

Editing the Renaissance

What we would like you to do: Please consider the information provided below on a module and the prompt cards available to each group. Please select **ONE** of the learning outcomes and discuss how you could provide formative tasks prior to summative assessment, how you would assess this learning outcome, whether and how you provide feed forward prior to the final assessment, and by what method(s) you would provide final feedback...and how quickly.

Module background: There are 15 students enrolled on this third year module and it is worth 20 credits (full time students study a total of 120 credits in the year). The module is taught over the second 14 week semester.

Aims: This module offers students an opportunity to engage with a range of texts in their earliest form, study theories of scholarly editing and engage in the practical matter of editing a text. Course materials will be provided by the University Library archives and will draw on Early English Books Online (EBO). Students will gain a thorough grounding in the materiality of the Renaissance text, develop an understanding of the issues and challenges facing the editor of a text and learn about the history of editing in English literature.

FOR THIS EXERCISE REMEMBER TO CHOOSE JUST ONE LEARNING OUTCOME

Learning Outcomes. Students should be able to

- * Demonstrate skills of close textual analysis
- * Demonstrate an awareness of broader theoretical issues generated by the texts and by modern scholars
- * Engage critically with ideas discussed in seminars
- * Construct and express coherent arguments, both orally and in writing
- * Edit a Renaissance text to a standard commensurate with the level of the course

Outline content

This module will begin by 'unediting' the Renaissance. Students will be introduced to the Renaissance text as a material artefact. Topics for consideration will include: author and authority, early modern literary production, publishing: public and private, writing for the stage/page, theories of editing, texts and textuality. The first half of the course (weeks 1-5) will be seminar-based, focusing on the examination of core texts/topics. In weeks 6-10 students will work on specific texts and editorial problems, for which they will receive seminar and tutorial support.