

BA English and Sociology

UCAS code: LQ33

Awarding Institution:
Teaching Institution:
Relevant QAA subject benchmarking group(s):
Faculty of Arts and Humanities
For students entering Part 1 in 2002
Programme Director: Dr Tom Woodman
Programme Adviser: Dr Tanya Cassidy
Board of Studies: English and Sociology
Accreditation: not appropriate

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

Summary of programme aims

This is a cross-disciplinary programme which aims to provide students with subject-specific knowledge of both English and Sociology. The joint degree seeks to impart knowledge of a variety of different kinds of literary texts together with a training in sociological theories and techniques, thereby providing a perspective on different methods of critical analysis. The course also aims to foster an independent approach to formulating problems and arguments, using the systematic research, 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. 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, problem-solving, team working and use of information technology.

In addition, students will develop a range of intellectual skills including the ability to synthesise, analyse and evaluate information and ideas; the ability to formulate independent arguments and to appraise and improve their own performance; and the ability to translate subject-specific knowledge and skills to new environments.

Programme content

Each Part of the degree programme comprises 120 credits. At Part 1 students are required to take 60 credits in the School of English and American Literature, and at least 40 credits in the Sociology Department; the remaining 20 credits may be made up from optional Certificate-level Sociology modules and/or from modules available elsewhere in the University. In Parts 2 and 3, students must normally take 60 credits in both English and Sociology in each Part. However, in consultation with their programme adviser, they may choose to take up to 20 credits each year from modules elsewhere in the University.

Part 1 (three terms) Certificate level

Credits Level

In English (60 credits)

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 |

In Sociology (40 or 60 credits)

Compulsory modules

| | | | |
|--------|----------------------------------|----|---|
| SO1INT | <i>Introduction to Sociology</i> | 20 | C |
|--------|----------------------------------|----|---|

| | | | |
|---|---|----|---|
| SO1MET | <i>Methods 1: Main Sociological Methods</i> | 20 | C |
| <i>Optional modules (may be taken if students wish to gain additional credits in Sociology)</i> | | | |
| SO1CES | <i>Contemporary European Society</i> | 10 | C |
| SO1CSI | <i>Contemporary Social Issues</i> | 10 | C |

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

In English (60 credits)

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 | <i>Chaucer and Medieval Narrative</i> | 20 | I |
| EN2 RTC | <i>Renaissance Texts & Cultures</i> | 20 | I |
| EN2RR | <i>Restoration to Romantics</i> | 20 | I |

Group B

| | | | |
|--------|--|----|---|
| EN2WW1 | <i>Women's Writing and Feminist Theory 1</i> | 20 | I |
| EN2MC1 | <i>Modernity and Cultural Crisis 1</i> | 20 | I |
| EN2WAI | <i>Writing America 1</i> | 20 | I |

Group C

| | | | |
|--------|--|----|---|
| EN2SH1 | <i>Shakespeare A</i> | 20 | I |
| EN2NCN | <i>Nineteenth Century Novel</i> | 20 | I |
| EN2LCT | <i>Literary Criticism & Theory</i> | 20 | I |

Spring Term

Group A

| | | | |
|--------|---------------------------------|----|---|
| EN2LV | <i>Lyric Voices 1340 - 1650</i> | 20 | I |
| EN2ERE | <i>English Renaissance Epic</i> | 20 | I |
| EN2SH2 | <i>Shakespeare B</i> | 20 | I |

Group B

| | | | |
|--------|--|----|---|
| EN2RD | <i>Romantics to Decadents</i> | 20 | I |
| EN2MC2 | <i>Modernity and Cultural Crisis 2</i> | 20 | I |
| EN2MDR | <i>Modern Drama</i> | 20 | I |

Group C

| | | | |
|--------|--|----|---|
| EN2WW2 | <i>Women's Writing and Feminist Theory 2</i> | 20 | I |
| EN2WA2 | <i>Writing America 2</i> | 20 | I |
| EN2FN | <i>Film Narrative</i> | 20 | I |

In Sociology (60 credits)

Compulsory modules

| | | | |
|--------|--|----|---|
| SO2THE | <i>Theory 1: The Classical Tradition</i> | 10 | I |
| SO2CUL | <i>Sociology of Culture</i> | 10 | I |

Students must also choose *one* of the following three modules:

| | | | |
|--------|------------------------------|----|---|
| SO2POL | <i>Political Sociology</i> | 10 | I |
| SO2ECO | <i>Economic Sociology</i> | 10 | I |
| SO2STR | <i>Social Stratification</i> | 10 | I |

Optional modules (chosen in Spring Term. 3 options, worth a total of 30 credits, are required):

| | | | |
|--------|-----------------------------------|----|---|
| SO2ORG | <i>Sociology of Organizations</i> | 10 | H |
| SO2POE | <i>Political Economy</i> | 10 | H |
| SO2GEN | <i>Sociology of Gender</i> | 10 | H |
| SO2POP | <i>Popular Culture</i> | 10 | H |
| SO2SOA | <i>Sociological Analysis</i> | 10 | H |
| SO2EI | <i>Evil Influences</i> | 10 | H |

| | | | |
|--------|--|----|---|
| SO2POP | <i>Popular Culture</i> | 10 | H |
| SO2FEM | <i>Feminisms</i> | 10 | H |
| SO2SEX | <i>Human Sexualities</i> | 10 | H |
| SO2MPM | <i>Moral Panics, the Media, and Moral Crusades</i> | 10 | H |
| SO2REL | <i>Understanding Religion and Belief</i> | 10 | H |

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

| | | |
|----------------------------------|---|---|
| <i>Careers Management Skills</i> | 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 | <i>Communications at Work</i> | 20 | I |
|--------|-------------------------------|----|---|

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

Compulsory

| | | | |
|--------|--|----|---|
| EN3JDS | <i>Joint Dissertation (20 credits in each subject)</i> | 40 | H |
|--------|--|----|---|

In English (40 credits)

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

Optional modules

| | | | |
|----------|--|----|---|
| EN3AAL | <i>African American Literature</i> | 20 | H |
| EN3AF | <i>American Fiction: Chopin to Carver</i> | 20 | H |
| EN3AP | <i>American Poetry: Bishop to Dove</i> | 20 | H |
| EN3CD | <i>Contemporary Drama</i> | 20 | H |
| EN3CF | <i>Contemporary Fiction</i> | 20 | H |
| EN3CL1/2 | <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 |
| EN3EMP | <i>'For Profit and Delight': Early Modern Poetry Collections</i> | 20 | H |
| EN3ETW | <i>Elizabethan Travel Writing</i> | 20 | H |
| EN3FSS | <i>Further Spenser Studies</i> | 20 | H |
| EN3GG | <i>Grotesque to Gothic: Body Text and Audience 1680-1800</i> | 20 | H |
| EN3HJ | <i>Henry James</i> | 20 | H |
| EN3HP | <i>Harold Pinter</i> | 20 | H |
| EN3JA | <i>Jane Austen and her Contemporaries</i> | 20 | H |
| EN3JAF | <i>Jewish American Fiction</i> | 20 | H |
| EN3LC1 | <i>Topics in Literary Theory and Criticism 1</i> | 20 | H |
| EN3LC2 | <i>Topics in Literary Theory and Criticism 2</i> | 20 | H |
| EN3LP | <i>Literature and Psychoanalysis</i> | 20 | H |
| EN3LTT | <i>Irish Literature of 'The Troubles'</i> | 20 | H |
| EN3MA | <i>Margaret Atwood</i> | 20 | H |
| EN3MDN | <i>Medieval Dream Narrative</i> | 20 | H |
| EN3MID | <i>Modern Irish Drama</i> | 20 | H |
| EN3MP | <i>Modern Poetry: Larkin to Muldoon</i> | 20 | H |

| | | | |
|--------|---|----|---|
| EN3MPP | <i>Marvell, Poetry and Politics in the Mid-17th Century</i> | 20 | H |
| EN3OEL | <i>Introduction to Old English Literature</i> | 20 | H |
| EN3OE2 | <i>Old English 2</i> | 20 | H |
| EN3PCE | <i>Popular Culture in Early Modern England</i> | 20 | H |
| EN3PR | <i>Pre-Raphaelitism</i> | 20 | H |
| EN3RD | <i>Renaissance Drama</i> | 20 | H |
| EN3RWW | <i>Renaissance Women Writing</i> | 20 | H |
| EN3SB | <i>Samuel Beckett</i> | 20 | H |
| EN3SF | <i>British Science Fiction</i> | 20 | H |
| EN3SHG | <i>Shakespeare and Gender</i> | 20 | H |
| EN3SHH | <i>Shakespeare and History</i> | 20 | H |
| EN3SHR | <i>Shakespeare and Romance</i> | 20 | H |
| EN3SIR | <i>The American South: Image and Representation</i> | 20 | H |
| EN3SJ | <i>Samuel Johnson</i> | 20 | H |
| EN3VSP | <i>Victorian Sensation and Popular Fiction</i> | 20 | H |
| EN3TH | <i>Thomas Hardy</i> | 20 | H |
| EN3TTC | <i>From Troy to Camelot: Medieval Romance</i> | 20 | H |
| EN3TVL | <i>Television, Literature and Popular Culture</i> | 20 | H |
| EN3TVP | <i>Television Police Drama</i> | 20 | H |
| EN3WOR | <i>Wordsworth</i> | 20 | H |
| EN3WP | <i>War Poetry: from the Crimean to World War 2</i> | 20 | H |
| EN3YJ | <i>Yeats and Joyce</i> | 20 | H |

In Sociology (40 credits)

Students must choose four of the following options

Optional modules

| | | | |
|--------|--|----|---|
| SO3DEA | <i>Sociology of Death</i> | 10 | H |
| SO3NAR | <i>Narrative Analysis</i> | 10 | H |
| SO3ART | <i>Social Dynamics of Art</i> | 10 | H |
| SO3DDS | <i>Death in the State</i> | 10 | H |
| SO3NAT | <i>The Nation State and Modernity</i> | 10 | H |
| SO3MED | <i>The Sociology of Media</i> | 10 | H |
| SO3EI | <i>Evil Influences</i> | 10 | H |
| SO3SMT | <i>Sociology of Market Transitions</i> | 10 | H |
| SO3IND | <i>Industrial Sociology</i> | 10 | H |
| SO3SOB | <i>Social Boundaries</i> | 10 | H |
| SO3CIT | <i>Citizenship, Economy, and Society</i> | 10 | H |
| SO3IDE | <i>Identities: Ethnic, National, Cultural and Racial</i> | 10 | H |
| SO3HUM | <i>Sociology of Humour</i> | 10 | H |
| SO3GLO | <i>Nationalism and Globalism</i> | 10 | H |
| SO3BEL | <i>Religion and Belief in Contemporary Society</i> | 10 | H |
| SO3SOM | <i>Social Movements</i> | 10 | H |
| SO3INT | <i>Internet Studies</i> | 10 | H |
| SO3PSC | <i>Power and Social Control</i> | 10 | H |
| SO3POW | <i>Power and Inequality in Pre-Industrial Societies</i> | 10 | H |
| SO3GEN | <i>Gender, Family, and the Work Place</i> | 10 | H |
| SO3CLA | <i>Class and Inequality in Contemporary Society</i> | 10 | H |
| SO3LIF | <i>Sociology of the Life Course</i> | 10 | H |
| SO3CRS | <i>Crime and Society</i> | 10 | H |
| SO3AME | <i>American Society: Power, Culture & Structure</i> | 10 | H |
| SO3CHI | <i>Contemporary Chinese Society</i> | 10 | H |
| SO3ENT | <i>Entrepreneurship: The Social Science Perspective</i> | 10 | H |
| SO3MIG | <i>Sociology of Migration</i> | 10 | H |

| | | | |
|--------|--|----|---|
| SO3CRI | <i>Criminology</i> | 10 | H |
| SO3MOR | <i>Moral Controversies in Modern Societies</i> | 10 | H |
| SO3EDU | <i>Sociology of Education</i> | 10 | H |
| SO3CHI | <i>Contemporary Chinese Society</i> | 10 | H |
| SO3AME | <i>Contemporary American Society</i> | 10 | H |
| SO3PCO | <i>Culture and Power</i> | 10 | H |
| SO3LIM | <i>Advanced Topics in Liminality</i> | 10 | H |
| SO3IDE | <i>Advanced Topics in Ideology</i> | 10 | H |
| SO3RHE | <i>Advanced Topics in Rhetoric of Science</i> | 10 | H |
| SO3EVL | <i>Advanced Topics in Everyday Life</i> | 10 | H |
| SO3LES | <i>Advanced Topics in Leisure</i> | 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 40% in each compulsory module in Sociology; 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

Teaching is through seminars, lectures and essay tutorials. In addition the Dissertation module is supported by workshops and individual supervisions. Over the programme as a whole, assessment will be conducted through a mixture of assessed essays and formal examination. 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:

| <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

A previous qualification in Sociology is not required. Entrants to this Joint Degree programme are normally required to have obtained:

UCAS Tariff: 280 points including 100 points in English Literature *or* English Language & Literature.

Scottish Highers ABBBB or above (A in English Literature)

Irish Highers at least 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 be usually be expected to have a B (100 points) at A level English, or equivalent qualification, but consideration is also given to applicants with other qualifications and experience.

Admissions tutor: 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 Learning Resource Centre with some 200 workstations. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union.

Students of both English and Sociology receive Handbooks which give details of the Programme, guidance on study skills such as note-taking and essay writing, and information about staff, facilities, and sources of specialised 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. The Sociology programme lays increasing emphasis on options and course work over the three years. 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 electronic databases, such as the OED, the MLA Bibliography, and JSTOR. Specialist subject librarians are available to give students advice and guidance to library resources. The Department of Sociology provides additional appropriate supports for its students.

Career prospects

A Reading degree in English and Sociology provides graduates with a range of communication and analytical skills that stand them in good stead in the market place. In recent years students have gone into a wide variety of jobs, including teaching, publishing, journalism, the media, management, administration, and public relations. A sizeable minority follow careers in accountancy, banking or commerce, and the civil service; others have pursued interests in law. A number of graduates each year go on to further academic study and research. The degree can also prepare graduates for work in social science research units such as the Institute for Public Policy Research, the Policy Studies Institute, or Chatham House.

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 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.

Alternatively, students following a 3-year degree course may arrange to spend one term of the second year studying at a European University under the Department of Sociology's Socrates exchange scheme. There may also be opportunities to study for one term in the United States under the auspices of the American Studies programme. While such exchanges may involve some

additional financial expenditures and some adjustments to coursework at Reading, we believe that they offer an excellent opportunity to broaden educational and life experience.

Educational aims of the programme

The aims of this joint degree programme are both intellectual and practical. In English, the aim is 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 Sociology component of the degree places equal emphasis on developing the capacity of critical thought, analysis and problem-solving, asking questions and deconstructing others' arguments. Students also learn a variety of explanatory schemata and their application in understanding them in social life.

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:

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

In Sociology:

7. Fundamental sociological concepts of social action, inequality, structure, and practice
8. General, fundamental information on broad social trends across space and time
9. More focused and in-depth specialization on empirical data, theoretical models, and intellectual histories of sub-areas of sociology and the study of social life

Teaching/learning methods and strategies

In 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 items 1-5. 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.

Assessment

At Parts 1 and 2, knowledge and understanding of 1 – 5 are tested through a combination of essays and unseen written examinations. At Part 3, assessment is through a mixture of methods, such as extended essays, essays plus unseen exams, and the dissertation.

In Sociology, both general and specialized knowledge and skills are imparted in a variety of forms, from lecture-oriented introductory modules to more interactive lectures for intermediate modules to intensive advanced seminars in Part 3.

Assessment

Learning is assessed through a combination of examinations and coursework (oral presentations and essays, memos) and projects (including the dissertation). These evaluate absorption of empirical data as well as the capacity to synthesise theoretically and provide explanations.

Skills and other attributes

B. Intellectual skills :

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
5. An ability to analyse and critically deconstruct claims and arguments
6. To think in terms of cause-effect relations, variables and theories
7. To organize arguments through the use of logic and empirical data
8. To apply concepts and procedures of rigorous data collection and analysis

Teaching/learning methods and strategies

Intellectual skills in English 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).

Theory and methods are at the heart of the discipline of Sociology. All Sociology modules, therefore, involve deconstruction and application of a wide range of theoretical frameworks, training students to analyse and apply different types of data relevant to sociological issues.

Assessment

In English, 1 – 5 are assessed both formatively (in seminar discussion, coursework essays, essay feedback and tutorials) and summatively, in essays, unseen exams and the Dissertation. In Sociology, examinations and written work assess students' capacities to present an argument that is a careful, critical, coherent and synthetic combination of theory and data. Hence, all intellectual skills are addressed in each module, although some modules, such as Theory and Methods, focus more narrowly on theoretical construction or the logic and technique of data collection.

C. Practical skills: able to

1. criticize and formulate interpretations of texts
2. engage in critical argument using relevant theoretical approaches
3. recognise the rhetorical resources of the English language
4. exercise bibliographical and research skills
5. deploy appropriate conventions in the presentation of written work
6. relate the study of English to cultural and social issues
7. Design a research project, from setting a research question, to implementing it with data collection and analysis techniques
8. Write coherent arguments
9. Work in teams (in group projects) as well as individually (dissertation or seminar papers)
10. Evaluate policies, social trends, and other social data

Teaching/learning methods and strategies

1 – 3 and 6 are developed in English seminars, essays and essay tutorials. 4 and 5 are developed through essays, essay feedback and dissertation guidance and supervision.

While research techniques arise in each of the Sociology modules, these are specifically addressed in the 'Methods' module students are exposed to in their introductory year.

Assessment

In English, all the subject-specific practical skills are assessed through formative and summative essays. 1 – 3 and 6 are also tested in unseen examinations. In Sociology, students are formally assessed in research and analysis techniques by means of the coursework required by the Methods modules. Some modules include group projects to encourage teamwork and memoranda to encourage precise analysis and critical commentary of readings or issues at hand.

D. Transferable skills:

1. Fluency in written and oral communication
2. The ability to formulate and present arguments
3. Assessing the merits of competing approaches
4. The ability to translate subject-specific knowledge and skills into other environments
5. The ability to find and use relevant information resources
6. Time-management skills
7. A creative approach to problem-solving
8. Group and interpersonal skills
9. An ability to self-evaluate and self-reflect
10. Use of information technology, especially word-processing
11. Analysis of data
12. Numeracy

Teaching/learning methods and strategies

The skills are developed through seminar discussions, seminar presentations, essay writing, tutorial feedback and unseen examinations. 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 joint dissertation. Sociology modules pay special attention to collaborative work on group projects (8), the presentation and appraisal of arguments, and the analysis of both qualitative and quantitative data (11-12).

Assessment

All the itemized skills are formatively assessed through coursework essays and seminar presentations, and summatively assessed through essays, unseen examinations, and the dissertation.

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.