

Contemporary Irish Writing

Section A: Headline Information	
Module title	Contemporary Irish Writing
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	TBC
Module Co-ordinator	Dr. Eoghan Smith
Parent programme(s)	BA (Honours) in English and History
Stage of parent programme	2
Semester (semester1/semester2 if applicable)	2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Lectures, tutorials, web- facilitated learning
Entry requirements (statement of knowledge, skill and competence)	Successful completion of Stage 1 of the programme or equivalent is required.
Pre-requisite module titles	N/A
Co-requisite module titles	N/A
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in English. A background in teaching and/or research in Irish literature would be desirable.
Maximum number of learners per module	35
Duration of the module	1 Semester
Average (over the duration of the module) of the contact hours per week (see * below)	2.33
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall; Small Groupwork Room
Analysis of required learning effort	
*Effort while in contact with staff	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1:15	4	1:15	N/A	N/A		97: Assessment prep and writing: 20 hours Directed Reading: 40 hours Self-directed study: 37 hours			125 hours
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				100%				100%		

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	<p>This module builds on learner knowledge of modern and contemporary Irish writing attained at Stage 1. It is a key module in the Irish literature strand of the BA (Hons) in English and History.</p> <p>The module allows learners to explore the literature of contemporary Ireland, with a focus on how Irish writers have responded to significant social, political and economic change. In reading literature in specific contexts, learners practice interpretive skills attained in Stage 1 'Introduction to Literature' and Stage 2 'Critical Approaches'.</p>
Module Aims and Objectives	Learners on this module examine a selection of Irish novels, plays, poems and short stories written or published (approximately) in the last twenty years. Through the

	<p>development of research, collaborative and presentation skills and competencies, the module aims to equip learners to consider and analyse how recent Irish writing has represented and interrogated certain key cultural, socio-economic and political transformations in Ireland's recent history, including: the effects of globalisation; Irish Immigration/Emigration and its consequences; the politics of sexuality and gender; ecology, suburbanisation and the ghost estate; the rise and fall of the Celtic Tiger.</p> <p>Through the writing of a researched essay which is guided by the course co-ordinator through an essay plan, a key objective is to develop the competency of independent learning and engagement with feedback.</p>
<p>Minimum Module Learning Outcomes</p>	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> 1. Identify how a canon of contemporary Irish literature can be constructed (MIPLO 1, 2) 2. Analyze prescribed texts in relation to key concepts and themes such as: Ireland and globalization; Immigration/Migration and Irish identity; the representation of the 'Celtic Tiger' and its aftermath (including ecology, suburbanization and ghost estates); evolving gender norms and the representation of marginal sexualities (MIPLO 3, 4, 8). 3. Work in groups to research and employ varieties of critical assessment of recent Irish fiction, including: scholarly criticism, newspaper/magazine reviews, and the varied forms of multimedia response (radio, weblog, online literary reviews and videos) (MIPLO 5, 6). 4. Produce an individual piece of written work following guidance and feedback (MIPLO 5, 7).
<p>Information Provided to Learners about the Module</p>	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
<p>Module Content, Organisation and Structure</p>	<p>The core content of the module typically consists of a mixture of recent Irish novels, short stories, poetry and plays. As this is a module on contemporary literature, texts may change from year to year. Texts will not be approached in a strictly chronological order but rather be taught in terms of how they relate to the key module themes listed above. As this class is taught as a seminar, learners will be expected to read these works prior to class.</p> <p>The module will begin by discussing the cultural, political, theoretical and socio-economic contexts within which contemporary Irish writing has been produced and understood. Learners are also alerted to pre-existing Irish literary and artistic forms out of which, and against which, recent Irish fiction has emerged, and which will have been encountered in Stage 1 'Introduction to Modern Irish Writing'. Key</p>

	<p>themes that are explored are:</p> <ul style="list-style-type: none"> • Ireland and globalization • Immigration/Migration and Irish identity • The representation of the 'Celtic Tiger' and its aftermath (including ecology, suburbanization and ghost estates) • Evolving gender norms and the representation of marginal sexualities <p>Learners read prescribed works of literature in the light of these themes, and develop an understanding not only of the literature of the period but also the relationship between literature and its socio-historical/economic contexts.</p>
<p>Module Teaching and Learning Strategy</p>	<p>There is a maximum of 35 learners in this module.</p> <p>The module is taught as a seminar, led by the module co-ordinator who provides key contextual and background information. Seminars include close reading of selected passages, small group discussion, interactive presentations and in-class guided activities. Learners will be obliged to engage meaningfully and to contribute vocally where appropriate as well as make one presentation during the term. Various different forms of media will be employed to vary the learning experience, such as PowerPoint, audio and visual clips (film and documentary) and Moodle.</p> <p>Key to the teaching strategy is that learners will work independently as individuals and in groups to produce oral, digital and written work. This enables learners to develop self-directed research and communicative skills that will be further enhanced in later Stages.</p>
<p>Work-Based Learning and Practice-Placement</p>	<p>N/A</p>
<p>E-Learning</p>	<p>Moodle used for teaching resources and for learners to upload and share, powerpoint, presentations and videos.</p>
<p>Specifications for Module Staffing Requirements</p>	<p>Teaching staff should have sufficient breadth of knowledge and competency to teach Irish literature from the period of 1990 to the present.</p> <p>Staff:Learner ratio is typical of the overall programme approach with a maximum of 35 learners</p> <p>Staffing requirements: 1 lecturer</p> <p>The maximum tutor:learner ratio is 20.</p>
<p>Module Summative and Formative Assessment Strategy</p>	<p>Assessment of this module is by contribution to seminar in-class presentation (10%); analytic review to be placed on a class webpage (10%), essay plan (10%), final essay (70%).</p> <p><u>In Class Presentation (Formative) 10% (MIMLO 2)</u> Learners are asked to investigate a key theme/concept/question within the module and how it relates to one of the core texts. They present their findings to the class who are expected to respond with informed questions and commentary.</p> <p><u>Analytic Review (Summative) 10% (MIMLO 1, 2, 3)</u> Learners work in small groups. Each group are asked to perform an analytic review</p>

	<p>of different forms of critical response to specific texts; as many of the texts will be very recent, this involves drawing material from a range of different sources: i.e. literary journals, newspaper reviews, radio programmes, weblogs, online literary magazines.</p> <p><u>Essay plan and 1,750-2,000-word Essay (Formative and Summative) 80% (MIMLO 1, 2, 3, 4)</u></p> <p>The lecturer provides questions which ask learners to consider module themes in relation to at least two texts. Based on these questions, learners submit an essay plan which details how they will answer one of these questions and what resources they will use. The lecturer gives the learner feedback and commentary prior to the submission of the essay. The purpose of this exercise is offer learners a clear and guided structure in which they can then independently develop an essay topic.</p>
<p>Sample Assessment Materials</p>	<p><u>In-class presentation</u></p> <p>Example of learner presentation might be: ‘The relationship between suburbanisation and ecology in Paula Meehan’s ‘Death of a Field’ ‘Considering the representation of men and women in two stories by Claire Keegan’</p> <p><u>Analytic Review</u></p> <p>Learners are divided into groups and asked to choose a text that was published after 1990 (this could be a prose, a play or a poem). Each member of the group should be able to produce at least one review, blog, newspaper piece, radio piece, etc. about the chosen text. The group work collaboratively to produce an analysis of the critical reception of the text. Finally, the group places their review on a class webpage that serves both as a study resource, a repository of learner learning, and a class overview of Irish literary culture and criticism from 1990 onwards.</p> <p><u>Essay plan and essay</u></p> <p>Sample questions to which learners would build an essay in response might include:</p> <p>‘How is the Celtic Tiger represented in literature of the period?’ ‘How responsive is contemporary Irish literature to globalisation?’ ‘What kinds of sexualities are presented in contemporary Irish writing?’</p>
<p>Reading Lists and Other Information Resources</p>	<p><u>Indicative Reading List:</u></p> <p>Barry, Kevin, <i>Dark Lies the Island</i> (London: Jonathan Cape, 2012)</p> <p>Enright, Anne, <i>The Gathering</i> (London: Jonathan Cape, 2007)</p> <p>Keegan, Claire, <i>Walk the Blue Fields</i> (London: Faber and Faber, 2007)</p> <p>McPherson, Conor, <i>Shining City</i> (London: Nick Hern Press, 2004) or <i>The Night Alive</i> (London: Nick Hern Press, 2013)</p> <p>O’Brien, Eugene, <i>Eden</i> (Oxford: Berg, 2001)</p> <p>Note: Other texts may be substituted as necessary.</p> <p><u>Other Reading:</u></p> <p>Cahill, Susan, <i>Irish Literature in the Celtic Tiger Years</i> (London: Bloomsbury, 2011)</p>

	<p>Smith, Eoghan and Simon Workman, <i>Imagining Irish Suburbia in Literature and Culture</i> (Basingstoke: Palgrave Macmillan, 2018)</p> <p>There are numerous other special journal editions and individual articles on authors which are made available to learners.</p>
Module Physical Resource Requirements	<p>Large lecture hall.</p> <p>Small room suitable for group work</p> <p>Moodle VLE</p> <p>Library resources</p>