BA English Literature and Modern English Language UCAS code: QQ31

Awarding Institution: The University of Reading
Teaching Institution: The University of Reading
Relevant QAA subject benchmarking group(s):   English; Linguistics
Faculty of Arts and Humanities   Programme length: 3 years
For students entering Part 1 in 2002   Date of specification: April 2003
Programme Director: Dr Karin Lesnik-Oberstein
Board of Studies: English and Linguistics
Accreditation: not applicable

Summary of programme aims
The English Literature and Modern English Language Joint Degree is a multi-disciplinary
programme in which students take modules in both departments alongside single subject students.
The programme aims to provide students with subject specific knowledge and more general skills.
In English, these include 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. In Linguistics, the aims
are to develop an appreciation of the principles of the scientific study of the English language, a
knowledge of its nature, and an understanding of its role and significance in the individuals and
societies that use it, together with practical skills in the analysis of the English language. The
programme is also designed to foster an independent approach to formulating problems and
arguments, using the close reading and analytical skills that are fundamental to both disciplines.

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

From their studies in English and Linguistics, students are expected to gain a range of transferable
intellectual skills including: the ability to communicate fluently and effectively orally and in
writing; the ability to synthesize, analyse and evaluate information, ideas and theoretical claims;
the ability to formulate and appraise their own arguments, and to translate subject-specific
knowledge and skills to new environments; the ability to work independently and co-operatively;
effective time management; the ability to find and use relevant information resources; and basic
computing skills, including an awareness and experience of the application of information
technology to language studies.

Programme content
Each Part of the degree programme comprises 120 credits. In Part 1, students take 60 credits in
the School of English and at least 40 credits in Linguistics; the remaining 20 credits may be made
up from a further Linguistics option, or from modules available elsewhere in the University. In
Parts 2 and 3 students must normally take 60 credits each year in both subjects, but, in
consultation with their programme adviser, they may choose to take up to 20 credits from
modules available elsewhere in the University.
The Part 1 syllabus in English engages students with fundamental debates about the study of
literature through close analysis of selected texts from different periods, while in Linguistics
students are introduced to 'core' levels of linguistic analysis that relate to sound, grammar and
meaning, and also to applications of linguistics, in individual and social aspects of language. In
Part 2, the English syllabus provides increased breadth of coverage, focusing on literary texts in

relation to a variety of historical periods, topics, and/or generic traditions. Linguistics consolidates the core areas, and extends them in modules for sound structure and grammar and meaning. Training is also provided in research methods. In Part 3 the Joint Dissertation module allows students to follow their particular interests, and a wide range of options in both strands of the programme provides the opportunity for more specialized and independent study

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

In English (60 credits)
Compulsory modules

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

In Linguistics (40 or 60 credits)
Compulsory module
Autumn, Spring and Summer terms

LS1SG	*Sounds, Grammar and Meaning*	20	C

Students also take one *or* both of the following Optional modules:
Autumn, Spring and Summer terms

LS1IS	*Language in the Individual & in Society*	20	C
LS1LS	*Linguistic Studies*	20	C

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

In English (60 credits)
Students choose three modules over the course of Part 2, at least one in the Autumn and one in the Spring terms. One module must be chosen from each of the Groups A, B and C.
Autumn Term
Group A

EN2CMN	*Chaucer and Medieval Narrative*	20	I
EN2 RTC	*Renaissance Text and Cultures*	20	I
EN2RR	*Restoration to Romantics*	20	I

Group B

EN2WW1	*Women's Writing and Feminist Theory 1*	20	I
EN2MC1	*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 and 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 |
| EN2SH2 | *Modern Drama* | 20 | I |

Group C

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 at Part 2, 5 are taken up by Career Management Skills

| | *Careers Management Skills* | 5 | I |

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 | *Communications at Work* | 20 | I |

In Linguistics, students take a further 60 credits made up of the following compulsory modules:

Autumn Term

| LS2LG | *Core Linguistics* | 20 | I |
| LS2EG | *English Grammar* | 10 | I |

Spring Term

| LS2EP | *English Phonology* | 10 | I |

Autumn and Spring Terms

| LS2RM | *Research Methods* | 20 | I |

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

Compulsory module

| EN3JDL | *Joint Dissertation* (20 credits in each department) | 40 | H |

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.)

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	*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-17thCentury*	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
EN3VSF	*Victorian Sensation and Popular Fiction*	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

In Linguistics (40 credits)
Compulsory modules

| LS3VE | *Varieties of English* | 10 | H |
| LS3DA | *Discourse Analysis* | 10 | H |

Optional modules

LS3SD	*Sociolinguistics & Dialectology*	10	H
LS3CS	*Computer-Based Corpus Studies*	10	H
LS3LT	*Applied Linguistics & Language Teaching*	10	H
LS3CL	*Child Language Development*	10	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 modules in Linguistics; 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

that the candidate has pursued the course for that 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
English 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.
Linguistics modules are also taught by lectures, seminars and small group practical work. Some modules are assessed wholly by coursework, some wholly by examination, and others by a mixture of the two: details are given in the module descriptions.
The Dissertation module is additionally supported by individual supervision in both Departments, and by Dissertation Workshops in the English Department.

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:

Mark	Interpretation
70% - 100%	First class
60% - 69%	Upper Second class
50% - 59%	Lower Second class
40% - 49%	Third class
35% - 39%	Fail: not of Honours standard
0% - 34%	Fail

Admission requirements
Entrants to the English Literature and Modern English Language programme are normally required to have obtained:
UCAS Tariff: 280 points including 100 points in English Literature or English Language and Literature.
Scottish Highers: ABBBB (A in English Literature)
Irish Leaving Certificate: ABBBB (A in English Literature)
International Baccalaureat: 31 points with at least 6 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 be expected to have a B (100 points) at A level English, or equivalent qualifications, 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 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.

In the School of English students 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 English Department, holds a range of 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.

In Linguistics, students at Part 1 receive an induction course in Academic Writing. Each student is provided with a course handbook which contains full details of the degree programme, the staff and facilities in the School of Linguistics and Applied Language Studies, and a range of useful information including advice on note-taking in lectures, preparation of written work especially the dissertation, and dates of terms and examinations, and the University's procedure for assessment. Each Part of the programme has a Course Tutor to advise students on selection of modules, learning and assessment. Learning on core modules is supported by small group seminars. Learning is also supported by dedicated facilities in the School. The Corpus Facility has six networked PCs that are intended in the first instance for students researching corpora and databases, such as the British National Corpus and CoBUILD. We also have our own research corpora and databases, and these can be accessed from these machines. The facility uses the very latest software in language and speech analysis. Also available for students are word-processing and statistics, e-mail, and Internet access. Further PCs are located in the student common room for student use. The Speech Research Laboratory is well equipped with a wide range of instrumentation for the investigation of many aspects of speech, and the technical staff and phonetics lecturers are available to advise and help with its setting up and use. The Communication Disorders Centre includes a speech and language therapy clinic in the local NHS Trust, and provides students with opportunities for learning and research. There is also a Language Acquisition Laboratory, which provides an essential testing ground for linguistic theories.

Career prospects
In recent years students who have gained a Joint Degree in English Literature and Modern English Language have gone into a wide variety of jobs: for example, teaching, publishing, journalism, translating, the media and advertising, management, administration, and public relations. In some cases, further study and qualifications are necessary, and the Linguistics component of the programme forms an excellent foundation for careers in second and foreign language teaching, and in speech and language therapy. It also equips graduates to organize complex data and to work in IT environments—skills demanded in many types of employment that are not directly concerned with language. A number of graduates each year go on to further

academic study and research. More broadly, the degree provides students 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 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 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.
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 enable students to achieve their full intellectual potential. The English component of the degree 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 Linguistics component undertakes a rigorous and critical study of linguistics as applied particularly to the English language, and aims to allow students to develop their own interests in the applications of linguistics in a variety of areas. The overall aim is to provide students with the foundation skills for further independent study and research, and, by exposing students to a variety of learning experiences, to equip them with a range of transferable skills of potential value to future employers.

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:	Teaching/learning methods and strategies
In 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	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 modules offer a broad introduction to 1, 2, 3, 4 and 5. In Part 2, the understanding and skills acquired at 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.
Core areas of English linguistics, represented in 7-12: 7. the systems for the production and perception of human speech sounds 8. the principles of phonological contrast and organization of the English sound system 9. the principles of derivational and inflectional morphology in English 4. the principles for determining syntactic constituents and their inter-relations in English 10. the principles of semantic contrast, and the role of sense, reference and denotation in English 11. the principles of pragmatics, including speech acts, entailment and presupposition in English Additionally, 12. a range of specialist areas in which linguistic principles are applied to the study of English	7-12 are achieved through Part 1 module *Sounds, Grammar & Meaning*, and Part 2 modules *Core Linguistics*, *English Phonology*, and *English Grammar*, by lectures and small group seminars. Additionally, small group phonetics practical sessions focus on 1. Further knowledge and understanding in areas 1-6 are offered in option modules at Part 3, by lectures and guided assignments. 7 is achieved through Part 1 module *Language in the Individual & Society*, by lectures and small group seminars, and through further Part 3 modules, by lectures and guided assignments. *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. 7-12 are assessed by coursework and written examination; 1 is additionally assessed by oral examination. Dissertation and oral presentations also contribute in core and applied areas.

Skills and other attributes

B. Intellectual skills

In 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

In English Linguistics– able to:
5. think logically
6. analyse and solve problems
7. operationalize abstract concepts for testing of hypotheses
8. assimilate rapidly-evolving concepts and models of language
9. generalize knowledge and methods from one area of study to others
10. plan, carry out and present an extended independent investigation of a research topic

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).

5-6 are achieved through demonstration and example in all lectures and small group seminars; additionally, through language practicals at Parts 1 and 2, and the Part 2 module *Research Methods*, and through the *Dissertation* at Part 3.
7 is achieved mainly through the Part 2 module *Research Methods*, and through the *Dissertation* at Part 3.
8 is achieved through the progression of concepts particularly in the modules *Sounds, Grammar & Meaning* at Part 1and *Core Linguistics* at Part 2; further opportunities are offered through option modules, especially those in applied areas at Part 3.
9 is achieved through the combination of core and applied modules at Parts 1 and 2.
10. is achieved through the Part 2 module *Research Methods*, and through the *Dissertation* at Part 3.
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.
6-10 form part of the evaluation of the quality of students' coursework and their written examinations. Additionally, 6 is assessed through small-scale and subsequent larger project work, respectively, in the modules *Research Methods*, and the *Dissertation*.

C. Practical skills	**Teaching/learning methods and strategies**
In English:	
1. The ability to criticize and formulate interpretations of texts	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.
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 English Linguistics – able to:	
7. perceive, produce and transcribe a full range of sounds produced by the human vocal tract	7 is achieved through small group phonetics practical sessions, based on general information provided in the main core lectures on the sounds of language.
8. analyse the English language at all levels of linguistic organization	8-9 are achieved through small group practical sessions at Parts 2 and 3 which exercise analytic techniques based on lectures on structures and functions in the English language; also, through the Part 2 module *Research Methods*, and through the *Dissertation* at Part 3.
9. identify patterns in complex linguistic data and account for them in terms of appropriate levels of representation and generative rules	
10. address and assemble the information contained in modern electronic linguistic corpora	10 is achieved through introductory sessions and assignment in the module *Research Methods*, and through the option module *Computer-Based Corpus Studies*.
11. run appropriate statistical tests on numerical data	11 is achieved through the Part 2 module *Research Methods*
	Assessment
	All the subject specific practical skills are assessed through formative and summative essays. 1 – 3 and 6 are also tested in unseen examinations.
	7 is assessed by oral examination.
	8-11 are assessed by assignment;
	8-9 are additionally assessable by written examination, and 11 by evaluation of the *Dissertation*

D. Transferable skills

In 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

In English Linguistics – able to:
11. use IT (word processing, using standard and statistical software)
12. define a research topic and mount a principled investigation by means of hypothesis-formulation and testing
13. give oral presentations
14. work as part of a team
15. use library resources
16. manage time
17. formulate and implement career plans

Teaching/learning methods and strategies

Transferable skills in English are developed through seminar discussions, 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 analysing 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).

11-16 are achieved through the Part 2 module *Research Methods*, while 12, 15 and 16 are additionally developed through the *Dissertation,* and 13 is developed in a number of option modules as well as in the *Second Year Conference.* 15 and 16 are required for successful execution of assignments throughout the programme. 17 is achieved through the Part 2 module on *Career Management Skills*

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 by coursework and is also assessable in the *Dissertation.* 12 is assessed by group presentation and individual writing up of the project carried out in the Part 2 module *Research Methods*, and in the *Dissertation.*
13 is assessed by staff observation and contributes to coursework on relevant modules. 14-16 are not specifically assessed but contribute to success in forms of assessment generally. 17 is assessed by three equally weighted assignments

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