

# Rethinking Team-Taught Teaching: Literary Theory in English and Creative Writing

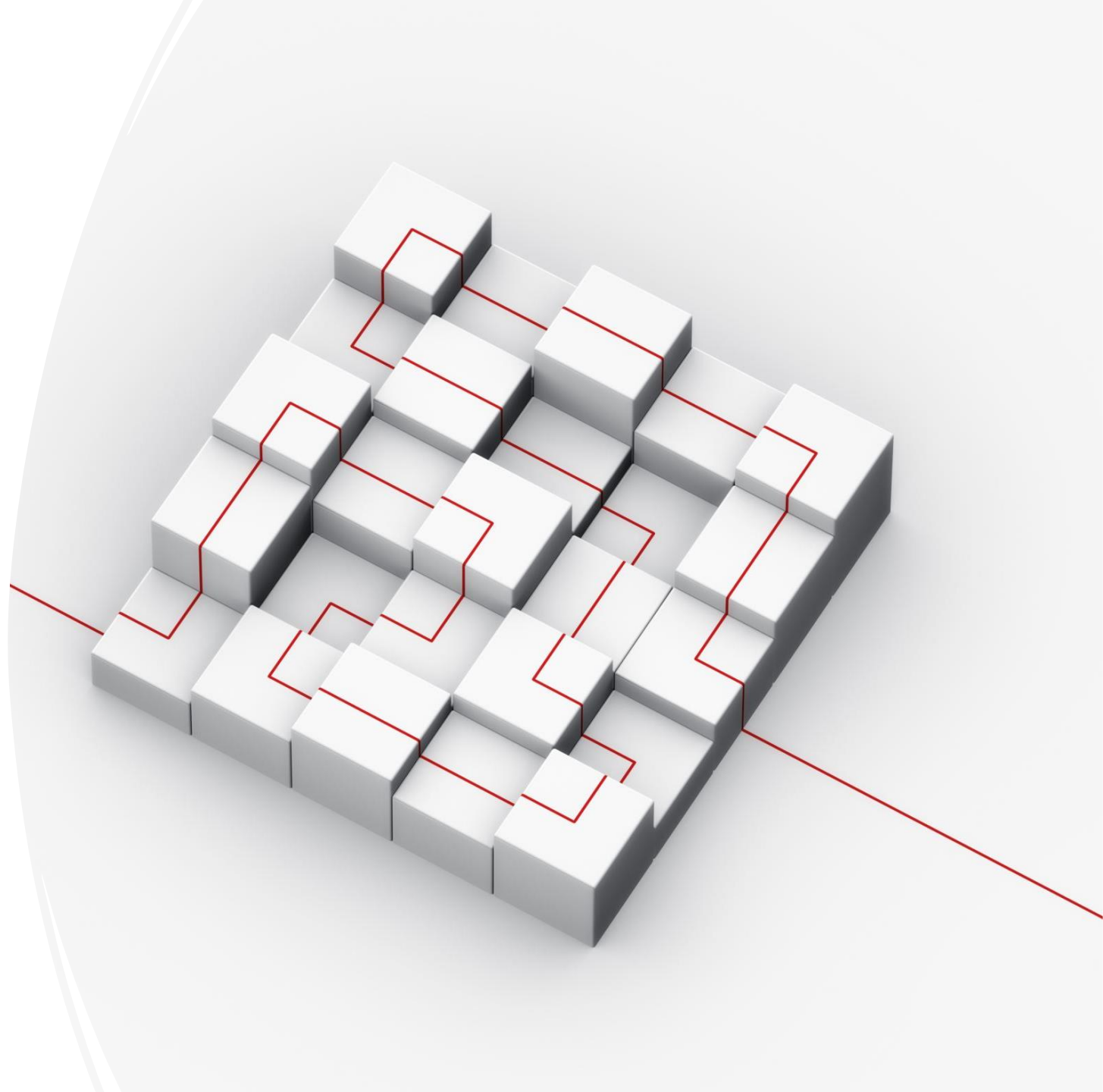
**Malte Urban** and **Matthew Jarvis**

Department of English and Creative  
Writing / School of Languages and  
Literature

# Structure

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- Departmental and module context
- Guiding principles of the re-design
- The re-designed module
- Some reflections



Departmental  
context

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Medium-sized department

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Full-breadth coverage with focus  
on less commonly studied voices

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Sizeable PGR cohort

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Block teaching as part of efforts to  
create concentrated research time

# Block teaching

|            |         |         |         |
|------------|---------|---------|---------|
| Weeks 1-5  | EN23120 | WL30620 | EN20120 |
|            | EN23120 | WL30620 | EN20120 |
|            | EN23120 | WL30620 | EN20120 |
|            | EN23120 | WL30620 | EN20120 |
|            | EN23120 | WL30620 | EN20120 |
| RW         |         |         |         |
| Weeks 7-11 | EN23120 | WL30620 | EN20120 |
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# Module Context

Linear history of 20<sup>th</sup>- and 21<sup>st</sup>-  
century literary theory

Fairly fast paced and shallow  
learning journey

Students drawn to earlier  
(seemingly less complex) Schools

# Guiding principles of the re-design

- Be responsive to changing educational contexts
- Utilise staff expertise and increase sense of ownership of the module
- Increase compatibility with block-teaching
- Allow for agility in relation to workload management

# The re- designed module

Still taught over 10 weeks, but split into two 5-week blocks

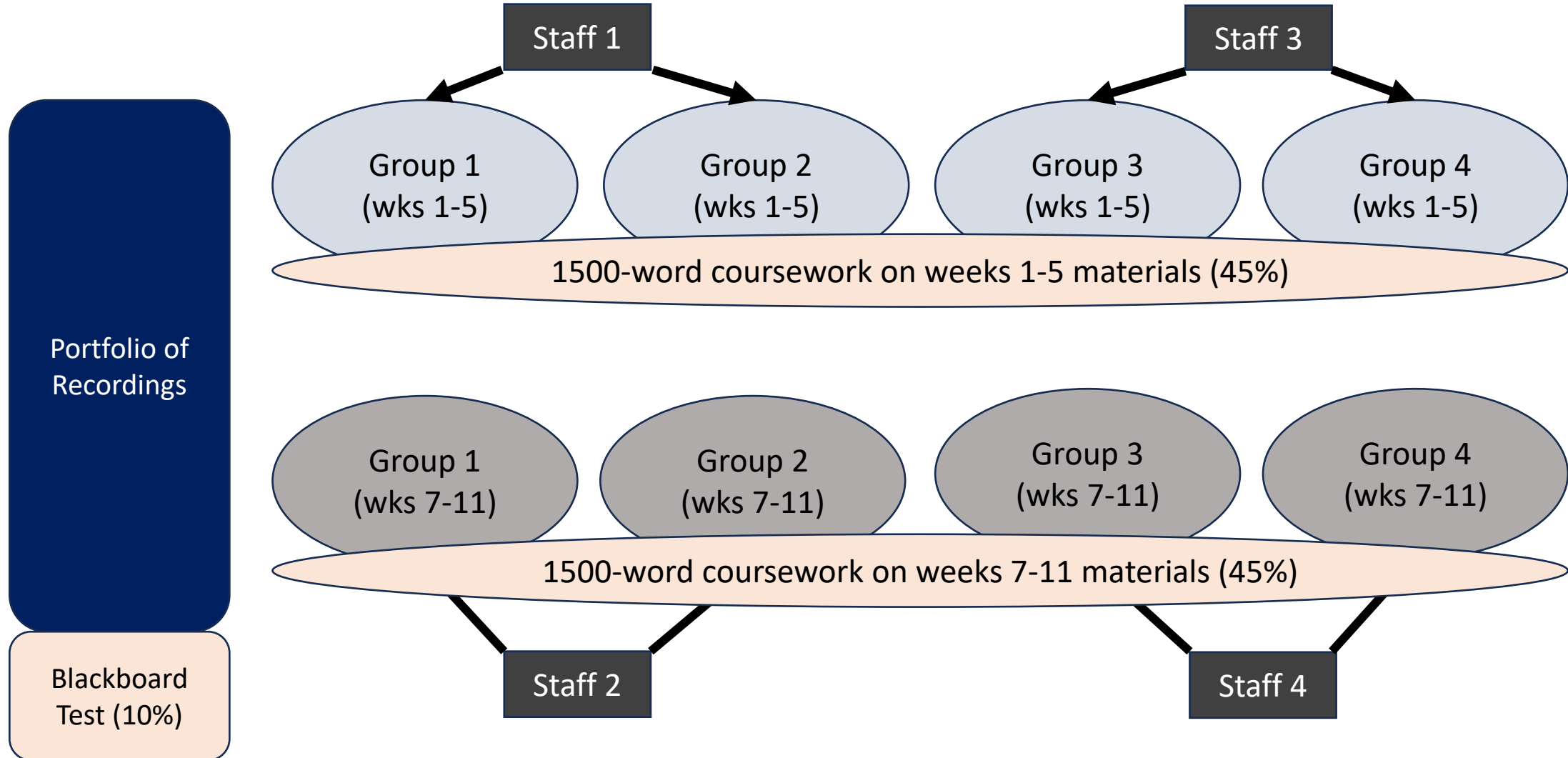
Two complementary learning streams:

Portfolio of recordings on broad range of theories

Weekly seminars on theoretical concepts and approaches ('schools')

Uses seminars to model good practice in deploying theory in students' own critical practice

# The re-designed module





### **Introducing Ideas:**

This session gives students an initial breadth of understanding of the issues in question and starts to explore, via bite-sized examples, how they can be applied to literary-critical practice.

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### **Concept 1 (e.g. ideology, place):**

2 weeks on a specific theoretical concept through engagement with at least 1 piece of theoretical writing

- One week primarily on exploring the theoretical piece(s)
- One week on deepening understanding via deployment into reading of literary textual examples

### **Concept 2 (e.g. ideology, place):**

2 weeks on a specific theoretical concept through engagement with at least 1 piece of theoretical writing

- One week primarily on exploring the theoretical piece(s)
- One week on deepening understanding via deployment into reading of literary textual examples

### **Approach 1 (e.g. Marxist Criticism, Ecocriticism):**

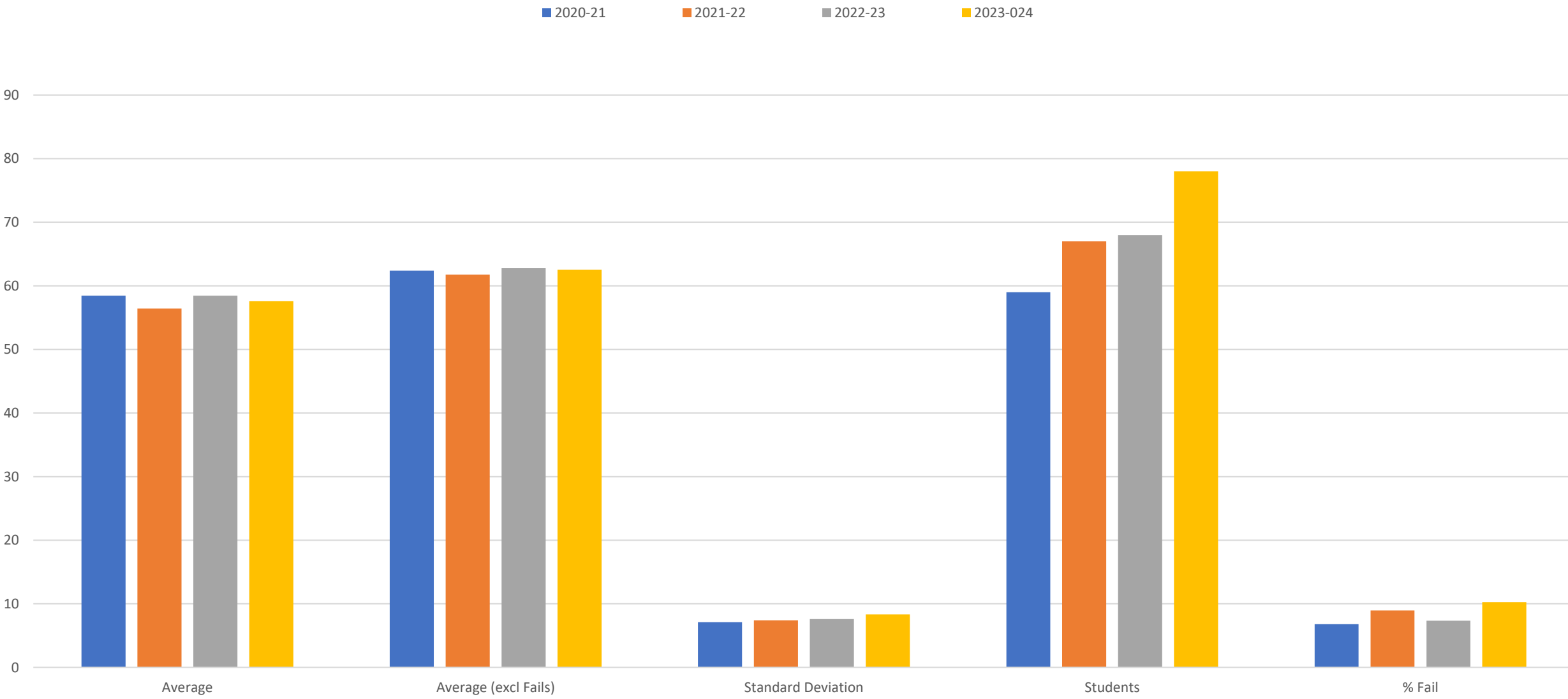
2 weeks on a specific theoretical approach through engagement with at least 1 piece of theoretical writing

- One week primarily on exploring the theoretical piece(s)
- One week on deepening understanding via deployment into reading of literary textual examples





### **Approach 2 (e.g. Marxist Criticism, Ecocriticism):**

2 weeks on a specific theoretical approach through engagement with at least 1 piece of theoretical writing

- One week primarily on exploring the theoretical piece(s)
- One week on deepening understanding via deployment into reading of literary textual examples



# Reflections

- Be responsive to changing educational contexts 
- Utilise staff expertise and increase sense of ownership of the module 
- Increase compatibility with block-teaching 
- Allow for agility in relation to workload management 

Thank you for  
Over to you...  
listening