

BA PHILOSOPHY AND ENGLISH

UCAS code: VQ53

Awarding Institution:
Teaching Institution:
Relevant QAA subject benchmarking groups:
Faculty of Arts and Humanities
For students entering Part 1 in 2002
Programme Director: Dr. S. Glendinning
Programme Advisor: Dr. S. Thomson
Board of Studies: Philosophy and English
Accreditation: Not appropriate

The University of Reading
The University of Reading
Philosophy and English
Programme length: 3 years
Date of specification: July 2002

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 philosophical and literary texts, from a range of different periods, as well as perspectives on different methods of philosophical, logical and critical analysis. The course also aims to foster an independent approach to formulating problems and arguments, using the close reading and analytical skills that are fundamental to the disciplines of Philosophy and English.

The Philosophy part of the programme aims to give students an understanding of central philosophical principles, concepts, problems, texts and figures, and to provide a programme of study which introduces progressive intellectual challenges and consolidates previous experience at each new level. To allow students to study in depth some aspects of Philosophy in which they have greater interest and to develop students' aptitude for Philosophy, engender a sense of belonging to a community of inquiry, and encourage intellectual development. Also to prepare students, where appropriate, for possible postgraduate study and provide a supportive learning environment with full access to welfare, pastoral and careers support. The English part of the programme introduces students to debate about approaches to the study of literature through close study of selected texts from a number of different periods. Parts 2 and 3 offer a greater element of choice, a more concentrated focus on individual historical periods, topics, and/or generic traditions, and an increasing opportunity for specialisation and independent study.

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 enhance their skills relating to career management, communication (both written and oral), information handling, problem-solving, team working and use of information technology.

From their studies in Philosophy and English students are also expected to gain skills such as: effective time-management; presenting a coherent talk delivered from notes; producing concise and accurate written reports; the ability to discuss critically particular issues and arguments, engaging with other people's responses as well as articulating their own views; the ability to handle abstract ideas and utilise problem-solving skills, to access and deploy relevant information resources, and to translate subject-specific knowledge and skills to new environments.

Programme content

Part 1 (three terms) Certificate Level

In Part 1 students must acquire a minimum of 20, or a maximum of 60 credits from the Philosophy modules, and 60 credits from the English modules.

In Philosophy students choose from the following modules:

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
PP1MW	Mind & World	20	C
PP1VV	Values & Virtues	20	C
PP1MR	Metaphysics & Religion	20	C

In English students must take the following modules:

Compulsory modules

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

Part 2 (three terms) Intermediate Level

In Philosophy students choose three modules in Part 2, at least one in the Autumn and one in the Spring terms.

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
PP2L	Logic and Critical Thinking	20	I
PP2PA	Plato & Aristotle	20	I
PP2EMP	Early Modern Philosophy	20	I
PP2MP	Moral Philosophy	20	I
PP2TK	Theory of Knowledge	20	I
PP2MIN	Philosophy of Mind	20	I

In English students choose three modules in Part 2, at least one in the Autumn and one in the Spring terms. One module must be chosen from each of Groups A, B and C.

Autumn Term

Group A

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

Group B

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

Group C

EN2SH1	Shakespeare A	20	I
EN2NCN	Nineteenth Century Novel	20	I
EN2LCT	Literary Criticism & Theory	20	I

Spring Term

Group A

EN2LV	Lyric Voices 1340 - 1650	20	I
EN2ERE	English Renaissance Epic	20	I
EN2SH2	Shakespeare B	20	I

<i>Group B</i>			
EN2RD	Romantics to Decadents	20	I
EN2MC2	Modernity and Cultural Crisis 2	20	I
EN2MDR	Modern Drama	20	I
<i>Group C</i>			
EN2WW2	Women's Writing and Feminist Theory 2	20	I
EN2WA2	Writing America 2	20	I
EN2FN	Film Narrative	20	I

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

Students may choose to replace one 20-credit module in either Philosophy or English *either* with 20 credits from a module or modules available elsewhere in the University, *or* with one of the following:

EN2CWA	Communications at Work	20	I
TY2BH	Introduction to Book History	20	I

Part 3 (three terms) Honours Level

Compulsory Module

PP3END	Joint Dissertation (20 credits in each Department)	40	H
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In Philosophy students choose two optional 20 credit modules, one in each term to make a total of 40 credits, from the following:

Optional modules: (all these options will not necessarily be available in any one year)

PP3A1	Aesthetics 1	20	H
PP3A2	Aesthetics 2	20	H
PP3CM1	Contemporary Moral Theory 1	20	H
PP3CM2	Contemporary Moral Theory 2	20	H
PP3CP1	Contemporary Political Theory 1	20	H
PP3CP2	Contemporary Political Theory 2	20	H
PP3M1	Metaphysics 1	20	H
PP3M2	Metaphysics 2	20	H
PP3ME1	Modern European Philosophy 1	20	H
PP3ME2	Modern European Philosophy 2	20	H
PP3LN1	Philosophy of Language 1	20	H
PP3LN2	Philosophy of Language 2	20	H
PP3LW1	Philosophy of Law 1	20	H
PP3LW2	Philosophy of Law 2	20	H
PP3R1	Philosophy of Religion 1	20	H
PP3R2	Philosophy of Religion 2	20	H
PP3NS	Philosophy of Natural Science	20	H
PP3SS	Philosophy of Social Science	20	H
PP3W1	The Earlier Philosophy of Wittgenstein	20	H
PP3W2	The Later Philosophy of Wittgenstein	20	H
PP3COG	The Philosophy of Cognition	20	H
PP3KAN	The Philosophy of Kant	20	H

In English students choose two 20 credit modules, one in each term to make a total of 40 credits, from a list approved by the Department.

Optional modules: (all these options will not necessarily be available in any one year)

EN3AAL	African American Literature	20	H
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EN3AF	American Fiction: Chopin to Carver	20	H
EN3AP	American Poetry: Bishop to Dove	20	H
EN3CD	Contemporary Drama	20	H
EN3CF	Contemporary Fiction	20	H
EN3CL1/2	Children's Literature	20	H
EN3CWF	Canadian Women's Fiction	20	H
EN3DD	Decadence and Degeneration: Literature of the 1890s	20	H
EN3DF	Detective Fiction	20	H
EN3DIC	Dickens	20	H
EN3EMP	'For Profit and Delight': Early Modern Poetry Collections	20	H
EN3ETW	Elizabethan Travel Writing	20	H
EN3FSS	Further Spenser Studies	20	H
EN3GG	Grotesque to Gothic: Body Text and Audience 1680-1800	20	H
EN3HJ	Henry James	20	H
EN3HP	Harold Pinter	20	H
EN3JA	Jane Austen and her Contemporaries	20	H
EN3JAF	Jewish American Fiction	20	H
EN3LC1	Topics in Literary Theory and Criticism 1	20	H
EN3LC2	Topics in Literary Theory and Criticism 2	20	H
EN3LP	Literature and Psychoanalysis	20	H
EN3LTT	Irish Literature of 'The Troubles'	20	H
EN3MA	Margaret Atwood	20	H
EN3MDN	Medieval Dream Narrative	20	H
EN3MID	Modern Irish Drama	20	H
EN3MP	Modern Poetry: Larkin to Muldoon	20	H
EN3MPP	Marvell, Poetry and Politics in the Mid-17 th Century	20	H
EN3OEL	Introduction to Old English Literature	20	H
EN3OE2	Old English 2	20	H
EN3PCE	Popular Culture in Early Modern England	20	H
EN3PR	Pre-Raphaelitism	20	H
EN3RD	Renaissance Drama	20	H
EN3RWW	Renaissance Women Writing	20	H
EN3SB	Samuel Beckett	20	H
EN3SF	British Science Fiction	20	H
EN3SHG	Shakespeare and Gender	20	H
EN3SHH	Shakespeare and History	20	H
EN3SHR	Shakespeare and Romance	20	H
EN3SIR	The American South: Image and Representation	20	H
EN3SJ	Samuel Johnson	20	H
EN3SN	The Sensation Novel	20	H
EN3TH	Thomas Hardy	20	H
EN3TTC	From Troy to Camelot: Medieval Romance	20	H
EN3TVL	Television, Literature and Popular Culture	20	H
EN3TVP	Television Police Drama	20	H
EN3WOR	Wordsworth	20	H
EN3WP	War Poetry: from the Crimean to World War 2	20	H
EN3YJ	Yeats and Joyce	20	H

Progression requirements

(a) To proceed from Part 1 to Part 2 a student should achieve an average of 40% in Philosophy modules, a minimum of 40% in each English module, and an overall average of 40% across all Part 1 modules taken in the examination.

(b) To proceed from Part 2 to Part 3 a student should achieve not less than 30% in any module, and obtain an overall average of 40%.

(c) In both cases a student should achieve not less than 30% in any modules 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 the module(s) with reasonable diligence and has not been absent from the examination without reasonable cause.

Summary of teaching and assessment

Teaching within this programme combines lectures, small group seminars and supervisions, with appropriate visual aids and course materials being provided throughout. The Dissertation module is supported by individual supervision, and by dissertation workshops in the School of English. The final assessment for all Philosophy modules in Part 1 and Part 2 is by unseen examination. In Part 3, final assessment for some Philosophy modules is by a combination of assessed coursework and unseen examination; while for others it is by unseen examination only (see BA Course Handbook for further information on which modules fall into which category). Formative assessment in Philosophy modules, for guidance purposes, also includes written work (essays of 1,500 word length in Part 1, essays of 2,000 word length in Parts 2 and 3), oral presentations and performance in small group seminars. In English, some modules are assessed entirely through coursework, but most involve a combination of assessed coursework and unseen examination.

Weighted Finals:

To reflect the notion of progression through the programme, Part 3 examinations will have a greater impact on a student's Final Degree Classification, with Part 2 examinations contributing 33% of the Final grade and Part 3 examinations contributing 67%. The conventions for classification are included in the Programme Handbook

Assessment criteria for each of the Parts are given in the appropriate Departmental Handbook.

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

Entrants to the Joint Degree programme are normally required to have obtained:

UCAS Tariff: 280 points from three A levels, to include 100 points (Grade B) in either English Literature or English Literature and Language

AS 2 good AS grades are accepted as 1 supporting A level

Scottish Highers ABBBBB or above (A in English Literature)

Irish Highers at least ABBBBB (A in English Literature)

International Baccalaureate 31 points with 6 or 7 for Higher level English Literature

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

All applications are considered on their individual merits. Mature candidates will be usually expected to have a B at A level English Literature, or equivalent qualification. In other respects generous concessions may be made to reflect the value of alternative qualifications and experience.

Admissions tutors: Philip Stratton-Lake (Philosophy) and Carolyn Lyle (English)

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.

Within Philosophy and English students receive handbooks 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. Additional support is provided through individual essay tutorials, through the personal tutor system, and the University's Personal and Academic Record scheme (PAR). The Geoffrey Matthews Collection, housed in the School of English, provides books, xeroxed materials, cassettes and a collection of videos for loan to students, and a video-viewing suite is available within the Faculty. The Library's extensive stock of printed materials is supplemented by essential electronic databases on-line and on CD ROM, including the OED, the MLA Bibliography, and JSTOR. Specialist subject librarians are available to give students advice and guidance on library resources.

Career prospects

Philosophy and English (like many other academic disciplines) are not directly vocational subjects such as law or medicine. But a training in these disciplines develops the ability to think clearly and critically, to reason logically, to expound and evaluate arguments, to organise ideas, to be aware of the logical and practical implications of our assertions, to be alert to alternative explanations and solutions, to reject facile assumptions and search for coherent principles of thought and action. The structured development of students' presentation skills and of the clarity and precision of their written work are also invaluable in any area of work. So, a degree in Philosophy and English provides graduates with a range of vitally important general and transferable skills which are highly prized by employers in every area of business and professional life. We include among our former graduates those who have gone on to follow careers in teaching, business and management, public relations, social work, the probation service, the armed forces, the police, insurance, banking, librarianship, the Civil Service, journalism and accountancy. A number of graduates also go on to further academic study and research.

Opportunities for study abroad

There is no opportunity for study abroad during this Joint Programme.

Educational aims of the programme

The central aim of the Philosophy component is to cultivate the ability to do, and not just to read, Philosophy. It introduces students to terms and concepts essential for philosophical investigation, exposes them to the distinctive nature of philosophical inquiry, develops a basic understanding of some central philosophical problems, and introduces some major figures from the history of

philosophy. A programme of study is provided which introduces progressive intellectual challenges at each new level and requires students to study in more depth some aspects of Philosophy in which they have a greater interest. The English strand of the programme aims to develop students' knowledge and understanding of a wide variety of literary texts, and to promote an informed and self-reflective awareness of procedures of critical analysis.

Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

Knowledge and Understanding

A. Knowledge and understanding of:	Teaching/learning methods and strategies
<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. The main areas of Philosophy and of the views of great figures in the history of Philosophy 8. Particular issues in Philosophy, and at the forefront of philosophical debate, reflecting the research interests and professional activities of staff 	<p>Knowledge and understanding are gained through formal teaching (lectures, seminar discussions, 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 and 7. In Part 2 the understanding and skills acquired in Part 1 are developed with particular emphasis on 1, 2, 4 and 7 through seminars, lectures, individual feedback and in Philosophy through tutorials. Part 3 introduces more specialized study, particularly in relation to 3, 5, 6 and 8, through a choice of seminar-based modules (and in Philosophy through additional tutorials) 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 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>

Skills and other attributes

<p>B. Intellectual skills :</p> <ol style="list-style-type: none">1. Capacity for independent analysis and research2. Identification of problems and issues3. The ability to read closely and critically4. An ability to reflect on one's own positions5. The ability to think clearly and reason logically6. The capacity to critically evaluate arguments and to question assumptions of any given viewpoint	<p>Teaching/learning methods and strategies</p> <p>Intellectual skills are acquired through independent reading (1), seminar preparation and discussion, and essay writing (1, 2, 3, 5 and 6) and essay feedback through tutorials (2, 3, 4, 5 and 6).</p> <p>Assessment</p> <p>1 – 3, 5 and 6 are assessed both formatively in coursework essays, and summatively in essays and unseen exams. 1- 6 are assessed formatively through seminar discussion and essay feedback and tutorials.</p>
<p>C. Practical skills:</p> <ol style="list-style-type: none">1. The ability to criticize and formulate interpretations of texts2. An ability to engage in critical argument using relevant theoretical approaches3. An awareness of the rhetorical resources of the English language4. Bibliographical and research skills5. A knowledge of appropriate conventions in the presentation of written work6. An ability to relate the study of English to cultural and social issues7. An ability to criticize and formulate philosophical arguments	<p>Teaching/learning methods and strategies</p> <p>1 – 3, 6 and 7 are developed in seminars, essays and essay tutorials. 2, 4, 5 and 7 are developed through essays, essay feedback and dissertation guidance and supervision.</p> <p><i>Assessment</i></p> <p>All the subject specific practical skills are assessed through formative and summative essays. 1 – 3, 6 and 7 are also tested in unseen examinations.</p>

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
11. the opportunity to develop skills relating to career management

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). 11 is developed through the Careers Management Skills unit in Part 2.

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. 11 is assessed summatively through exercises.

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.