion to English Renaissance Literature and Culture* (2000)
Elizabeth Heale, *The Faerie Queene: A Readers' Guide* (1987)
E. Hodgson, *Gender and the Sacred Self in John Donne* (1999)
William Keach, *Elizabethan Erotic Narratives: irony and pathos in the Ovidian poetry of Shakespeare, Marlowe, and their contemporaries* (1977)
David Norbrook, *Poetry and Politics in the English Renaissance* (2002)
W. Zunder, *The poetry of John Donne: literature and culture in the Elizabethan and Jacobean period* (1982)

13 Learning outcomes

Learning outcomes describe what you should know and be able to do by the end of the module

Note about English learning outcomes

Although the learning outcomes do not specify everything you learn on the module, they indicate the main areas it addresses and of which you should be aware.

While some learning outcomes may be specific to this module, those with alphanumeric labels at the end – (A1), (B3), etc. – map into the learning outcomes for English degree programmes. You can see these – and use them to trace your progress through the degree – by consulting the English learning outcomes map.

Knowledge and understanding. After studying this module you should be able to:

A1 apply critical understanding and knowledge of a wide and varied range of literary texts

A2 demonstrate an understanding of the complex nature of literary language by showing an informed awareness of the ways in which racial, religious, national, sexual and/or gender identities were constructed and contested in the early modern period

A3 understand the relationship between literary texts and their historical and cultural locations

A5 compare, evaluate and debate theoretical viewpoints

A6 originate well-informed and substantiated literary arguments

A7 apply critical thinking and contextual information to the analysis of particular texts

A8 apply principles of reading and literary theory to textual analysis

Skills, qualities and attributes. After studying this module you should be able to:

B1 confidence in performing close textual analysis

B3 apply advanced literary and communication skills to appropriate contexts

B5 write clearly and logically

B6 present cogent and coherent written and/or oral arguments

B7 reason critically

B8 acquire substantial amounts of complex information quickly and systematically

B9 demonstrate independence of thought and judgement

B10 time management and organisational skills

B11 access, work with and evaluate electronic resources

B14 research skills

14 **Teaching and learning**

Range of modes of direct contact

This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars

The module will be delivered by lectures, a workshop, and seminars.

The conceptual and contextual framework will be delivered by lectures. EEBO training will be delivered by workshop. Students will share their own ideas and prepared material in seminars.

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|
| Lectures / Workshop: 24 x 1 hour Seminars: 24 x 1 hour | |
| Total contact hours: | 48 |
| <i>Range of other learning methods</i> | |
| This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research | |
| Students will engage with the module material in a number of different ways to encourage preparation, constructive follow-up of class discussion and independent research. The following may apply in any given year: | |
| Directed reading | |
| Essay preparation and writing | |
| Independent study and research | |
| Total non-contact hours: | 164 |

| 15 | Assessment methods | | |
|------------------------------------------------------------------------------------------------------|---------------------------|-------------|-----------------------------------------------|
| This indicates the type and weighting of assessment elements and sub-elements in the module | | | |
| <u>Element number</u> | <u>Weighting</u> | <u>Type</u> | <u>Description (include any sub-elements)</u> |
| 1 | 100% | Essay | Summative essay of 3000 words |
| Diagnostic/formative assessment | | | |
| This indicates if there are any assessments that do not contribute directly to the final module mark | | | |
| Formative Assessment: | | | |
| 1) Written textual analysis | | | |
| 2) Written critical response | | | |
| 3) Seminar presentation | | | |

4) EEBO database manipulation and navigation exercise

Further information on assessment

This section provides further information on the module's assessment where appropriate

Formative assessments develop a range of skills which contribute towards achieving success in the summative assessment. The textual analysis will develop skills in close reading, argument and expression; the critical response will develop research skills and active engagement with critical work and concepts, as well as communication and writing skills; the seminar presentation will develop skills in research, synthesising information, oral communication skills, and presentation, the latter also developing personal confidence; the database manipulation exercise will practice digital competency. All of these skills contribute towards developing professional and personal attributes and skills.

Feedback will be written, individual feedback and ongoing individual verbal feedback. Students will have ample opportunity for one to one discussion with tutors in office hours and for individual guidance on assessments.

Document management

16 Module Title:

17 Module Code:

18 Subject (JACS) Code:

19 Cost Centre:

20 School:

21 Academic Team:

22 Campus:

23 Other institutions providing teaching:

Please complete in box 23 a-d - if applicable

Institution

%

23a Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU

23b Other public organisation in the UK- Percentage not taught by NTU

23c Other private organisation in the UK - Percentage not taught by NTU

23d Any other Non-UK organisation -
Percentage not taught by NTU

24 Date this version was formally
approved by the School
Academic Standards and Quality
Committee (SASQC) or
Development Approval Group
(DAG):