BA Music and English   UCAS code: QW33

Awarding Institution:	The University of Reading
Teaching Institution:	The University of Reading
Relevant QAA subject benchmarking group(s):	Music and English
Faculty of Arts and Humanities	Programme length: 3 years
For students entering Part 1 in 2003	Date of specification: June 2003
Programme Director: Dr Christopher Wilson	
Programme Adviser: Professor John Pilling	
Board of Studies: Music and English	
Accreditation: Not appropriate	

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 literary and musical texts, from a range of periods, as well as perspectives on different methods of critical analysis. The programme emphasises the integration of the musical sub-disciplines composing, listening and performing, and an appreciation of the wider issues in Western classical, popular, film, and non-Western musics. 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 English and Music.

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, numeracy, problem-solving, team working and use of information technology.

Through the Music element of the programme students are also expected to have gained experience and show competence in the following transferable skills: skills-based presentation, use of library and archive resources, and cultural awareness. The English element of the programme develops students' fluency in writing and oral communication, the ability to formulate and evaluate arguments, to translate subject-specific knowledge and skills to new environments, to find and use relevant information resources, to manage their time effectively, and use basic word-processing and IT skills, and to work co-operatively with others.

Programme content

Each Part comprises 120 credits. Students must take 60 credits worth of modules in the Music Department and 60 credits worth of modules in the School of English in Part 1. In Parts 2 and 3 they must normally take a minimum of 60 credits in both Music and English in each Part. In Parts 2 and 3, up to 20 credits can be taken from modules available elsewhere in the University.

Part 1 (three terms)		*Credits*	*Level*

Music

60 credits from the following modules:

MU1MM1	*Performance studies*	20	C
MU1MM2	*Contemporary composition*	20	C
MU1SS3	*Introduction to musicology*	20	C
MU1TM4	*Topics in music*	20	C
MU1JP5	*Popular music*	20	C
MU1HI6	*Music and its instruments*	20	C

English

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)   *Credits*   *Level*

Music
60 credits from the following modules:

MU2CP4	*Practical Music (including career management skills)*	20	I
MU2PR1	*Project A*	20	I
MU2PR2	*Project B*	20	I
MU2PR3	*Project C*	20	I
MU2PR4	*Project D*	20	I
MU2PR5	*Project E*	20	I
MU2FS1	*Further Studies: Project A (co-requisite MU2PR1)*	10	I
MU2FS2	*Further Studies: Project B (co-requisite MU2PR2)*	10	I
MU2FS3	*Further Studies: Project C (co-requisite MU2PR3)*	10	I
MU2FS4	*Further Studies: Project D (co-requisite MU2PR4)*	10	I
MU2FS5	*Further Studies: Project E (co-requisite MU2PR5)*	10	I
MU2PE4	*Practical Music essay (co-requisite MU2CP4)*	10	I
MU2PR5	*Performance Recital*	20	I

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

Group B

EN2RD	*Romantics to Decadents*	20	I
EN2MC2	*Modernity and Cultural Crisis 2*	20	I
EN2MDR	*Modern Drama*	20	I

Group C

ENWW2	*Women's Writing and Feminist Theory 2*	20	I
EN2WA2	*Writing America 2*	20	I
EN2FN	*Film Narrative*	20	I

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

EN2CWA	*Communications at Work*	20	I
TY2BH	*Book History: Clay Tablets to Computer Screens*	20	I

Of the 120 credits in Part 2, 5 are taken up by Careers Management Skills. If MU2CP4 is *not* one of the chosen modules in Music, students will take their required course in Careers Management in the School of English.

Part 3 (three terms)		*Credits*	*Level*

Compulsory module

MU3ED	*Joint Dissertation*	40	H

Music
40 credits from the following modules:
Optional modules:

MU3CP3	*Practical Music*	20	H
MU3PR1	*Project A*	20	H
MU3PR2	*Project B*	20	H
MU3PR3	*Project C*	20	H
MU3PR4	*Project D*	20	H
MU3PR5	*Project E*	20	H
MU3IP4	*Individual Project: Performance*	40	H
MU3ID4	*Individual Project: Dissertation*	40	H
MU3IC4	*Individual Project: Composition*	40	H
MU3FS1	*Further Studies: Project A (co-requisite MU3PR1)*	10	H
MU3FS2	*Further Studies: Project B (co-requisite MU3PR2)*	10	H
MU3FS3	*Further Studies: Project A (co-requisite MU3PR3)*	10	H
MU3FS4	*Further Studies: Project A (co-requisite MU3PR4)*	10	H
MU3FS5	*Further Studies: Project A (co-requisite MU3PR5)*	10	H
MU3PE3	*Practical Music essay*	10	H

English
Students choose two optional 20 credit modules, one in each term, to make a total of 40 credits, from an approved list. Not all these options will not necessarily be available in any one year.

EN3AAL	*African American Literature*	20	H
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-Seventeenth 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

To proceed from Part 1 to Part 2, students must: (i) obtain an average of 40% across the Music modules taken, and a minimum of 40% in each of the English modules; (ii) achieve an overall average of 40%; (iii) have no mark less than 30% in any module.

To proceed from Part 2 to Part 3, students must acieve an overall average of 40% with not less than 30% in any module.

NB: marks of less than 30% in a total of 20 credits may be considered, provided the candidate has pursued the course for that module with reasonable diligence and has not been absent from the examination (where relevant) without cause

Summary of teaching and assessment

Teaching is through seminars, lectures, tutorials and individual professional training (such as instrumental/vocal lessons).

Over the programme as a whole, assessment will be conducted through a mixture of assessed coursework and formal examination. In Music, modules for Parts 2 and 3 are normally assessed by coursework. Assessment criteria for each of the Parts are given in the appropriate student Handbook.

The conventions for 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:

Mark	Interpretation
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 (including 100 points in English Literature or English Language and Literature and A2 Music at grade B or higher); ABRSM Grade 8 (or equivalent) in main instrument or voice; if the piano is not the main instrument an intermediate level of piano ability is advisable.

International Baccalaureat: 31 pts (including Music and English Literature at higher level)

Irish Leaving Certificate: ABBBB (A in 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 grade (100 points) in both A level English and A level Music (or equivalent standard), but consideration is also given to other qualifications and experience.

Admissions Tutors: Dr Sophie Fuller and 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. Support for students in their studies is also provided through the University's Personal Academic Record (PAR) Scheme, in which students meet their personal tutors regularly to review their progress.

Within the Music department additional support is provided through individual tutorials and subject-specific training in the Music Library from information specialists. Further details of the programme, as well as general information about the departmental and services provided by the university, are found in the Departmental Handbook which is issued to all students. The department provides students with access to a wide variety of musical instruments, specialist music software and hardware, and the extensive print, on-line, audio and visual materials in the Music Library.

Students in the School of English receive Handbooks 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 personal tutor system and PAR. 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 electronic databases, such as 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

A large number of professional career destinations are open to students on the Music programme, including musical paths in performance, composition and management. Specific and transferable skills in both disciplines enable students to enter many fields of work in education, the media, commerce and industry, the arts, publishing, journalism, administration, public relations and other professions such as law, accountancy and information technology. 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 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 course undertaken at the host institution) and 40 credits of Music studies will count towards degree classification; the remaining 40 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 study for on term in the United States under the American Studies exchange programme.

Educational aims of the programme

The overall aim is to provide students with a variety of learning experiences and to equip them with a range of transferable skills of potential value to future employers.

The Music component of the programme seeks to develop students' practical skills in music as well as their awareness of and intellectual curiosity about a range of musics and the contexts within which those musics are created and consumed.

The English component aims to develop students' knowledge and understanding of a wide variety of literary texts, and to provide 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
Music 1. a range of approaches in musicological study. 2. topics in Western classical, popular and world musics, including cultural, social and historical issues. 3. how to compose both original and imitative music. 4. how to perform music. 5. techniques of music analysis.	**Music** Knowledge and understanding are gained through formal teaching (lectures, seminars and individual tutorials and vocal/instrumental tuition), guided independent research and the writing of essays, reports, music, and analytical notation and through public and workshop performance. Part 1 offers a broad introduction to 1-5. In Part 2 and 3 the understanding and skills acquired in Part 1 are developed and Part 3 also introduces more specialised study concentrating on 2, 3, 4 or 5. *Assessment* In Part 1 knowledge and understanding of 1-5 are tested through a combination of essays, written and verbal reports, written examinations (both unseen and prepared), composition portfolio (including electronic recordings) and musical performance. In Parts 2 and 3 all of the above applies but in addition students will write a dissertation and may choose to assemble a composition portfolio or give a public recital. Throughout the programme students have the option of being given credit for their participation in approved University music making. **English** 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 and 5. In Part 2 the understanding and skills acquired in Part 1 are developed with particular emphasis on 1, 2 and 4 through seminars, lectures and individual feedback. Part 3 introduces 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* In Parts 1 and 2, knowledge and understanding of 1 – 5 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.
English 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	

Skills and other attributes

B. Intellectual skills:

Music - able to:
1. demonstrate a capacity for independent thought and critical writing.
2. use musical and historical resources as evidence.
3. assimilate and communicate complex musical structures

English
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

Music
Intellectual skills are acquired through lectures, independent musical study , seminar preparation and discussion, essay writing, workshop performance, and individual tutorials (1-3).

Assessment
1-3 are assessed both continually in project assessment and at module exit standard in examinations in Parts 1-3 and the individual projects in Part 3.

English
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 and unseen exams.   1- 4 are assessed formatively through seminar discussion and essay feedback and tutorials.

C. Practical skills:

Music - able to:
1. play music with an appropriate command over accuracy, style and presentation.
2. compose music with an appropriate command of the relevant technical requirements.
3. conduct a critical argument using relevant theoretical approaches.
4. demonstrate information retrieval skills.
5. apply appropriate conventions in the presentation of all assessed work.

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

Teaching/learning methods and strategies

Music
1 and 2 are developed by vocational training, including workshops. 3-5 are developed through lectures, independent musical study , seminar preparation and discussion, essay writing, workshop performance, and individual tutorials. 4 is developed in close liaison with specialist Library personnel.

Assessment
The practice-based nature of a music programme means that all practical skills are assessed in a broader knowledge-based context as well as exit performance (such as in Part 3 a solo recital, dissertation or composition portfolio).

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.

D. Transferable skills:

Music - able to:
1. use IT (including word-processing, standard notation software and databases).
2. use library and archival resources.
3. write fluently and critically.
4. give effective oral and skills-based presentations.
5. work as part of a team.
6. solve problems effectively.
7. manage time.
8. plan and manage future careers.
9. assimilate cultural issues.

English
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

Music
Transferable skills are developed through seminars and tutorials (1-9), workshops (4-6), vocational training (4-8), independent learning (1-4, 6-9), examinations (3, 4, 6, 7) and individual projects (1-9).

Assessment
Due to the project-based nature of the music programme transferable skills are integrally assessed in all modules. Increasing emphasis is placed on 8 and 9 in Parts 2 and 3.

English
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.