

BA English with Latin

UCAS code: Q3Q6

Awarding Institution:
Teaching Institution:
Relevant QAA subject benchmarking group(s):
Faculty of Arts and Humanities
For students entering Part 1 in 2002
Programme Director: Dr Stephen Thomson
Board of Studies: English and Classics
Accreditation: not appropriate

The University of Reading
The University of Reading
English; Classics & Ancient History
Programme length: 3 years
Date of specification: April 2003

Summary of programme aims and learning outcomes

This is a multi-disciplinary programme which aims to provide students with subject specific knowledge and more general skills, including knowledge of a variety of different kinds of English texts and Latin language and Classical literature, as well as perspectives on different methods of critical analysis. The programme also aims to foster an independent approach to formulating problems and arguments, using the close reading and analytical skills that are fundamental to both disciplines. There is provision for the development of students' specific interests through independent study for the dissertation.

Transferable skills

The University's Strategy for Teaching and Learning has identified a number of generic transferable skills which all students are expected to have developed by the end of their degree programme. In following this programme, students will have had the opportunity to develop their skills relating to career management, communication (both written and oral), information handling, problem-solving, team working and use of information technology.

On completion of this programme, students are expected to have developed a range of transferable skills including: fluency in writing and oral communication, the ability to formulate and evaluate their own arguments and those of others, to translate subject-specific knowledge and skills to new environments, the ability to find and use relevant information resources, to manage their time effectively, use basic word-processing and IT skills, and the ability to work co-operatively with others.

Programme content

Each Part of the degree programme comprises 120 credits. In Part 1, students must take 60 credits in the School of English, and a minimum of 40 credits in Latin in the Classics Department. In Parts 2 and 3 students must normally take 80 credits each year in English, and 40 credits in Classics modules. In consultation with the programme adviser, however, they may choose to take up to 20 credits in each Part from modules available elsewhere in the University.

Part 1 (three terms) Certificate level

Credits Level

In English (60 credits)

Compulsory modules

EN1LL	<i>Languages of Literature</i>	20	C
EN1RS	<i>Revisioning Shakespeare</i>	20	C
EN1WKT	<i>What Kind of Text is This?</i>	20	C

In Classical Studies (40 or 60 credits)

<i>Compulsory module</i>			
CL1BL	<u>either</u> : <i>Beginners Latin</i>	40	C
CL1AL	<u>or</u> : <i>Advanced Latin</i>	40	C

<i>Optional Modules</i>			
CL1CB	<i>Greek and Roman Civilisations B: Augustan Rome</i>	20	C
	<u>or</u>		
CL1GRF	<i>Greece and Rome on Film</i>	20	C

Part 2 (three terms) Intermediate level *Credits Level*

In English (80 credits)

Students choose four modules in Part 2—typically, two in the Autumn and two in the Spring term. One module must be chosen from each of Groups A, B and C.

Autumn Term

Group A

EN2CMN	<i>Chaucer and Medieval Narrative</i>	20	I
EN2 RTC	<i>Renaissance Texts & Cultures</i>	20	I
EN2RR	<i>Restoration to Romantics</i>	20	I

Group B

EN2WW1	<i>Women's Writing and Feminist Theory 1</i>	20	I
EN2 MC1	<i>Modernity and Cultural Crisis 1</i>	20	I
EN2WAI	<i>Writing America 1</i>	20	I

Group C

EN2SH1	<i>Shakespeare A</i>	20	I
EN2NCN	<i>Nineteenth Century Novel</i>	20	I
EN2LCT	<i>Literary Criticism & Theory</i>	20	I

Spring Term

Group A

EN2LV	<i>Lyric Voices 1340 - 1650</i>	20	I
EN2ERE	<i>English Renaissance Epic</i>	20	I
EN2SH2	<i>Shakespeare B</i>	20	I

Group B

EN2RD	<i>Romantics to Decadents</i>	20	I
EN2MC2	<i>Modernity and Cultural Crisis 2</i>	20	I
EN2MDR	<i>Modern Drama</i>	20	I

Group C

EN2WW2	<i>Women's Writing and Feminist Theory 2</i>	20	I
EN2WA2	<i>Writing America 2</i>	20	I
EN2FN	<i>Film Narrative</i>	20	I

In Classics (40 credits):

Compulsory module

CL2IL	<u>Either</u> : <i>Intermediate Latin</i>	20	I
CL2AL	<u>or</u> : <i>Advanced Latin</i>	20	I

And 20 credits taken from:

Optional modules (not all are offered in any one year):

CL2AE	<i>Ancient Epic</i>	20	I
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CL2GD	<i>Greek Drama</i>	20	I
CL2LP	<i>Roman Love Poetry</i>	20	I
CL2EG	<i>Egypt and Greece</i>	20	I
CL2AP	<i>Greek and Roman Painting</i>	20	I
CL2AS	<i>Greek and Roman Sculpture</i>	20	I
CL2RL	<i>Religions of the Roman World</i>	20	I
CL2CM	<i>Classical Mythology</i>	20	I
CL2GH	<i>Greek History</i>	20	I
CL2RR	<i>Roman Republic</i>	20	I
CL2RE	<i>Roman Empire</i>	20	I
CL2GL	<i>Greek Lyric Poetry</i>	20	I
CL2PS	<i>Plato</i>	20	I
CL2EP	<i>Early Greek Philosophy</i>	20	I
CL1BG2	<i>Beginners Ancient Greek II</i>	20	I
CL2IG	<i>Intermediate Ancient Greek II</i>	20	I
CL2AG	<i>Advanced Ancient Greek II</i>	20	I
CL2LL	<i>Later Latin Authors</i>	20	I

Of the 120 credits at Part 2, 5 are taken up by Career Management Skills

<i>Careers Management Skills</i>	5	I
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Students may choose to replace one 20-credit English module from Groups B or C, or the 20-credit International Relations optional module, *either* with a module or modules totalling 20 credits from outside the programme, *or* with:

EN2CWA	<i>Communications at Work</i>	20	I
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Part 3 (three terms) Honours level

Credits Level

In English (80 credits)

Compulsory module

EN3DIS	<i>Dissertation</i>	40	H
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In addition, students choose two optional 20-credit modules, one in each term, to make a total of 40 further credits, from an approved list. (NB. Not all these options will necessarily be available every year. Admission to optional modules will be at the discretion of the Programme Director.)

EN3AAL	<i>African American Literature</i>	20	H
EN3AF	<i>American Fiction: Chopin to Carver</i>	20	H
EN3AP	<i>American Poetry: Bishop to Dove</i>	20	H
EN3CD	<i>Contemporary Drama</i>	20	H
EN3CF	<i>Contemporary Fiction</i>	20	H
EN3CL1/2	<i>Children's Literature</i>	20	H
EN3CWF	<i>Canadian Women's Fiction</i>	20	H
EN3DD	<i>Decadence and Degeneration: Literature of the 1890s</i>	20	H
EN3DF	<i>Detective Fiction</i>	20	H
EN3DIC	<i>Dickens</i>	20	H
EN3EMP	<i>'For Profit and Delight': Early Modern Poetry Collections</i>	20	H
EN3ETW	<i>Elizabethan Travel Writing</i>	20	H
EN3FSS	<i>Further Spenser Studies</i>	20	H

EN3GG	<i>Grotesque to Gothic: Body Text and Audience 1680-1800</i>	20	H
EN3HJ	<i>Henry James</i>	20	H
EN3HP	<i>Harold Pinter</i>	20	H
EN3JA	<i>Jane Austen and her Contemporaries</i>	20	H
EN3JAF	<i>Jewish American Fiction</i>	20	H
EN3LC1	<i>Topics in Literary Theory and Criticism 1</i>	20	H
EN3LC2	<i>Topics in Literary Theory and Criticism 2</i>	20	H
EN3LP	<i>Literature and Psychoanalysis</i>	20	H
EN3LTT	<i>Irish Literature of 'The Troubles'</i>	20	H
EN3MA	<i>Margaret Atwood</i>	20	H
EN3MDN	<i>Medieval Dream Narrative</i>	20	H
EN3MID	<i>Modern Irish Drama</i>	20	H
EN3MP	<i>Modern Poetry: Larkin to Muldoon</i>	20	H
EN3MPP	<i>Marvell, Poetry and Politics in the Mid-17th Century</i>	20	H
EN3OEL	<i>Introduction to Old English Literature</i>	20	H
EN3OE2	<i>Old English 2</i>	20	H
EN3PCE	<i>Popular Culture in Early Modern England</i>	20	H
EN3PR	<i>Pre-Raphaelitism</i>	20	H
EN3RD	<i>Renaissance Drama</i>	20	H
EN3RWW	<i>Renaissance Women Writing</i>	20	H
EN3SB	<i>Samuel Beckett</i>	20	H
EN3SF	<i>British Science Fiction</i>	20	H
EN3SHG	<i>Shakespeare and Gender</i>	20	H
EN3SHH	<i>Shakespeare and History</i>	20	H
EN3SHR	<i>Shakespeare and Romance</i>	20	H
EN3SIR	<i>The American South: Image and Representation</i>	20	H
EN3SJ	<i>Samuel Johnson</i>	20	H
EN3VSF	<i>Victorian Sensation and Popular Fiction</i>	20	H
EN3TH	<i>Thomas Hardy</i>	20	H
EN3TTC	<i>From Troy to Camelot: Medieval Romance</i>	20	H
EN3TVL	<i>Television, Literature and Popular Culture</i>	20	H
EN3TVP	<i>Television Police Drama</i>	20	H
EN3WOR	<i>Wordsworth</i>	20	H
EN3WP	<i>War Poetry: from the Crimean to World War 2</i>	20	H
EN3YJ	<i>Yeats and Joyce</i>	20	H

In Classical Studies (40 credits)

Students take the balance of their required credits from the following modules:

Compulsory module

CL3IL	<u>Either:</u> <i>Intermediate Latin</i>	20	H
CL3AL	<u>Or:</u> <i>Advanced Latin</i>	20	H

Optional modules (one of the following. (NB. Not all options will be available in any one year)

CL3GG	<i>Ancient Greek Gods</i>	20	H
CL3AB	<i>Ancient Biography</i>	20	H
CL3AR	<i>Aristotle</i>	20	H
CL3CN	<i>Conversion of the Roman Empire</i>	20	H
CL3GD	<i>Gender in the Ancient Greek World</i>	20	H
CL3AM	<i>Greek and Roman Medicine</i>	20	H
CL3GA	<i>Greek Art and Drama</i>	20	H
CL3HL	<i>Hellenistic Philosophy</i>	20	H
CL3LL	<i>Litigation and Life in the Graeco-Roman World</i>	20	H

CL3NC	<i>New Comedy</i>	20	H
CL3HO	<i>Odes of Horace</i>	20	H
CL3OA	<i>Oedipus and Antigone in the 20th C</i>	20	H
CL3PW	<i>Peloponnesian War</i>	20	H
CL3PP	<i>Pornography and Power in the Graeco-Roman World</i>	20	H
CL3RM	<i>Renaissance Medicine</i>	20	H
CL3RL	<i>Roman Life Cycle</i>	20	H
CL3RF	<i>Rome On Film</i>	20	H
CL3ST	<i>Special Topics in Greek Tragedy</i>	20	H
CL3TC	<i>Tourism, Classics and National Identity</i>	20	H
CL3UA	<i>Uses and Abuses of Antiquity</i>	20	H
CL3BG	<i>Beginners Greek III</i>	20	H
CL3IG	<i>Intermediate Ancient Greek III</i>	20	H
CL3AG	<i>Advanced Ancient Greek III</i>	20	H

Progression requirements

To proceed from Part 1 to Part 2, a Joint Honours student must (i) obtain an average of 40% across all Part 1 modules; (ii) achieve a minimum of 40% in each English module, and an average of 40% over the compulsory modules in Latin; and (iii) have no mark less than 30% in any module, except that marks of less than 30% in a total of 20 credits may be condoned, provided the candidate has pursued the course for the module with reasonable diligence and has not been absent from the examination without cause. To proceed from Part 2 to Part 3, students must obtain an overall average of at least 40% and achieve not less than 30% in any module, except that marks of less than 30% in a total of 20 credits may be condoned, provided that the candidate has pursued the course for that module with reasonable diligence and has not been absent from the examination without cause.

Summary of teaching and assessment

Teaching is through seminars, lectures and essay tutorials. Over the programme as a whole, assessment will be conducted through a mixture of assessed essays and formal examination. The Dissertation module is supported by workshops and individual supervision.

Conventions for degree classification are included in the Programme Handbook, but you should note that weighting between Part 2 and Part 3 for classification purposes is 33% and 67%..

The University's honours classification is as follows:

<u>Mark</u>	<u>Interpretation</u>
70% - 100%	First class
60% - 69%	Upper Second class
50% - 59%	Lower Second class
40% - 49%	Third class
35% - 39%	Below Honours Standard
0% - 34%	Fail

Admission requirements

No previous experience of Latin is required for admission. Entrants to the joint degree programme are normally required to have obtained:

UCAS Tariff: 280 points including 100 points in English Literature or English Language and Literature.

GNVQ (Adv): B in A level plus distinction in GNVQ (Adv) – 12 modules of GNVQ (Adv) + pass 4 additional modules

Scottish Highers: BBBB

Irish Leaving Certificate: BBBBC

International Baccalaureat: 30 points with at least 6 for Higher level English Literature

GCSE/O: English Language preferred, grade C or above

Mature candidates will usually be expected to have a B (100 points) at A level English, or equivalent qualification, but consideration is also given to applicants with other qualifications and experience.

Admissions tutor: Mrs Carolyn Lyle

Support for students and their learning

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers, and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Learning Resource Centre with some 200 workstations. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union.

Students receive Handbooks from both English and Classical Studies which give details of the programme, guidance on study skills such as note-taking and essay writing, and information about staff, facilities, and sources of specialized help within the University, such as the Study Skills Advisor and the Counselling Service. Both components of the programme are designed to support students throughout their degree course while encouraging more independent work in Part 3. Academic feedback and guidance is given through one-to-one essay tutorials, and academic and personal support is provided through the tutor system and the University's Personal and Academic Record (PAR) scheme. Dissertation workshops prepare students for the Part 3 dissertation which is individually supervised. The Geoffrey Matthews Collection, housed in the School of English, has a collection of books, xeroxed materials, cassettes and videos for loan to students, and a video-viewing suite is available within the Faculty. The Library's electronic databases include the OED, the MLA Bibliography, and the DNB on CD ROM, and such on-line resources as JSTOR and First Search. Specialist subject librarians are available to give students advice and guidance to library resources.

Career prospects

In recent years students who have gained degrees from the English and Classics Departments have gone into a wide variety of jobs, including teaching, publishing, journalism, the media, management, administration, and public relations. A number of graduates each year also go on to further academic study and research. More generally, the degree programme provides graduates with a range of communication and analytical skills that will serve them in good stead in the marketplace.

Opportunities for study abroad

Students may, with permission, opt for a four-year degree programme which involves spending the third year abroad, at one of the European universities with which the School of English has a Socrates exchange agreement. They would actively participate in courses abroad, experience the teaching and learning processes of another institution, learn or improve their knowledge of another European language, and enhance their curriculum vitae. Students following the four-year

programme must take 120 credits in their Year Abroad. Of this total, 40 credits of English studies (two courses undertaken at the host institution) will count towards degree classification; the remaining 80 credits are assigned for the experience and satisfactory completion of the year abroad, and are assessed on a Pass/Fail basis.

Alternatively, the Department of Classics is developing a Socrates exchange with the University of Aarhus, through which students can spend a shorter period of study abroad (normally during Part 2). There may also be opportunities to study for one term in the United States under the American Studies exchange programme.

Educational aims of the programme

The programme aims to develop students’ knowledge and understanding of a wide range of English texts and works of Classical literature, art and philosophy. It also aims to promote an informed and self-reflective awareness of procedures of critical and cultural analysis, and, by exposing students to a variety of learning experiences, to equip them with broad transferable skills of potential value to future employers.

Programme Outcomes

Knowledge and Understanding

<p>A. Knowledge and understanding of:</p> <ol style="list-style-type: none"> 1. Literary texts in English from selected periods between the Middle Ages and the present day 2. A range of kinds of texts including fiction, poetry and drama 3. Methods of critical textual analysis 4. Ways in which social, cultural and historical issues relate to texts 5. A range of approaches in English studies 6. Selected special fields of English 7. Latin language and literature 8. A diverse range of ancient evidence. 9. A range of problems of interpretation and evaluation of ancient evidence. 	<p>Teaching/learning methods and strategies</p> <p>Knowledge and understanding are gained through formal teaching (lectures, seminar discussions, language classes and individual essay feedback), prescribed and recommended reading, and the writing of essays and a dissertation. Part 1 offers a broad introduction to 1, 2, 3, 4, 5, 7 and 8. In Part 2 the understanding and skills acquired in Part 1 are developed with particular emphasis on 1, 2, 4, 7, 8, 9, and 10 through seminars, lectures and individual feedback. Part 3 introduces more specialized study, particularly in relation to 3, 5, 6, through a choice of seminar-based modules together with supervised, independent study leading to a dissertation.</p> <p><i>Assessment</i></p> <p>In Parts 1 and 2, knowledge and understanding of 1 – 5 and 7-10 are tested through a combination of essays and unseen written examinations. In Part 3, assessment is through a mixture of methods, such as extended essays, essays plus unseen exams, and the dissertation.</p>
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Skills and other attributes

B. Intellectual skills :

1. Capacity for independent analysis and research
2. Identification of problems and issues
3. The ability to read closely and critically
4. An ability to reflect on one's own positions

Teaching/learning methods and strategies

Intellectual skills are acquired through independent reading (1), seminar preparation and discussion, and essay writing (1, 2, 3) and essay feedback through tutorials (2, 3 and 4).

Assessment

1 – 3 are assessed both formatively in coursework essays, and summatively in essays, unseen exams and the joint dissertation. 1- 4 are assessed formatively through seminar discussion and essay feedback and tutorials.

C. Practical skills:**In English**

1. The ability to criticize and formulate interpretations of texts
2. An ability to engage in critical argument using relevant theoretical approaches
3. An awareness of the rhetorical resources of the English language
4. Bibliographical and research skills
5. A knowledge of appropriate conventions in the presentation of written work
6. An ability to relate the study of English to cultural and social issues

In Latin – able to

1. Gather, organize and deploy evidence and information, and to show awareness of the consequences of the unavailability of evidence.
2. Develop the capacity for critical judgement in the light of evidence and argument.
3. Select and apply appropriate methodologies in assessing the meaning and significance of evidence or data.
4. Employ effective bibliographical and library-based research skills.

Teaching/learning methods and strategies**In English**

1 – 3 and 6 are developed in seminars, essays and essay tutorials. 4 and 5 are developed through essays, essay feedback and dissertation guidance and supervision.

Assessment

All the subject specific practical skills are assessed through formative and summative essays. 1 – 3 and 6 are also tested in unseen examinations.

In Latin

These are developed through language classes, seminars and essay assignments.

Assessment

Coursework and examinations.

D. Transferable skills:

1. Fluency in written and oral communication
2. The ability to formulate and present arguments
3. Assessing the merits of competing approaches
4. The ability to translate subject-specific knowledge and skills into other environments
5. The ability to find and use relevant information resources
6. Time –management skills
7. A creative approach to problem-solving
8. Group and interpersonal skills
9. An ability to self-evaluate and self-reflect
10. Use of information technology, especially word-processing

Teaching/learning methods and strategies

Transferable skills are developed through seminar discussions(1, 2, 3, 4, 7 and 9), through seminar presentations, essay writing, tutorial feedback and unseen examinations (1 – 9). 4 and 7 particularly are developed through requiring students to draw on acquired knowledge and skills when analyzing new material in essays and unseen examinations. 5 and 10 are developed through use of the library and other sources of information, for seminar preparation, essay writing and research for the dissertation. We require that all summatively assessed essays are word-processed (10).

Assessment

1 – 7 and 9 are formatively assessed through coursework essays and seminar presentations, and summatively assessed through essays, unseen examinations, and the dissertation. 9 is encouraged through essay feedback and essay tutorials. 8 is encouraged through seminars and in tutorials.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably expect to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in module and programme handbooks.