BA Typography and Linguistics
For students entering Part 1 in 2004

UCAS code: WQ21, EQ21

Awarding Institution: The University of Reading
Teaching Institution: The University of Reading
Relevant QAA subject benchmarking group(s): Art & Design, Linguistics
Faculty of Arts and Humanities
Programme length: 3 years
Date of specification: September 2005
Programme Director: Dr Mary Dyson
Programme Adviser: Dr Mary Dyson
Board of Studies: Typography & Linguistics
Accreditation: Not appropriate

Summary of programme aims

The programme in Typography & Linguistics aims to enable students to achieve their full intellectual potential by providing a grounding in the practice of typography, informed by theory and history, and a rigorous and critical study of language. These provide students with the foundation skills for further independent study and research and equip them with a range of transferable skills of potential value to future employers. The programme provides 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 career management, communication (both written and oral), information handling, numeracy, problem-solving, team working and use of information technology.

By the end of the programme, students are expected to have developed the skills of problem solving; effective communication in speech and writing to varied audiences; undertaking self-directed and independent work; understanding of the role of technology in the workplace. They should also have an appreciation of the principles of the scientific study of language; a knowledge of the nature of language, and an understanding of the role and significance of language in the individual and society; practical skills in the analysis of language; a range of transferable intellectual skills including the ability to synthesise, analyse and evaluate information and theoretical claims; and an awareness and experience of the application of information technology to language studies.

Programme content

The following profile lists the compulsory and optional modules. Students must take 120 credits in each Part. In Parts 1, 2, and 3, 20 credits can be taken in modules available elsewhere in the University. For Part 1, the available modules are described in the Faculty Part 1 handbook. In Part 2, in addition to the compulsory modules, students are free to choose courses in consultation with their Programme Adviser. In Part 3, students choose 80 credits of Part 3 modules, in addition to the joint dissertation.

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 Linguistics, Part 1 introduces students to the levels of linguistic analysis that relate to sound, grammar and meaning – this constitutes the 'core' of the discipline. It also introduces applications of linguistics, in individual and social aspects of language.

In Part 2 Typography, compulsory modules in theory and history may be combined with the development of skills in typographic detailing. Linguistics in Part 2 consolidates the core areas, and extends them in optional modules for sound structure and grammar and meaning. Running alongside these core modules is a further obligatory module in research methods training, and a wide range of option modules that allow students to explore further applications of linguistics, beyond the core.

In Part 3, Typography provides further experience of design skills and some specialisation is developed through a choice of options which may be theoretical, historical or practical. In Linguistics, there is a further wide range of option modules, providing flexibility and the opportunity for specialisation in all the Linguistics credits in the final year. Also in this part the dissertation is completed, which allows students to follow their particular interests in their own investigation.

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

Compulsory modules in Typography (40 credits)

TY1HG	*Introduction to the history of graphic communication*	20	C
TY1TP	*Introduction to typographic theory and practice*	20	C

Optional module in Typography (20 credits)

TY1DM	*Introduction to digital design methods*	20	C

Compulsory modules in Linguistics (40 credits)

LS1SG	*Sounds, Grammar and Meaning* (Autumn, Spring, Summer)	20	C
LS1IS	*Language in the Individual & in Society* (Autumn, Spring, Summer)	20	C

Optional module in Linguistics (20 credits):

LS1IA	*Introduction to Applied English Language Studies* (Autumn, Spring, Summer)	20	C

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

Compulsory modules in Typography (40 credits)

TY2GC	*History of graphic communication*	20	I
TY2TT	*Theory of typographic and graphic language*	20	I

Optional module in Typography (20 credits)

TY2TD	*Typographic detailing*	20	I

This module may be replaced by 20 credits taken from elsewhere in the University, provided 60 credits are taken in Linguistics.

Compulsory modules in Linguistics (40 credits)

LS2LG	*Core Linguistics* (Autumn)	20	I
LS2RM	*Research Methods* (Autumn, Spring, Summer)	20	I

Optional modules in Linguistics (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.
Autumn or Spring term:

LS2ASD	*Approaches to Spoken Discourse*	10	I
LS2AWD	*Approaches to Written Discourse*	10	I

LS2CL	*Child Language Development*	10	I
LS2CB	*Corpus-Based Approaches to Language Description*	10	I
LS2EG	*English Grammar*	10	I
LS2EP	*English Phonology*	10	I
LS2EW	*English in the World*	10	I
LS2FD	*Field Linguistics*	10	I
LS2SL	*Sociolinguistics*	10	I

Up to 20 credits may be replaced by 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. Mature students should also read the information in Section 3 of this handbook relating to the Careers Advisory Service.

Part 3 (three terms)		*Credits*	*Level*
Compulsory modules in Typography (20 credits)			
TY3SP	*Skills for design practice*	20	H

Optional modules (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.

Up to 20 credits to be selected from the options below:

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

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

Optional modules in Linguistics (40 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.
Autumn or Spring term:

LS3AA	*Linguistic Aspects of Aphasia*	10	H
LS3AP	*Advanced Phonetics & Phonology*	20	H
LS3AS	*Advanced Syntax & Semantics*	20	H
LS3ASD	*Approaches to Spoken Discourse*	10	H
LS3AWD	*Approaches to Written Discourse*	10	H
LS3CB	*Corpus-Based Approaches to Language Description*	10	H
LS3CL	*Child Language Development*	10	H
LS3EG	*English Grammar*	10	H
LS3EP	*English Phonology*	10	H
LS3EW	*English in the World*	10	H

LS3FL	First Language Acquisition	10	H
LS3LP	Language Pathology	10	H
LS3LSE	Literacy in Society and Education	10	H
LS3PL	Psycholinguistics	10	H
LS3RT	Research Topics in English Grammar	10	H
LS3SL	Sociolinguistics	10	H
LS3SLT	Second Language Learning and Teaching	10	H

Compulsory joint module (40 credits):
| LS3TY | Joint dissertation | 40 | H |

Progression requirements
To proceed to Part 2, a student requires 40 credits within Typography and 40 credits within Linguistics. They must obtain at least 40% in TY1HG and TY1TP; achieve an average of at least 40% across the compulsory Linguistics modules; achieve an overall average of 40% in 120 credits taken in the examination; achieve 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, all students should have acquired 120 credits with an overall average of 40%. 100 of these credits should be within Typography and Linguistics, with at least 40 credits in each subject. In Typography they must obtain an average of 40% across TY2TT and TY2GC. In Linguistics they must achieve an average of at least 40%. They must achieve 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
Modules are taught by lectures, seminars and small group practical work in studios and workshops. The dissertation is supported by individual supervision. Modules are assessed by a mixture of coursework and examination, which includes 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 Department may vary these requirements if it sees fit. Entrants to this programme are normally required to have obtained:
Grade C or better in English in GCSE; and achieved
UCAS Tariff: 260 points from 3 A levels (preferably not all practical subjects); 280 points from 4 subjects (e.g. 3 A levels and 1 AS level); 280 points from 2 subjects (if a 12 unit AGNVQ is taken, the additional A level should be in a non-practical subject). The AGNVQ should also be in a subject that is relevant to Typography & Graphic Communication (e.g. Art and Design, Media Studies, Business Studies)
International Baccalaureat: 30 points
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 (Typography). Any enquiries regarding the Linguistic components of the programme can be sent to slas@reading.ac.uk

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. Support for students in their studies is provided through the University's Personal Academic Record (PAR) scheme, in which students meet their personal tutors regularly to review their progress and help students assess their development.

In Typography, the Department handbook provides extensive information about the programme and the Department. The Department's 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. Within the University and the Department there are several important collections which form the bases for seminar presentations, and potential resources for dissertations. The 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.

In Linguistics at Part 1, students 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 6 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
Students graduating in Typography and Linguistics are equipped to enter a range of professions that obviously concern themselves with written or spoken language: for example, publishing, broadcasting, advertising and translating. Their visual skills make them particularly attractive to publishers. In some cases, further study and qualifications will be necessary, for which the programme forms an excellent foundation, as in teaching, including second and foreign language teaching, and speech and language therapy. More broadly, graduates in Typography and Linguistics have acquired skills in organising complex data, analytical abilities, problem solving, research skills, independence and adaptability, and can work in IT environments. These are skills that are in demand in many types of employment that need not be directly concerned with language.

Opportunities for study abroad or for placements
There are no formal arrangements.

Educational aims of the programme
The programme in Typography aims to provide a grounding in the practice of the subject, informed by theory and history. It provides a supporting learning environment in which students develop a range of intellectual, visual, technical and social skills. The programme in Linguistics aims to enable students to achieve their full intellectual potential by means of the rigorous and critical study of language; to develop students' skills in core areas of linguistics including phonetics, phonology, syntax and semantics; to allow students to develop their own interests in the applications of linguistics in a variety of areas; 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

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

Knowledge and Understanding

A. Knowledge and understanding of:	Teaching/learning methods and strategies
1. Principles of typographic design 2. Elements of graphic language and their interrelationships 3. History of typography and graphic communication 4. The design process and relevant working methods and tools 5. Systems for the production and perception of human speech sounds 6. Principles of phonological contrast and organisation of linguistic sound systems 7. Principles of derivational and inflectional morphology 8. Principles for determining syntactic constituents and their inter-relations 9. Principles of semantic contrast, and the role of sense, reference and denotation 10. Principles of pragmatics, including speech acts, entailment and presupposition 11. A wide range of specialist areas in which linguistic principles are applied	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. Theory and history are mainly taught through lectures and seminars. Practical projects provide an insight into design process and methods. 5–10 are achieved through Part 1 module *Sounds, Grammar and Meaning* and Part 2 module *Core Linguistics*, by lectures and small group seminars. Additionally, small group phonetics practical sessions focus on 5. Further knowledge and understanding in areas 5–10 are offered in option modules at Parts 2 and 3, by lectures, small group seminars and guided assignments. 11 is achieved through Part 1 module *Language in the Individual & Society*, by lectures and small group seminars, and through further Part 2 and 3 option modules, by lectures and guided assignments. *Assessment* Theory and history of typography (1–3) are assessed through a mixture of coursework, examinations and the dissertation. Practical work (4) is assessed by projects. 5–11 are assessed by coursework and written examination; 5 is additionally assessed by oral examination. Dissertation and oral presentations also contribute in some areas.

Skills and other attributes

B. Intellectual skills – able to:
1. Assemble and review literature
2. Organise material and articulate in written form
3. Analyse examples of graphic language
4. Assimilate rapidly-evolving concepts and models of language
5. Analyse and solve problems
6. Think logically
7. Generalise knowledge and methods from one area of study to others
8. Operationalise abstract concepts for testing of hypotheses
9. Plan, carry out and present an extended independent investigation of a research topic

Teaching/learning methods and strategies
Self-directed study in close consultation with a supervisor develop research skills (1–2, 5–9). Logical problem solving is also achieved through demonstration and example in all lectures and small group seminars; additionally, through language practicals at Parts 1 and 2, and *Research Methods*, and the dissertation. 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. Assimilation of concepts is achieved through the modules *Sounds, Grammar and Meaning* at Part 1 and *Core Linguistics* at Part 2; further opportunities are offered through option modules, especially those in core and applied areas at Part 3.The skills required for basic independent investigation are taught through practicals and fieldwork in Typography, *Research Methods* and the dissertation.
Assessment
The research methods project work and dissertation are the primary vehicles for assessing students' research skills. Coursework essays and written examinations provide additional forms of assessment in modules taken earlier in the programme (covering 3-8). Assessment of practical work incorporates 5.

C. Practical skills – able to:
1. Assess requirements of project brief
2. Explore alternative approaches to a problem
3. Plan practical design work
4. Perceive, produce and transcribe a full range of sounds produced by the human vocal tract
5. Analyse an unknown language at all levels of linguistic organisation
6. Identify patterns in complex linguistic data and account for them in terms of appropriate levels of representation and generative rules
7. Address and assemble the information contained in modern electronic linguistic corpora
8. Run appropriate statistical tests on numerical data

Teaching/learning methods and strategies
Practical skills in typography are taught within the practical modules. Some lectures (e.g. on typographic theory) feed into the development of practical skills by examining a range of design outcomes. 4 is achieved through small group phonetics practical sessions, based on general information provided in the main core lectures on the sounds of language. 5-6 are achieved through small group language practical sessions at Parts 2 and 3 which exercise field linguistic techniques, based on lectures on the core areas of language structure and function; also, through the Part 2 module *Research Methods*, and through the *Dissertation* at Part 3. 7 is achieved through introductory sessions and assignment in the module *Research Methods*, and through the option module *Computer-Based Corpus Studies*. 8 is achieved through the Part 2 module *Research Methods*.

Assessment
1–3 are assessed through projects completed in practical modules.4 is assessed by oral examination.5–8 are assessed by assignment; 6–7 are additionally assessable by written examination, and 8 by evaluation of the *Dissertation*

D. Transferable skills – able to:
1. Solve problems
2. Define a research topic and mount a principled investigation by means of hypothesis-formulation and testing
3. Articulate ideas effectively in speech and writing
4. Manage time
5. Work as a team member
6. Handle a variety of information sources and software
7. Plan career

Teaching/learning methods and strategies
The use of IT is embedded throughout the programme. Presentations within seminars and written coursework develop communication skills. Practical work involves problem solving, managing time, working within teams. Seminars can also involve team work. Time management is necessary for submitting coursework. Lectures, seminars and self-directed study provide experience of information handling. Research methods and the dissertation particularly cover 2, 3 and 6. A series of briefings, exercises and self-directed study cover career development skills.

Assessment
Coursework is used to assess 1–3, 6–7. Some skills not directly assessed, but they contribute to effective outcomes of projects, and enhance performance in modules.