

BA English

UCAS code: Q300

Awarding Institution:
Teaching Institution:
Relevant QAA subject benchmarking group(s):
Faculty of Arts and Humanities
For students entering Part 1 in 2003
Programme Director: Dr Andrew Nash
Board of Studies: English
Accreditation: Not appropriate

The University of Reading
The University of Reading
English
Programme length: 3 years
Date of specification: February 2004

Summary of programme aims

The programme aims to provide students with subject-specific knowledge and more general skills, including knowledge of a variety of different kinds of literary texts, from a range of periods, as well as perspectives on different methods of 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 discipline.

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 information technology (word processing and use of web-based materials).

Students on this programme are also expected to have gained experience and show competence in the following transferable skills: 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, and to work co-operatively with others.

Programme content

Part 1 of the English degree introduces students to debate about approaches to the study of literature, through close study of selected texts from a number of different periods. Part 2 provides greater breadth of coverage, and studies texts within historical periods and generic traditions. At Part 3 students have the opportunity of more specialized and independent literary study, choosing their modules from a wide range of options.

Each Part of the degree programme comprises 120 credits. In Part 1, students take 60 credits in the English Department, while the remaining 60 credits are made up from modules elsewhere in the University. In Parts 2 and 3 they must normally take a minimum of 100 English credits in each year, and, in consultation with their programme adviser, may take up to 20 credits from modules available elsewhere in the University.

Part 1 (three terms) 60 credits

Credits Level

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

Part 2 (three terms) 120 credits

Credits Level

Students choose six modules in Part 2, one module from each group. In each term at least one of their choices must be an asterisked module.

Autumn Term

Group A

EN2RTC	<i>Renaissance Texts & Cultures*</i>	20	I
EN2MC1	<i>Modernity and Cultural Crisis 1: (Poetry)</i>	20	I
EN2RR	<i>The Eighteenth-Century Restoration to Romantics</i>	20	I

Group B

EN2CMN	<i>Chaucer and Medieval Narrative*</i>	20	I
EN2WW1	<i>Women's Writing and Feminist Theory 1</i>	20	I
EN2WAI	<i>Writing America 1</i>	20	I

Group C

EN2RD	<i>Renaissance Drama*</i>	20	I
EN2NCN	<i>Nineteenth Century Novel</i>	20	I
EN2LCT	<i>Literary Criticism & Theory</i>	20	I
EN2OEL	<i>Introduction to Old English*</i>	20	I

Spring Term

Group A

EN2ERE	<i>English Renaissance Epic*</i>	20	I
EN2MC2	<i>Modernity and Cultural Crisis 2</i>	20	I
EN2RD	<i>Romantics to Decadents</i>	20	I

Group B

EN2LV	<i>Lyric Voices 1340 – 1650*</i>	20	I
EN2WW2	<i>Women's Writing and Feminist Theory 2</i>	20	I
EN2WA2	<i>Writing America 2</i>	20	I

Group C

EN2SH	<i>Shakespeare*</i>	20	I
EN2MDR	<i>Modern Drama</i>	20	I
EN2FN	<i>Film Narrative</i>	20	I

Students may choose to replace one English module (from Groups B or C) 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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Of the 120 credits in Part 2, 5 are taken up by Careers Management Skills (level I)

Part 3 (three terms) 120 credits

Credits Level

Compulsory

EN3DIS	<i>Dissertation</i>	40	H
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In addition, students choose four optional 20 credit modules, two in each term, to make a total of 80 credits from an approved list. Students may substitute a module or modules totalling 20 credits from outside the programme.

Optional modules: (NB. Not all these options will necessarily be available in any one year. Admission to optional modules will be at the discretion of the Programme Director.)

EN3AF	<i>American Fiction: Chopin to Carver</i>	20	H
EN3AL	<i>Arthurian Literature: Malory to T.H. White</i>	20	H

EN3AP	<i>American Poetry: Bishop to Dove</i>	20	H
EN3BH	<i>Book History: Clay Tablets to Computers</i>	20	H
EN3BIP	<i>Contemporary British and Irish Poetry</i>	20	H
EN3BY	<i>Byron and Byromania</i>	20	H
EN3BPD	<i>Post-War British Political Drama</i>	20	H
EN3CD	<i>Contemporary Drama</i>	20	H
EN3CF	<i>Contemporary Fiction</i>	20	H
EN3CL	<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
EN3EMF	<i>E.M. Forster</i>	20	H
EN3EMP	<i>'For Profit and Delight': Early Modern Poetry Collections</i>	20	H
EN3ETW	<i>Elizabethan Travel Writing</i>	20	H
EN3FI	<i>Fictions of India</i>	20	H
EN3GDN	<i>Gothic Dreams and Nightmares</i>	20	H
EN3HF	<i>Holocaust Fiction</i>	20	H
EN3HJ	<i>Henry James</i>	20	H
EN3HP	<i>Harold Pinter</i>	20	H
EN3HS	<i>Horrid (S)laughter on the Seventeenth-Century Stage</i>	20	H
EN3JA	<i>Jane Austen and The Courtship Novel</i>	20	H
EN3JAF	<i>Jewish American Fiction</i>	20	H
EN3LA	<i>Literature of Adultery</i>	20	H
EN3LEC	<i>The Roots of Romanticism: Later Eighteenth-Century Poetry</i>	20	H
EN3LTT	<i>Literature of 'The Troubles'</i>	20	H
EN3MAT	<i>Margaret Atwood</i>	20	H
EN3MDN	<i>Medieval Dream Narratives</i>	20	H
EN3MID	<i>Modern Irish Drama</i>	20	H
EN3MSF	<i>Modern Scottish Fiction: Form Jean Brodie to Trainspotting</i>	20	H
EN3MPP	<i>Marvell, Poetry and Politics in the Mid-17th Century</i>	20	H
EN3NAW	<i>Writing the North American Wilderness</i>	20	H
EN3NMW	<i>The Novel in the Material World 1750-1914</i>	20	H
EN3OE2	<i>Old English 2</i>	20	H
EN3PBS	<i>Revolutionary Romantics: Shelley and his Successors</i>	20	H
EN3POL	<i>Nineteenth- and Twentieth-Century Political Fiction</i>	20	H
EN3PR	<i>The Pre-Raphaelites</i>	20	H
EN3PSY	<i>Psychoanalysis and Text</i>	20	H
EN3QU	<i>Queer Theory</i>	20	H
EN3RG	<i>The Roots of Gothic: 1580-1765</i>	20	H
EN3RWW	<i>Renaissance Women Writing 1575-1625</i>	20	H
EN3SBP	<i>Samuel Beckett's Plays</i>	20	H
EN3SC	<i>Savagery and Civility: Edmund Spenser and Ireland</i>	20	H
EN3SCF	<i>Subcultural Fictions</i>	20	H
EN3SCI	<i>The Literature of Science</i>	20	H
EN3SF	<i>British Science Fiction</i>	20	H
EN3SG	<i>Shakespeare and Gender</i>	20	H
EN3SH	<i>Shakespeare and History</i>	20	H
EN3SP	<i>Shakespeare and his Contemporaries in Performance</i>	20	H
EN3SR	<i>Shakespeare and Romance</i>	20	H
EN3SLA	<i>Perspectives on Slavery</i>	20	H
EN3SV	<i>Spectacle and Violence on the Elizabethan Stage</i>	20	H
EN3TAL	<i>Text and Audience in the Late Romantic Period</i>	20	H

EN3TH	<i>Thomas Hardy</i>	20	H
EN3TTC	<i>From Troy to Camelot: Medieval Romance</i>	20	H
EN3VSN	<i>Victorian Sensation Novels</i>	20	H
EN3VW	<i>Virginia Woolf</i>	20	H
EN3WA	<i>Love and Death: the Films of Woody Allen</i>	20	H
EN3WCH	<i>Working-Class Heroes: From John Clare to John Lennon</i>	20	H
EN3WL	<i>Writing Lives</i>	20	H
EN3WOR	<i>Wordsworth 1795-1815</i>	20	H
EN3WP	<i>War Poetry: from the Crimean to World War 2</i>	20	H
EN3WWR	<i>Women's Writing of the Romantic Age</i>	20	H
EN3YJ	<i>Yeats and Joyce</i>	20	H

Progression requirements

To proceed from Part 1 to Part 2 of the degree, students must obtain at least 40% in each of the three English modules, and achieve an overall average of 40% across all modules taken at Part 1. To proceed from Part 2 to Part 3, students must achieve an overall average of at least 40% across all Part 2 modules, and must have no mark below 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. In addition the Dissertation module is supported by workshops and individual supervision. Over the programme as a whole, assessment will be conducted through a mixture of assessed essays and formal examination.

The conventions for classification are included in the Programme Handbook, but you should note that the 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

Entrants to this programme are normally required to have obtained:

UCAS Tariff: 300 points including 100 in English Literature or English Language and Literature

Scottish or Irish Highers: ABBBB (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 usually be expected to have a B (100 points) at A Level English Literature, or equivalent qualification. 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 Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. 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 in the School of English and American Literature receive a Handbook which gives 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. The English programme is designed to give students extensive teaching support in Part 1 leading to 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, provides books, xeroxed materials, cassettes and an extensive collection of videos for loan to students. A video-viewing suite is available within the Faculty. The Library is well-stocked with printed materials as well as essential electronic databases on-line and on CD ROM, such as the OED, the MLA Bibliography, and JSTOR. Specialist subject librarians are available to give students advice and guidance to library resources.

Career prospects

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

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 Reading 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 a European language, and enhance their curriculum vitae. Students opting for the 4-year degree 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 final 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.

There may also be opportunities to spend one term in the United States via the American Studies exchange programme.

Educational aims of the programme

The English 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

Knowledge and Understanding

A. Knowledge and understanding of:

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

Teaching/learning methods and strategies

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. Certificate Level modules offer a broad introduction to 1, 2, 3, 4 and 5. At Intermediate Level the understanding and skills acquired at Certificate Level are developed with particular emphasis on 1, 2 and 4 through seminars, lectures and individual feedback. Honours Level modules introduce more specialized study, particularly in relation to 3, 5 and 6, through a choice of seminar-based modules together with supervised, independent study leading to a dissertation.

Assessment

At Certificate and Intermediate Levels, knowledge and understanding of 1 – 5 are tested through a combination of essays and unseen written examinations. At Honours Level, assessment is through a mixture of methods, such as extended essays, essays plus unseen exams, and the dissertation

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 positions	<p>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).</p> <p><i>Assessment</i> 1 – 3 are assessed both formatively in coursework essays, and summatively in essays, unseen exams and the dissertation. 1- 4 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 issues	<p>Teaching/learning methods and strategies 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.</p> <p><i>Assessment</i> All the subject specific practical skills are assessed through formative and summative essays. 1 – 3 and 6 are also tested in unseen examinations.</p>
<p>D. Transferable skills</p> <ol style="list-style-type: none">1. Fluency in written and oral communication2. The ability to formulate and present arguments3. Assessing the merits of competing approaches4. The ability to translate subject-specific knowledge and skills into other environments5. The ability to find and use relevant information resources6. Time –management skills7. A creative approach to problem-solving8. Group and interpersonal skills9. An ability to self-evaluate and self-reflect10. Use of information technology, especially word-processing	<p>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).</p> <p><i>Assessment</i> 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.</p>

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.