

Contemporary Irish Writing

7.1 Module Overview									
Module Number		Module Title	Contemporary Irish Writing						
Stage of Principal Programme			3	Semester	1	Duration. <i>(Weeks F/T)</i>	12	ECTS	5
Mandatory / Elective (M/E)	E	Hours of Learner Effort / Week	2						
Analysis of required hours of learning effort									
Teaching and Learning Modalities					✓if relevant to this module	Approx. proportion of total (hours)			
Contact Hours									
In person face-to-face					✓	24			
Synchronous									
Indirect/Non-Contact Hours									
Asynchronous									
Work Based									
Other:									
• Independent self- direct reading					✓	41			
• Research, preparation and completion of assessment					✓	25			
• Essay Preparation					✓	35			
Total						125			

Pre-Requisite Module, if any. Module # and Title	N/A
Co-Requisite Module, if any. Module # and Title	N/A
Maximum number of learners per instance of the module	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 or closely cognate area
	Staff - Learner Ratio X:Y
	1:45

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

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
MIMLO On completion of this module a learner will be able to:	Related MIPLO #
1. Evaluate how a canon of contemporary Irish literature can be constructed and outline some of its major aesthetic modes	1, 2

2. Analyze prescribed texts in relation to key concepts and themes such as: the representation of the 'Celtic Tiger' and its aftermath; evolving gender norms and the representation of marginal sexualities; Ireland and climate change; Digital technology and contemporary Irish society; Immigration/Migration and Irish identity; the legacies of institutional abuse in Ireland.	3, 4, 8
3. Work in groups to research, collate and evaluate 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).	5, 6
4. Produce an independent piece of written work following guidance and feedback	5, 7

7.3 Indicative Module Content, Organisation and Structure

The core content of the module typically consists of a mixture of recent Irish novels, short stories, poetry, plays and films written, published, or produced in the last twenty years. 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 their relevance to core thematic concerns. As this class is taught as a seminar, learners will be expected to read these works prior to class.

The module will begin by discussing the cultural, political, theoretical and socio-economic contexts within which contemporary Irish writing has been produced and understood. The following themes will then form the basis for subsequent lectures:

- The representation of the 'Celtic Tiger' and its aftermath;
- Evolving gender norms and the representation of marginal sexualities;
- Ireland and climate change;
- Digital technology and contemporary Irish society;
- Immigration/Migration and Irish identity;
- The legacies of institutional abuse in Ireland.

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. Learners will also be guided to evaluate the particular genre(s) and aesthetic mode(s) adopted in each text and prompted to consider how the formal properties and textures of the writing generate and permit certain kinds of effects and meanings.

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 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 possible. Various different forms of media will be employed to vary the learning experience, such as PowerPoint, audio and visual clips (film and documentary), and Mentimeter. Where possible, studied writers will be invited to the college to discuss their work, offering learners the opportunity to engage with authors in person.

Learners will access class notes, PowerPoints, and relevant articles and documents on Moodle, which will act as the digital interface for the course. A range of weblinks will also be accessible through Moodle, including interviews, relevant podcast episodes, and links to primary sources of relevance to the course. This will facilitate asynchronous learning and encourage learners to develop their sense of cultural context for the texts being considered.

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.

The assessment for the module consists of 100 % continuous assessment composed of two components:

- 1.) An essay plan and essay
- 2.) A group-work contemporary analytic review uploaded onto a class database.

Essay plan (formative) and 1750 – 2,000 word Essay (Summative) 70%

Learners write an essay that considers module themes in relation to at least two texts. Learners submit an essay plan that 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.

Group Work Contemporary Analytic Review (1,000 words): 30%

Learners work in small groups. Each group will perform an analytic review 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. Once completed, the analytic review must be uploaded onto a class database with relevant links and images included.

7.7 Summative Assessment Strategy for this module		
MIMLOs	Technique(s)	Weighting
1, 2, 4	Essay (1,750 – 2000 words) learners must complete an essay that responds to one question theme in relation to two module texts	70%
1, 2, 3	Analytic Review: In groups, learners perform an analytic review, which will then be uploaded onto a class database	30%

7.8 Sample Assessment Materials

Essay (1750-2000 words)

Write an essay on one of themes below with reference to at least **two writers** or texts from your course:

- Political and/or religious division.
- The effect of the ‘Celtic Tiger’ and/or its aftermath on Irish culture and society
- The representation of class and/or socio-economic background
- Issues of personal development and/or identity in contemporary Ireland (e.g., personal background, sexual development, gender identity, urban/rural identities)
- Marginalisation in contemporary Irish society.

Before beginning you must complete an **essay plan** using the following template:

Essay Plan Template

Learner Name:	
Title of essay:	
Primary Sources/Texts	
Outline the content and structure of your proposed essay. Remember to list the following: <ul style="list-style-type: none"> • Thesis/thematic focus. • Basic plan for essay structure 	

<ul style="list-style-type: none"> • Specific moments/scenes that you will analyse as part of your analysis. 	
Secondary sources: list the criticism you intend to use in answering your question – please use MHRA format when listing texts.	
Include any additional detail you think is relevant i.e., queries/questions for the lecturer, clarification of terms/ideas/concepts relevant to the questions, uncertainties about argument structure	

This is an ungraded piece but it is an important formative learning opportunity.

Marking Rubric:
 Essay graded according to the Carlow College Essay Assessment Marking Criteria as outlined in Section 3.3 of the College’s [Regulations in Relation to Assessment and Standards](#).

Contemporary analytic review (1000 words)
 One of the challenges with working with recently published material is that there is not always a store of published critical, academic research. This also provides an opportunity to develop your own research initiatives by working with primary critical sources. As a group you will perform an analytic review of different forms of critical response to specific texts. As the texts are quite recent, this may involve drawing material from a range of different sources: i.e. literary journals, newspaper reviews, radio programmes, weblogs, online literary magazines. When you have completed your analytic review you must upload it onto the class database and include relevant links and images

Marking Rubric

- Appropriateness of material, depth of research, and accuracy of information (40%)
- Standard of analysis and understanding (40%)
- Fluency of language and vibrancy of database upload (20%)

7.9 Indicative reading lists and other information resources
<p>Indicative Core Reading: O’Callaghan, Conor, <i>Nothing on Earth</i> (London: Doubleday, 2016) <i>The Cured</i>, dir. by David Freyne (IFC, 2017) Rooney, Sally, <i>Normal People</i> (London: Faber & Faber, 2018) Lynch, Paul, <i>Prophet Song</i> (London: Oneworld Publications, 2023) Selected poems by contemporary Irish poets such as: Jessica Traynor, Doireann Ní Ghríofa, and Annemarie Ní Churreáin</p> <p>Indicative Other Resources: <u>The list below will be supplemented with articles relevant to individual texts/themes</u></p> <p>Boyle, Mark, Rob Kitchin, Cian O’Callaghan. ‘Post-politics, Crisis, and Ireland’s Ghost Estates’, <i>Political Geography</i>, 42 (2014): 121–133. Cahill, Susan, <i>Irish Literature in the Celtic Tiger Years</i> (London: Bloomsbury, 2011) Killen, Jarlath and Christina Morin, eds. <i>Irish Gothic</i> (Edinburgh: Edinburgh University Press, 2023) Lucey, Brian, Eugene O’Brien, and Eamon Maher, eds., <i>Recalling the Celtic Tiger</i> (Oxford: Peter Lang, 2019) Maher, Eamon and Eugen O’Brien, eds., <i>From Prosperity to Austerity: A Socio-cultural Critique of the Celtic Tiger and Its Aftermath</i>. (Manchester: Manchester University Press, 2014.) Maher, Eamon and Eugen O’Brien, eds., <i>Reimagining Irish Studies for the Twenty-First Century</i> (Oxford: Peter Lang, 2021) Reynolds, Paige, ed., <i>The New Irish Studies</i> (Cambridge: Cambridge University Press, 2020) Sen, Malcom, ed., <i>A History of Irish Literature and the Environment</i> (Cambridge: Cambridge University Press, 2022) Smith, Eoghan and Simon Workman, <i>Imagining Irish Suburbia in Literature and Culture</i> (Basingstoke: Palgrave Macmillan, 2018) Smith, Eoghan and Simon Workman, eds., ‘The Rise of the Phoenix: Restoration and Renaissance in Contemporary Irish writing’, special issue of <i>Irish Studies Review</i> 31.3 (2023)</p>