Module Title	**Contemporary Poetry**
Programme(s)/Course	ENGLISH WITH CREATIVE WRITING
Level	6
Semester	2
Ref No:	
Credit Value	20
Student Study hours	Contact hours: 48 Student managed learning hours: 152
Pre-requisite learning	
Co-requisites	
Excluded combinations	
Module Coordinator [Name + e mail address]	TBA
Parent Department	Arts and Performance
Parent Course	English with Creative Writing
JACS Code	
Description [100 words max]	This module investigates how contemporary poetry achieves meaning in the twenty-first century. Focusing on a wide range of practices, including performance, conceptual, digital and documentary poetry, the module also engages students with critical debates on contemporary poetry. Students study the work of a diverse range of poets including Susan Howe, Claudia Rankine, Kenneth Goldsmith, Maggie O'Sullivan, Tom Raworth and Nathaniel McKay.
Aims	This module aims to • Build on students' knowledge and understanding of poetic discourse acquired in modules at L4 and L5 • Extend students' understanding of poetic criticism and theory • Engage students with contemporary debates about poetry and poetic form • Develop their understanding of the theoretical and critical tools available to assist their own written responses to poetry.
Learning outcomes	**Knowledge and Understanding**: On completing this module students will be expected to: • be familiar with diverse forms of contemporary poetry in English; • demonstrate a sophisticated competence in analysing contemporary poetry in English; • demonstrate a detailed understanding of critical and theoretical debates on contemporary poetry. **Intellectual Skills**: • critically engage with diverse forms of contemporary poetry in English • demonstrate an ability to use precise linguistic and critical terminology at an appropriate level. • demonstrate an awareness of contemporary critical and theoretical approaches to poetic texts.

	Transferable Skills: • Give theoretically and critically sophisticated and detailed oral presentations • Analyse a wide range of critical and theoretical material • Produce in written form a coherent and theoretically complex argument
Employability	The skills gained on completion of this module are appropriate to employment in the following areas: Teaching, Publishing and Bookselling, Administration, Journalism and other media-related professions.
Teaching & Learning Pattern	1 x 2 hour lecture 1 x 2 hour seminar
Indicative content	Focusing on a range of poetic forms and practices, students consider poetry as a living cultural medium. Students are encouraged to read the work of each poet in the context of their contemporaries and with the social and political background in view. This approach will also lead to a discussion of the selective processes related to the formation of a contemporary poetic canon.
Assessment method (Please give details – of components, weightings, sequence of components, final component)	For example: CW1: Oral Presentation and 1,500 word presentation write-up (30%) CW2: Essay (70%), 3, 000 words Pass Mark: 40% for each assessment
Indicative Reading	**CORE READING:** Dove, Rita (2010). *Sonata Mulattica*. New York: Norton & Co. Hughes, Ted (1999). *Birthday Letters*. London: Faber Langley, Edna (2000). *The Bloodaxe Book of 20th century Poems from Britain and Ireland*. Northumberland: Bloodaxe Steghart, W. (2015). *Poems of the Decade: The Forward Books of Poetry*. London: Faber and Faber Rankine, Claudia (2014). *Citizen*. Harmondsworth: Penguin Rankine, Claudia (2004). *Don't Let me Be Lonely*. Harmondsworth:Penguin. **OPTIONAL READING:** Cook, Jon, (ed.), 2004. *Poetry in Theory: An Anthology 1900-2000*. Oxford: Blackwell. Hamilton, Nathan, (ed.), 2013. *Dear World and Everyone In It: new Poetry in the UK*. Newcastle. Bloodaxe. Robinson, Peter, 2002. *Poetry, Poets, Readers: Making Things Happen*. Oxford: Clarendon. Robinson, Peter, 2005. *Twentieth-Century Poetry: Selves and Situations*. Oxford: Oxford University. Siemans, R. and S. Schreibman (2015). *A Companion to Digital Literary Studies*. London: Blackwell. Trotter, David, *The Making of the Reader: Language and Subjectivity in Modern American, English and Irish Poetry*, 1984. London: Macmillan.

	Walcott, Derek, 1998. *What the Twilight Says*. New York: Farrar.
Other Learning Resources	VLE Field trips to poetry readings, poetry in performance Public/Academic lectures on the work of contemporary poets.