

## Liverpool John Moores University

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Title: Adolescence and Writing  
Status: Definitive  
Code: **5100ENGL** (122088)  
Version Start Date: 01-08-2021

Owning School/Faculty: Humanities and Social Science  
Teaching School/Faculty: Humanities and Social Science

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**Academic Level:** FHEQ5      **Credit Value:** 20      **Total Delivered Hours:** 37

**Total Learning Hours:** 200      **Private Study:** 163

### Delivery Options

Course typically offered: Semester 2

Component	Contact Hours
Lecture	11
Seminar	22
Tutorial	2
Workshop	2

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	1500 word critical analysis	25	
Essay	AS2	2500 word essay	75	

### Aims

1. To analyse various discourses shaping the cultural category of adolescence, paying particular attention to constructions of the adolescent as a unique literary producer and consumer.
2. To investigate possible reasons for the emergence of the subjective category of adolescence in the late 19th century, and to reflect upon the relationship between borderline forms of subjectivity and ideas of linguistic, sexual or historical excess or crisis.
3. To explore spatial and psychoanalytic discourses associated with adolescence, especially those relating to private identity.

## Learning Outcomes

After completing the module the student should be able to:

- 1 Critically review a range of theoretical discourses surrounding adolescence, and utilise highly specialised skills to consider issues raised by the adolescent's nomination as a unique consumer/producer of literary texts;
- 2 Transfer and apply creative skills to analyse representations of adolescence in a range of sources, identifying where necessary whether the adolescent is a consumer, producer or object of writing;
- 3 Critically evaluate the adolescent's borderline status and integrate new concepts and evidence from a range of sources to relate this to other forms of borderline

## Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

1500 word critical analysis	1	2	3
3000 word essay	1	2	3

## Outline Syllabus

*The key texts studied may vary each year subject to availability and the expertise of staff teaching on the module, but an example of a core syllabus would be:*

*Amis, Martin (1973) The Rachel Papers*

*Ishiguro, Kazuo (2005) Never Let Me Go*

*Oates, Joyce Carol (1966) 'Where Are You Going, Where Have You Been?'*

*Salinger, J.D. (1951) Catcher in the Rye*

*Sebold, Alice (2002) The Lovely Bones*

## Learning Activities

Lectures, Seminars, Workshops, Blackboard Activity

## Notes

In this module we focus upon a selection of texts novels representing adolescent and borderline identity. We begin with a discussion of the various 'universalising' myths which shape our perceptions of age as a component of identity, and attempt to interrogate the so-called common-sense assumptions that prevail about adolescence as a life-stage during which 'crisis' is a normal state. We also consider some of the issues raised by psychoanalytic theory in terms of how the categories 'child' and 'adult' are delineated. The module then explores the historical emergence of the category of 'adolescence' in Western culture, drawing links between fin de siecle discourses of decadence and degeneracy and the ascendancy of a cultural fascination with youthful excess. Following on from this we study a number of 20th and 21st century novels and films in order to reflect upon the association between adolescence and other registers of borderline crisis, particularly sexuality. A key topic for discussion will be the representation of adolescent 'space' (e.g. 'teenage bedrooms') and its relationship to notions of private ?