

## Writing Modern Ireland: From Independence to the Celtic Tiger

7.1 Module Overview									
<b>Module Number</b>		<b>Module Title</b>	Writing Modern Ireland from Independence to the Celtic Tiger						
<b>Stage of Principal Programme</b>			1	<b>Semester</b>	1	<b>Duration.</b> <i>(Weeks F/T)</i>	12	<b>ECTS</b>	5
<b>Mandatory / Elective (M/E)</b>	M	<b>Hours of Learner Effort / Week</b>	2.3						
Analysis of required hours of learning effort									
<b>Teaching and Learning Modalities</b>					<b>✓if relevant to this module</b>	<b>Approx. proportion of total (hours)</b>			
<b>Contact Hours</b>									
In person face-to-face					✓	28			
Synchronous									
<b>Indirect/Non-Contact Hours</b>									
Asynchronous									
Work Based									
Other:									
<ul style="list-style-type: none"> <li>Independent self- direct reading</li> </ul>					✓	57			
<ul style="list-style-type: none"> <li>Research, preparation and completion of assessment</li> </ul>					✓	40			
<ul style="list-style-type: none"> <li>Exam Preparation</li> </ul>									
<b>Total</b>						125			

<b>Pre-Requisite Module, if any. Module # and Title</b>	N/A
<b>Co-Requisite Module, if any. Module # and Title</b>	N/A
<b>Maximum number of learners per instance of the module</b>	45
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.	
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	Qualifications & experience required
Lecturer	A minimum level 9 qualification in English literature/digital studies or closely cognate area
Tutor	A minimum level 9 qualification in English literature/digital studies or closely cognate area
Staff - Learner Ratio X:Y	
	1:45
	1:20

Assessment Techniques – percentage contribution				
<b>Continuous Assessment</b>	100%	<b>Proctored Exam – in person</b>		<b>Practical Skills Based</b>
<b>Project</b>		<b>Proctored Exam – online</b>		<b>Work Based</b>
<b>Capstone (Y/N)?</b>	N	<b>If Yes, describe</b>		

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
<b>MIMLO</b> On completion of this module a learner will be able to:	<b>Related MIPLO #</b>
1. Demonstrate knowledge and understanding of canonical texts and major traditions in Irish literature from the early 20 <sup>th</sup> century to the early 2000s.	1, 2

2. Critique major texts in Irish literature from a social, historical, political, economic and/or cultural perspective.	<b>3, 4</b>
3. Review the presentation of literary event, activity or exhibition related to twentieth-century Irish literature.	<b>4, 6</b>

### 7.3 Indicative Module Content, Organisation and Structure

This module is a survey of some of the canonical texts of 20<sup>th</sup> century and early 21<sup>st</sup> century Irish literature. It offers an overview of Irish writing over just over 100 years, from just prior to the establishment of the Irish Free State to the Celtic Tiger. As the only mandatory module on Irish literature, it is the baseline module for modules in Irish literature on the programme.

The course is taught as a series of lectures with tutorial support. Indicative content can include the following (up to 4 or 5 texts):

- Overview of Irish literature from 1912-2012: key texts, historical, social, political, economic and cultural contexts
- James Joyce, selected stories from *Dubliners*
- Edna O'Brien, *The Country Girls*
- Seamus Heaney, *North*; Eavan Boland, *selected poems*
- Pat McCabe, *The Butcher Boy*
- Lenny Abramhson, *Adam and Paul*
- Claire Keegan, Kevin Barry, *selected short stories*
- Sally Rooney, *Normal People*

### 7.4 Work-based learning and practice-placement (if applicable)

N/A

### 7.5 Specific module resources required (if applicable)

N/A

### 7.6 Application of programme teaching, learning and assessment strategies to this module

The module is led by the module co-ordinator who provides key contextual and background information. Lectures include small group discussion, interactive presentations and in-class guided activities. Learners will be obliged to engage meaningfully and to contribute vocally where appropriate. Various different forms of media will be employed to vary the learning experience, such as PowerPoint, audio and visual clips (internet etc.) and Moodle. Lectures will be supported by 4 fortnightly tutorials where close readings, discussions of course material, and assessment activities will be workshopped. Class time will be given over for the authentic assessment portion of the course.

As part of the teaching, learning and assessment strategy, learners will be required to visit a cultural/literary event, activity or exhibition. The purpose of this assessment is both formative and assessment, and the primary aim is to encourage learners to encounter literature in context, and to engage in authentic assessment opportunities. The nature of the excursion may change from year to year, and could include (for example): a trip to the theatre to see an Irish play; a visit to the Museum of Literature Ireland; a visit to an exhibition (such as the James Joyce museum); a visit to hear an Irish writer being interviewed at a literary festival; an online exhibition featuring an Irish writer or their work. Where possible, this assessment will be on an Irish writer on the reading list. Lecturers should investigate what events/exhibitions will be on during the term and adjust the reading list accordingly. Tutorial time will be given over to workshopping the review and essay.

7.7 Summative Assessment Strategy for this module		
MIMLOs	Technique(s)	Weighting
2, 3	Review of a cultural or literary event, activity or exhibition. This requires learners to engage with Irish literature outside of the classroom.	40%
1, 2	Essay. This essay requires learners to write on at least two texts on their course, and tests their knowledge and understanding of those texts and contexts, and their ability to synthesis and present information.	50%

7.8 Sample Assessment Materials	
<ol style="list-style-type: none"> <li>1) Attendance in class (10%)</li> <li>2) Review of literary/cultural event/activity/exhibition. Write a 1000-word (max) review of a literary/cultural event/activity/exhibition you have recently attended.</li> <li>3) Choose at least two texts on your course. Write a 1250-word essay that explores how those texts responded to social, cultural, political, or economic circumstances in Ireland. In your answer, you should state what position you think these texts take on Irish life.</li> </ol>	<p>Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's <a href="#">Regulations in Relation to Assessment and Standards</a> unless otherwise indicated.</p>

7.9 Indicative reading lists and other information resources
<p><b>Indicative Core Reading:</b> Any edition of the following will do:</p> <p>James Joyce, <i>Dubliners</i>            Edna O'Brien, <i>The Country Girls</i>            Pat McCabe, <i>The Butcher Boy</i>            Lenny Abrahamson, <i>Adam and Paul</i>            Sally Rooney, <i>Normal People</i></p> <p>Selected poems by Heaney and Boland and selected stories by Keegan and Barry should be made available on Moodle.</p>