

## Gothic Fiction

<b>Section A: Headline Information</b>	
<b>Module title</b>	Gothic Fiction
<b>Module NFQ level (only if an NFQ level can be demonstrated)</b>	8
<b>Module number/reference</b>	TBC
<b>Module Co-ordinator</b>	Dr. Eoghan Smith
<b>Parent programme(s)</b>	BA (Honours) in English and History
<b>Stage of parent programme</b>	3
<b>Semester (semester1/semester2 if applicable)</b>	1
<b>Module credit units (FET/HET/ECTS)</b>	ECTS
<b>Module credit number of units</b>	5
<b>List the teaching and learning modes</b>	Lectures, web- facilitated learning
<b>Entry requirements (statement of knowledge, skill and competence)</b>	Successful completion of Stage 2 of the programme or equivalent is required.
<b>Pre-requisite module titles</b>	N/A
<b>Co-requisite module titles</b>	N/A
<b>Is this a capstone module? (Yes or No)</b>	No
<b>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)</b>	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in English.
<b>Maximum number of learners per module</b>	35
<b>Duration of the module</b>	1 Semester
<b>Average (over the duration of the module) of the contact hours per week (see * below)</b>	2
<b>Module-specific physical resources and support required per centre (or instance of the module)</b>	Lecture Hall; Small Groupwork Room
<b>Analysis of required learning effort</b>	
<b>*Effort while in contact with staff</b>	

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						101: Assessment and exam prep: 21 hours  Directed Reading: 40 hours  Self-directed study: 40 hours			125 hours
<b>Allocation of marks (within the module)</b>										
				<b>Continuous assessment</b>	<b>Supervised project</b>	<b>Proctored practical examination</b>	<b>Proctored written examination</b>	<b>Total</b>		
<b>Percentage contribution</b>				40%			60%	<b>100%</b>		

<b>Section B: Module Descriptor</b>	
<b>Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs</b>	This module is a survey of the Gothic literature from its inception to the present day. It is one of a number of English genre courses on the programme. It enhances knowledge and understanding of a significant and ever-present anti-realist genre of English literature. The course augments understanding of other elements of the English stream, including eighteenth-century literature, Romantic writing, Victorian literature and contemporary writing. The module contributes to the achievement of Programme Learning Outcomes in the area of knowledge breadth, while the skills of selectivity and communication are developed through the assessments.
<b>Module Aims and Objectives</b>	The aim of this module is to provide knowledge and understanding of the history of Gothic literature and its related forms, including horror, and to account for more

	<p>contemporary varieties found in urban fantasy, paranormal romance and dark fantasy. The module has three particular objectives: (1) To provide for a strong knowledge of the conventions, styles and modes of the Gothic genre (2) To read Gothic literature in and through historical contexts. A key objective therefore is to build on and reinforce attained competencies of understanding and interpreting literature in context (3) To utilise digital skills to enhance collaborative learning.</p>
<p><b>Minimum Module Learning Outcomes</b></p>	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate knowledge and understanding of the history and the major conventions of Gothic fiction. (MIPLO 1, 2)</li> <li>2. Critique Gothic texts within historical, political or social contexts. (MIPLO 4)</li> <li>3. Build an online database of Gothic literature and Gothic-related cultural products. (MIPLO 5, 6, 8)</li> </ol>
<p><b>Information Provided to Learners about the Module</b></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><b>Module Content, Organisation and Structure</b></p>	<p>The module is a survey of key texts of Gothic literature and some related contemporary forms. Key themes covered are in lectures are: supernaturalism, psychological realism, psychoanalysis and Gothic, representations of gender and sexuality, terror and horror, violence, varieties of gothic and horror, the socio-political dimension of Gothic, historical contexts for Gothic fiction. Indicative content is as follows:</p> <ul style="list-style-type: none"> <li>• Introduction to the history of the genre; core texts and moments in Gothic literature; theories of Gothic; generic, formal and stylistic conventions</li> <li>• Early Gothic: Horace Walpole, <i>The Castle of Otranto</i></li> <li>• Gothic and 'Terror' Fiction: Mathew Lewis, <i>The Monk</i></li> <li>• Enlightenment, Female Gothic and Science Fiction: Mary Shelley, <i>Frankenstein</i></li> <li>• Victorian Gothic and the Vampire: JS le Fanu, <i>Carmilla</i></li> <li>• Contemporary Gothic and Horror: Stephen King, <i>The Shining</i></li> <li>• Urban Fantasy and Paranormal Romance</li> </ul> <p>Texts named here are indicative only and content may change. Other writers that may be taught or referenced include Ann Radcliffe, Henry James, Ann Rice and Charlaine Harris.</p> <p>Tutorials cover the following topics:</p> <ul style="list-style-type: none"> <li>• Gothic conventions (e.g., ancient texts; supernaturalism; Gothic spaces; violence; villains; transgression)</li> </ul>

	<ul style="list-style-type: none"> <li>• Eighteenth-century Gothic and its contexts: reading from selected passages of <i>The Castle of Otranto</i> and <i>The Monk</i></li> <li>• Gothic and Enlightenment: Considering <i>Frankenstein</i> as an Enlightenment text</li> <li>• The figure of the vampire: Tracing the history and meanings of the vampire from Coleridge through <i>Carmilla</i> and <i>Dracula</i> to modern and contemporary screen representations (e.g. <i>Dracula</i>, <i>True Blood</i>, <i>Vampire Diaries</i>)</li> </ul>
<b>Module Teaching and Learning Strategy</b>	<p>Lectures: Lectures are the primary method for teaching module content to large groups. Learners are encouraged to contribute to lectures through dialogue with the lecturer.</p> <p>Web-facilitated learning: Learners will construct a class database under supervised rubrics of Gothic and Horror related material in literature and popular culture. Each contribution will grow the database as a class repository. The database is principally designed to allow learners to share their knowledge and understanding of Gothic and Horror culture, and to build a shared space that can also be used as a learning resource.</p>
<b>Work-Based Learning and Practice-Placement</b>	N/A
<b>E-Learning</b>	Moodle used for teaching resources and for learners to upload and share, powerpoint, presentations and videos.
<b>Specifications for Module Staffing Requirements</b>	<p>Staff:Learner ratio is typical of the overall programme approach with a maximum of 35 learners</p> <p>Staffing requirements: 1 lecturer and 1 tutor</p> <p>However, as a cross-programme module, additional staff will be required where the maximum number of learners exceed the resources available.</p>
<b>Module Summative and Formative Assessment Strategy</b>	The assessment strategy for this module is a mixture of formative and summative assessment.
<b>Sample Assessment Materials</b>	<p><b>Continuous Assessment</b> (formative and summative): 40% (MIMLOs 2, 5, 6, 8)</p> <p>Learners must research and post at least two contributions of a Gothic/Horror related cultural text to a class database. These contributions should include a description of their contribution, a rationale for the piece's inclusion, a picture, a weblink to their contribution (YouTube clip, to the book, music video, etc.) and a brief interpretation about the significance of their chosen piece. Each contribution will be marked out of 20%. Learners are able to write on contributions to the database in their exam.</p> <p><b>Exam</b> (Summative): 60% (MIMLOs 1, 2, 4)</p> <p>Learners sit a two-hour two question exam worth 60%. Learners are typically asked to answer thematic questions on the course material, and may draw from the database in their answer.</p>
<b>Reading Lists and Other</b>	<b>Essential Reading:</b>

<b>Information Resources</b>	<p>King, Stephen, <i>The Shining</i> (1977)</p> <p>le Fanu, JS, <i>Carmilla</i> (1864)</p> <p>Lewis, Mathew, <i>The Monk</i> (1796)</p> <p>Shelley, Mary, <i>Frankenstein</i> (1818)</p> <p>Walpole, Horace, <i>The Castle of Otranto</i> (1764)</p> <p>Note: Other texts may be substituted as necessary.</p> <p><b><u>Other Reading:</u></b></p> <p>Auerbach, Nina, <i>Ourselves, Our Vampires</i> (Chicago: University of Chicago Press, 1995)</p> <p>Botting, Fred, <i>Gothic</i> (London: Taylor and Francis, 1995)</p> <p>Hogle, Jerrold E., ed. <i>The Cambridge Companion to Gothic</i> (Cambridge: Cambridge University Press, 2002)</p> <p>Kilgour, Maggie, <i>The Rise of the Gothic Novel</i> (London: Routledge, 2013)</p> <p>Spooner, Catherine, <i>Contemporary Gothic</i> (London: Reaktion Books, 2006)</p>
<b>Module Physical Resource Requirements</b>	<p>Large lecture hall.</p> <p>Small room suitable for group work</p> <p>Moodle VLE</p> <p>Library resources</p>