

## **BA Typography and English** **For students entering Part 1 in 2003**

**UCAS code: WQ23, EQ23**

Awarding Institution:  
Teaching Institution:  
Relevant QAA subject benchmarking group(s):  
Faculty of Arts and Humanities  
Date of specification: September 2005  
Programme Director: Dr Mary Dyson  
Programme Adviser: Dr Andrew Nash  
Board of Studies: Typography, English  
Accreditation: Not appropriate

The University of Reading  
The University of Reading  
Art & Design, English  
Programme length: 3 years

### **Summary of programme aims**

The programme in Typography and English is multi-disciplinary and aims to provide students with subject-specific knowledge and more general skills, including a grounding in the practice of Typography, informed by theory and history, and knowledge of a variety of literary texts and perspectives on different methods of critical analysis. The programme also aims to foster an independent approach to formulating problems and arguments, and to provide a supporting learning environment in which students develop a range of intellectual, visual, technical and social skills.

### **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 problem-solving, information handling, communication (both written and oral), numeracy, team working, use of information technology and career management.

In addition, students are expected to have developed the ability to formulate and evaluate their own arguments and those of others, to translate subject-specific knowledge and skills to new environments, to work co-operatively with others as well as undertake self-directed and independent study, to manage their time effectively, and to understand the role of technology in the workplace.

### **Programme content**

In each Part of the degree programme, in consultation with an adviser, students must choose modules to make up a total of 120 credits. In Part 1, 60 credits must be taken in the English Department, and a minimum of 40 credits in Typography. In Parts 2 and 3 students may take up to 20 credits from modules available elsewhere in the University, in consultation with their adviser.

In Typography, Part 1 introduces the history, theory and practice of typography and graphic communication, with the option of an introduction to relevant digital technology and structured and analytical approaches to design. In Part 2, compulsory modules in theory and history may be combined with the development of skills in detailed, editorial typography. In Part 3, further experience of design skills is acquired and some specialisation developed through a joint dissertation and choice of options which may be theoretical, historical or practical. The Part 1 programme in English introduces students to debates about approaches to the study of literature, through close study of selected texts from a number of different periods; Parts 2 and 3 provide a greater element of choice, with a more concentrated focus on individual periods, literary topics and/or generic traditions, and an increasing opportunity for specialised and independent study.

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

*Compulsory modules in Typography (40 credits)*

TY1HG	<i>Introduction to the history of graphic communication</i>	20	C
TY1TP	<i>Introduction to typographic theory and practice</i>	20	C

*Optional module in Typography (20 credits)*

TY1DM	<i>Introduction to digital design methods</i>	20	C
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*Compulsory modules in English (60 credits)*

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) Intermediate level** *Credits*    *Level*

*Compulsory modules in Typography (40 credits)*

TY2GC	<i>History of graphic communication</i>	20	I
TY2TT	<i>Theory of typographic and graphic language</i>	20	I

*Optional module in Typography (20 credits)*

TY2TD	<i>Typographic detailing</i>	20	I
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This module may be replaced by 20 credits taken from elsewhere in the University, provided 60 credits are taken in English.

Students choose three modules in Part 2, at least one in the Autumn and one in the Spring terms. At least one of the chosen modules must be an asterisked module. Not more than one module may be chosen from each group.

**Autumn Term**

*Group A*

EN2RTC	<i>*Renaissance Texts &amp; Cultures</i>	20	I
EN2MC1	<i>Modernism and Modern 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
EN2NCN	<i>Nineteenth-Century Novel</i>	20	I
EN2WA1	<i>Writing America 1</i>	20	I

*Group C*

EN2RDR	<i>*Renaissance Drama</i>	20	I
EN2LCT	<i>Literary Criticism &amp; Theory</i>	20	I
EN2WW1	<i>Women's Writing and Feminist Theory 1</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, Crisis and Narrative Fiction</i>	20	I
EN2RD	<i>Romantics to Decadents</i>	20	I

*Group B*

EN2LV	<i>*Lyric Voices 1340 – 1650</i>	20	I
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EN2MD	<i>Modern Drama</i>	20	I
EN2WA2	<i>Writing America 2</i>	20	I
EN2CAW	<i>Communications at Work</i>	20	I
<i>Group C</i>			
EN2SH	<i>*Shakespeare</i>	20	I
EN2WW2	<i>Women's Writing and Feminist Theory 2</i>	20	I
EN2FN	<i>Film Narrative</i>	20	I

One of these modules (from Groups A, B, or C) may be replaced by 20 credits taken from elsewhere in the University, provided 60 credits are taken in Typography.

Career Management Skills contributes 5 credits' worth of marks to the average for Part 2.

### Part 3 (three terms) Honours level

*Credits Level*

#### *Compulsory module in Typography (20 credits)*

TY3SP	<i>Skills for design practice</i>	20	H
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#### *Optional modules in Typography (20 credits)*

Not all optional modules will necessarily be available in any year. Admission to optional modules will be at the discretion of the Programme Director.

TY3DI	<i>Designing to inform</i>	10	H
TY3SD	<i>Screen design: planning and development</i>	10	H
TY3TI	<i>Image and text</i>	10	H
TY3DR	<i>Design for reading</i>	10	H
TY3LF	<i>History of letterforms and typography</i>	10	H
TY3TL	<i>Typography and language</i>	10	H
TY3ET	<i>Empirical approaches to typography</i>	10	H
TY3BD	<i>Book design in the fifteenth century</i>	10	H
TY3TB	<i>Twentieth-century book design</i>	10	H
TY3CL	<i>Use of colour in documents</i>	10	H

One or both of these modules may be replaced by up to 20 credits taken from elsewhere in the University, provided 60 credits are taken in English.

### In English (40 credits)

Students choose two 20 credit modules, one in each term, from an approved list. (NB. Not all these options will necessarily be available every year. Admission to optional modules is at the discretion of the Programme Director.)

#### *Optional modules*

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
EN3CAM	<i>Classic American Writers</i>	20	H
EN3CC	<i>The Craft of Courtship in Tudor and Early-Stuart England</i>	20	H
EN3CD	<i>Contemporary Drama</i>	20	H
EN3CE	<i>Colonial Explorations</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
EN3DL	<i>Darwin's Legacies</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
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
EN3GP	<i>Gender and Power in Restoration Literature</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
EN3MAT	<i>Margaret Atwood</i>	20	H
EN3MDN	<i>Medieval Dream Narratives</i>	20	H
EN3MSF	<i>Modern Scottish Fiction: from Jean Brodie to Trainspotting</i>	20	H
EN3MPP	<i>Marvell, Poetry and Politics in the Mid-17<sup>th</sup> Century</i>	20	H
EN3NAF	<i>Nineteenth-Century American Fiction: Realism to Naturalism</i>	20	H
EN3NAW	<i>Writing the North American Wilderness</i>	20	H
EN3NIM	<i>Novels of Immigration and Black British Fiction</i>	20	H
EN3NMW	<i>The Novel in the Material World</i>	20	H
EN3OE2	<i>Old English 2</i>	20	H
EN3PBS	<i>Revolutionary Romantics: Shelley and his Successors</i>	20	H
EN3PL	<i>Packaging Literature</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</i>	20	H
EN3SB	<i>Samuel Beckett</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
EN3SLA	<i>Perspectives on Slavery</i>	20	H
EN3SP	<i>Shakespeare and his Contemporaries in Performance</i>	20	H
EN3SR	<i>Shakespeare and Romance</i>	20	H
EN3ST	<i>Shakespeare and Theory</i>	20	H
EN3SV	<i>Spectacle and Violence on the Elizabethan Stage</i>	20	H
EN3TH	<i>Thomas Hardy</i>	20	H
EN3TTC	<i>From Troy to Camelot: Medieval Romance</i>	20	H
EN3VEC	<i>Victorian and Edwardian Children's Fantasy</i>	20	H
EN3VSN	<i>Victorian Sensation Novels</i>	20	H
EN3VW	<i>Virginia Woolf</i>	20	H
EN3WL	<i>Writing Lives</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

*Compulsory joint module (40 credits):*

TY3DE *Joint dissertation* 40 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 both of the compulsory Typography modules TY1HG and TY1TP and in each English module; (iii) a mark of at least 30% in individual modules amounting to not less than 100 credits taken in Part 1.

To proceed from Part 2 to Part 3, students must obtain (i) an overall average of 40% over 120 credits taken in Part 2; (ii) an average of 40% across the two compulsory typography modules TY2TT and TY2GC (iii) an average of 40% across English Part 2 modules and a mark of at least 35% in each English Part 2 module; (iii) a mark of at least 30% in individual modules amounting to not less than 100 credits taken in Part 2.

### **Summary of teaching and assessment**

There are formal lectures, seminars, essay tutorials, and practical work in studios and workshops. In addition, the Dissertation module is supported by workshops and individual supervisions.

Modules are assessed by a mixture of essays, reports, seminar presentations, formal examinations (with seen and unseen papers), a dissertation, and projects.

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%.

### **Admission requirements**

All applicants are considered on their individual merits and the Departments may vary these requirements if they see fit. Entrants to this programme are normally required to have obtained: Grade C or better in English in GCSE; and achieved  
UCAS Tariff: 280 points from 3 A levels to include A level in English Literature or English Language and Literature at grade B ; 300 points from 4 subjects (e.g. 3 A levels and 1 AS level)  
International Baccalaureat: 31 points with 6 for Higher Level English Literature  
Irish Highers: BBBBC

#### *Mature applicants*

Applications from mature candidates are welcomed. A mature applicant is more likely to receive an offer of a place if he or she has undertaken recent study, for example 2 or more A levels or an Access course, but each case is assessed on its individual merits. We recommend you contact an admissions tutor as soon as possible to discuss your individual circumstances.

#### *International applicants*

Applications from international candidates are welcomed. If you are not offering A levels we advise you to contact either an admissions tutor before applying in order to discuss the acceptability of your qualifications. IELTS Band 7 (or equivalent) will be required for those whose education has not been undertaken in English.

Admissions Tutors: Dr Mary Dyson/Mr Eric Kindel 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.

Induction includes meetings during 'Freshers' Week' with introductions at University and Faculty levels. Students receive Handbooks from both Departments which give extensive 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. 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. In Typography the year tutor system enhances the personal tutor system, with year tutors available to offer advice on the choice of modules within the programme. The emphasis throughout the programme is on individual and small-group learning rather than class teaching. The Typography Department has its own computers (Apple Macintoshes) and related hardware (e.g. scanners, laser printers, digital cameras) with a range of professional software relevant to the subject. There are also several important university and departmental collections which form the bases for seminar presentations, and potential resources for dissertations. Within the English department the Geoffrey Matthews Collection provides books, xeroxed materials, cassettes and an extensive collection of videos for loan to students. A video-viewing suite is available within the Faculty.

### **Career prospects**

Students with a Joint Degree in Typography and English will be particularly attractive to publishers, but are also well qualified for a wide variety of jobs including teaching, journalism, the media, management, administration, public relations, museums and galleries. 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 or for placements**

There are no formal arrangements.

### **Educational aims of the programme**

The aims of this programme are both intellectual and practical. The English component seeks 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. The Typography component provides a grounding in the practice of the subject, informed by theory and history. The programme overall offers a supportive learning environment in which students develop a range of intellectual, visual, technical and social skills.

## 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*

<p><b>A. Knowledge and understanding of:</b></p> <ol style="list-style-type: none"><li>1. Principles of typographic design</li><li>2. Elements of graphic language and their interrelationships</li><li>3. History of typography and graphic communication</li><li>4. The design process and relevant working methods and tools</li><li>5. Ways in which social, cultural and historical issues relate to texts</li><li>6. Literary texts in English from selected periods between the Middle Ages and the present day</li><li>7. A range of kinds of texts including fiction, poetry and drama</li><li>8. A range of approaches in English studies</li><li>9. Methods of critical textual analysis</li><li>10. Selected fields of English and Typography</li></ol>	<p><b>Teaching/learning methods and strategies</b></p> <p>The teaching of Typography has three aspects: theory, history and practice. Theory and history inform practice and practical experience enables discussion of theoretical issues and historical examples. Practical projects provide an insight into design process and methods.</p> <p>In both subjects, knowledge and understanding are gained through formal teaching (lectures, seminar discussions, and individual essay feedback), prescribed and recommended reading, and the writing of essays. Part 1 provides a broad introduction to 1–9 and Part 2 develops skills through seminars, lectures and individual feedback. Understanding methods, approaches and specialisation in a particular field occurs in Part 3. This includes supervised, independent study to research and write a dissertation.</p> <p><i>Assessment</i></p> <p>Practical work (4) is assessed by projects. Other work is assessed through a mixture of coursework, examinations and the dissertation.</p>
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### *Skills and other attributes*

<p><b>B. Intellectual skills – able to:</b></p> <ol style="list-style-type: none"><li>1. Assemble and review literature</li><li>2. Read closely and critically</li><li>3. Organise material and articulate in written form</li><li>4. Analyse examples of graphic language</li><li>5. Identify and analyse problems and issues</li><li>6. Plan and conduct independent analysis and research</li><li>7. Reflect on one's own positions</li></ol>	<p><b>Teaching/learning methods and strategies</b></p> <p>Seminar preparation and discussion, and essay writing with feedback through tutorials provide the basis for research skills. These are further developed through self-directed study, including independent reading, in close consultation with a supervisor. Lectures and seminars promote analysis of graphic language. Projects provide the opportunity to analyse and solve design problems and analyse examples of graphic language through critiques..</p> <p><i>Assessment</i></p> <p>The dissertation is the primary vehicle for assessing students' research skills. Formative assessment occurs through coursework essays taken earlier in the programme. Written examinations, essays and practical work also assess analytical skills.</p>
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**C. Practical skills – able to:**

1. Assess requirements of project brief
2. Explore alternative approaches to a problem
3. Plan practical design work
4. Criticize and formulate interpretations of texts
5. Engage in critical argument using relevant theoretical approaches
6. Recognise the rhetorical resources of the English language
7. Relate the study of English to cultural and social issues
8. Use bibliographical and research skills
9. Use appropriate conventions in the presentation of written work

**Teaching/learning methods and strategies**

Practical skills are taught within the practical modules in Typography. Some lectures (e.g. on typographic theory) feed into the development of practical skills by examining a range of design outcomes. 8 and 9 are developed through essays, essay feedback and dissertation guidance and supervision. 4–7 are developed in seminars, essays and essay tutorials.

*Assessment*

Projects assess practical design skills. Other skills are assessed through formative and summative essays. 4–7 are also tested in unseen examinations.

**D. Transferable skills – able to:**

1. Solve problems
2. Articulate ideas effectively in speech and writing
3. Formulate and present arguments
4. Assess the merits of competing approaches
5. Translate subject-specific knowledge and skills into other environments
6. Self-evaluate and self-reflect
7. Manage time
8. Work as a team member
9. Handle a variety of information sources
10. Use basic statistical techniques
11. Use IT
12. Plan career

**Teaching/learning methods and strategies**

The use of IT is embedded throughout the programme. 1–6 are developed through seminar presentations, seminar discussions, and written coursework. Practical work involves problem solving, managing time, working within teams. Time management is also necessary for submitting coursework. Lectures, seminars and self-directed study provide experience of information handling. Experimental research projects introduce basic statistical techniques. A series of briefings, exercises and self-directed study cover career development skills.

*Assessment*

Coursework essays and seminar presentations are used to assess 1–6, 9–10, 12, and these are summatively assessed through examinations and the dissertation. 6 is also encouraged through essay feedback and essay tutorials. Although the skills associated with 7, 8, are not directly assessed, they are encouraged through seminars and tutorial and contribute to effective outcomes of projects, assessed within practical modules.

*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.