

Liverpool John Moores University

Title: Adolescence and Writing
Status: Definitive
Code: **6022ENGLIS** (117974)
Version Start Date: 01-08-2019

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

Team	Leader
Joanna Croft	Y

Academic Level: FHEQ6
Credit Value: 24
Total Delivered Hours: 60
Total Learning Hours: 240
Private Study: 180

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	12
Online	16
Seminar	30
Tutorial	2

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Reflection	AS1	Seminar journal 1500 words	30	
Essay	AS2	Essay 3000 words	70	

Aims

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.

To investigate possible reasons for the emergence of the subjective category of adolescence, and to reflect upon the relationship between borderline forms of

*subjectivity and ideas of linguistic, sexual or historical excess or crisis.
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 discourse (e.g. linguistic, sexual, spatial or historical).

Learning Outcomes of Assessments

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

Seminar journal 1500 words	2	
Essay 3000 words	1	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, Online tutor support.

Notes

In this 24 credit 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 siècle 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, sexual, alienated, individual identities. We shall explore the possibility that adolescence is marked by a particularly problematic relationship between mind and body, between 'inner' and 'outer' selves, and by a newly self-conscious awareness of our own mortality.