

**BA English**  
**For students entering Part 1 in 2004**

**UCAS code: Q300**

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

The University of Reading  
The University of Reading  
English  
Programme length: 3 years

**Summary of programme aims**

The programme aims to provide students with subject-specific knowledge and more general skills, including knowledge of a variety of different kinds of literary texts, from a range of periods, as well as perspectives on different methods of critical analysis. The course also aims to foster an independent approach to formulating problems and arguments, using the close reading and analytical skills that are fundamental to the discipline.

**Transferable skills**

The University's Strategy for Teaching and Learning has identified a number of generic transferable skills which all students are expected to have developed by the end of their degree programme. In following this programme, students will have had the opportunity to enhance their skills relating to career management, communication (both written and oral), information handling, problem-solving, team working, and information technology (word processing and use of web-based materials).

Students on this programme are also expected to have gained experience and show competence in the following transferable skills: fluency in writing and oral communication, the ability to formulate and evaluate their own arguments and those of others, to translate subject-specific knowledge and skills to new environments, the ability to find and use relevant information resources, to manage their time effectively, and to work co-operatively with others.

**Programme content**

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

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

**Part 1 (three terms) 60 credits**

*Credits Level*

*Compulsory modules*

EN1LL	<i>Languages of Literature</i>	20	C
EN1RS	<i>Revisioning Shakespeare</i>	20	C
EN1WKT	<i>What Kind of Text is This?</i>	20	C

**Part 2 (three terms) 120 credits***Credits Level*

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

***Autumn Term****Group A*

EN2RTC	<i>*Renaissance Texts &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
EN2WAI	<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
EN2MD	<i>Modern Drama</i>	20	I
EN2WA2	<i>Writing America 2</i>	20	I
EN2CAW	<i>Communications at Work</i>	20	I

*Group C*

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

**Students may choose to replace one English module (from Groups B or C) with a module or modules totalling 20 credits from outside the programme.**

**Of the 120 credits in Part 2, 5 are taken up by Careers Management Skills (level I)**

**Part 3 (three terms) 120 credits***Credits Level**Compulsory*

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

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

EN3AF	<i>American Fiction: Chopin to Carver</i>	20	H
EN3AL	<i>Arthurian Literature: Malory to T.H. White</i>	20	H
EN3AP	<i>American Poetry: Bishop to Dove</i>	20	H
EN3BH	<i>Book History: Clay Tablets to Computers</i>	20	H
EN3BIP	<i>Contemporary British and Irish Poetry</i>	20	H
EN3BY	<i>Byron and Byromania</i>	20	H
EN3BPD	<i>Post-War British Political Drama</i>	20	H
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
EN3YJ	<i>Yeats and Joyce</i>	20	H

### **Progression requirements**

To proceed from Part 1 to Part 2 of the degree, students must obtain at least 40% in each of the three English modules, and achieve an overall average of 40% across all modules taken at Part 1. To proceed from Part 2 to Part 3, students must achieve an overall average of at least 40% across all Part 2 modules, and must have no mark below 30% in any module, except that marks of less than 30% in a total of 20 credits may be condoned, provided that the candidate has pursued the course for that module with reasonable diligence and has not been absent from the examination without cause.

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

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

The conventions for classification are included in the Programme Handbook, but you should note that the weighting between Part 2 and Part 3 for classification purposes is 33% and 67%.

The University's honours classification is as follows:

<u>Mark</u>	<u>Interpretation</u>
70% - 100%	First class
60% - 69%	Upper Second class
50% - 59%	Lower Second class
40% - 49%	Third class
35% - 39%	Below Honours Standard
0% - 34%	Fail

### **Admission requirements**

Entrants to this programme are normally required to have obtained:

**UCAS Tariff:** 320-340 points including 100 in English Literature or English Language and Literature

**Scottish or Irish Highers:** ABBBB (A in English Literature)

**International Baccalaureate:** 31 points with 6 or 7 for Higher level English Literature

**GCSE/O** English Language preferred: grade C or above.

All applications are considered on their individual merits. Mature candidates will usually be expected to have a B (100 points) at A Level English Literature, or equivalent qualification. Consideration is also given to applicants with other qualifications and experience.

Admissions Tutor: Mrs Carolyn Lyle

### **Support for students and their learning**

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers, and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information, and houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union.

Students in the School of English and American Literature receive a Handbook which gives details of the Programme, guidance on study skills such as note-taking and essay writing, and information about staff, facilities, and sources of specialized help within the University, such as the Study Skills Advisor and the Counselling Service. The English programme is designed to give students extensive teaching support in Part 1 leading to more independent work in Part 3.

Academic feedback and guidance is given through one-to-one essay tutorials, and academic and personal support is provided through the tutor system and the University's Personal and Academic Record (PAR) Scheme. Dissertation workshops prepare students for the Part 3 dissertation which is individually supervised. The Geoffrey Matthews Collection, housed in the School of English, provides books, xeroxed materials, cassettes and an extensive collection of videos for loan to students. A video-viewing suite is available within the Faculty. The Library is well-stocked with

printed materials as well as essential electronic databases on-line and on CD ROM, such as the OED, the MLA Bibliography, and JSTOR. Specialist subject librarians are available to give students advice and guidance to library resources.

### **Career prospects**

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

### **Opportunities for study abroad**

Students may, with permission, opt for a four-year degree programme which involves spending the third year abroad, at one of the European universities with which Reading has a Socrates exchange agreement. They would actively participate in courses abroad, experience the teaching and learning processes of another institution, learn or improve their knowledge of a European language, and enhance their curriculum vitae. Students opting for the 4-year degree must take 120 credits in their Year Abroad. Of this total, 40 credits of English studies (two courses undertaken at the host institution) will count towards final degree classification; the remaining 80 credits are assigned for the experience and satisfactory completion of the year abroad, and are assessed on a Pass/Fail basis.

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

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

The English programme aims to develop students' knowledge and understanding of a wide variety of literary texts, and to promote an informed and self-reflective awareness of procedures of critical analysis.

## Programme outcomes

### *Knowledge and Understanding*

<p><b>A. Knowledge and understanding of:</b></p> <ol style="list-style-type: none"><li>1. Literary texts in English from selected periods between the Middle Ages and the present day</li><li>2. A range of kinds of texts including fiction, poetry and drama</li><li>3. Methods of critical textual analysis</li><li>4. Ways in which social, cultural and historical issues relate to texts</li><li>5. A range of approaches in English studies</li><li>6. Selected special fields of English</li></ol>	<p><b>Teaching/learning methods and strategies</b> Knowledge and understanding are gained through formal teaching (lectures, seminar discussions, and individual essay feedback), prescribed and recommended reading, and the writing of essays and a dissertation. Certificate Level modules offer a broad introduction to 1, 2, 3, 4 and 5. At Intermediate Level the understanding and skills acquired at Certificate Level are developed with particular emphasis on 1, 2 and 4 through seminars, lectures and individual feedback. Honours Level modules introduce more specialized study, particularly in relation to 3, 5 and 6, through a choice of seminar-based modules together with supervised, independent study leading to a dissertation.</p> <p><i>Assessment</i> At Certificate and Intermediate Levels, knowledge and understanding of 1 – 5 are tested through a combination of essays and unseen written examinations. At Honours Level, assessment is through a mixture of methods, such as extended essays, essays plus unseen exams, and the dissertation</p>
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### *Skills and other attributes*

<p><b>B. Intellectual skills</b></p> <ol style="list-style-type: none"><li>1. Capacity for independent analysis and research</li><li>2. Identification of problems and issues</li><li>3. The ability to read closely and critically</li><li>4. An ability to reflect on one's own positions</li></ol>	<p><b>Teaching/learning methods and strategies</b> Intellectual skills are acquired through independent reading (1), seminar preparation and discussion, and essay writing (1, 2, 3) and essay feedback through tutorials (2, 3 and 4).</p> <p><i>Assessment</i> 1 – 3 are assessed both formatively in coursework essays, and summatively in essays, unseen exams and the dissertation. 1- 4 are assessed formatively through seminar discussion and essay feedback and tutorials</p>
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### **C. Practical skills**

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**

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**

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**

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.