

BA Classical Studies and English **For students entering Part 1 in 2005**

UCAS code: QQ38

Awarding Institution:
Teaching Institution:
Relevant QAA subject benchmarking group(s):
Faculty of Arts and Humanities
Date of specification: August 2007
Programme Director: Dr Barbara Goff
Programme Advisor: Dr. Stephen Thomson
Board of Studies: Classics and Ancient History and SEAL
Accreditation: not appropriate

The University of Reading
The University of Reading
Classics & Ancient History; English
Programme length: 3 years

Summary of programme aims and learning outcomes

This is a multi-disciplinary programme which aims to provide students with subject specific knowledge and more general skills, including knowledge of a variety of different kinds of English texts and Classical literature, art, philosophy, and their reception in modern culture, as well as perspectives on different methods of critical analysis. The programme also aims to foster an independent approach to formulating problems and arguments, using the close reading and analytical skills that are fundamental to both disciplines. There is provision for the development of students' specific interests through independent study for the dissertation.

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 develop their skills relating to career management, communication (both written and oral), information handling, problem-solving, team working and use of information technology.

On completion of this programme, students are expected to have developed a range of transferable skills including: 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 use basic word-processing and IT skills; the ability to work co-operatively with others; and the ability to enhance their skills in relationship to career management.

Programme content

Each Part of the degree programme comprises 120 credits. In Part 1, students must take 60 credits in English, and at least 40 credits in Classical Studies; the remaining 20 credits may be made up from Certificate-level modules available in Classical Studies or elsewhere in the University. In Parts 2 and 3 students must normally take 60 credits each year in each Department, but, in consultation with their programme adviser, they may choose to take up to 20 credits each year from modules available elsewhere in the University.

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

Part 1 (three terms) Certificate level

Credits Level

In English

Compulsory modules

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

In Classical Studies

Compulsory modules

CL1CA	Greek & Roman Civilisations A: Fifth Century Athens	20	C
CL1CB	Greek & Roman Civilisations B: Rome in the Augustan Age	20	C

Optional modules

CL1GM	Greek Myths	20	C
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Part 2 (three terms) Intermediate level

Credits Level

In English

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

Autumn Term

Group A

EN2RTC	* <i>Renaissance Texts & Cultures</i>	20	I
EN2MC1	<i>Modernism and Modern Poetry</i>	20	I
EN2RR	* <i>The Eighteenth-Century: Restoration to Romantics</i>	20	I

Group B

EN2CMN	* <i>Chaucer and Medieval Narrative</i>	20	I
EN2NCN	<i>Nineteenth-Century Novel</i>	20	I
EN2WA1	<i>Writing America 1</i>	20	I

Group C

EN2RDR	* <i>Renaissance Drama</i>	20	I
EN2LCT	<i>Literary Criticism & 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

In Classical Studies:

Students will take at least two core modules (40 credits) and a further 20 credits from among **either** core **or** optional modules.

Core modules (minimum of 40 credits)

CL2AE1	Ancient Epic I	20	I
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CL2GD	Greek Drama	20	I
CL2LP	Roman Love Poetry	20	I

Optional modules: A complete list of options is available from the BA Programme Coordinator, and a list of current options can be found in the BA Programme Handbook. Part 2 modules normally include options in classical Literature, History, Art, Culture and Reception. Students may also take MCIAM, MC20A, MC3OA, MC3MT, and PP2PA, which are cross-listed modules.

Students may take IWLP Modern Greek in place of one I level module.

Of the 120 credits in Part 2, 5 are taken up by Careers Management Skills.

Students may choose to replace one 20 credit intermediate module from English or Classics with a module or modules totalling 20 credits from outside the programme.

Part 3 (three terms) Honours level	<i>Credits</i>	<i>Level</i>
<i>Compulsory module</i>		
CL3DE <i>Joint Dissertation</i>	40	H

In Classical Studies (40 credits)

Optional modules: A complete list of optional modules is available from the BA Programme Coordinator, and a list of current options can be found in the BA Programme Handbook. Part 3 modules normally include a range of cross-disciplinary options. Students may also take MC20A, MC3OA, MC3MT, and PP2PA, which are cross-listed modules.

Students may take IWLP Modern Greek in place of one H level module.

In English (40 credits)

Students choose optional modules totalling 40 credits. A complete list of options is available from the Programme Advisor and in the English Part 3 Module Supplement. Admission to optional modules will be at the discretion of the Programme Advisor.

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 compulsory modules in Classical Studies; and (iii) 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, students must obtain (i) an overall average of 40% over 120 credits taken in Part 2; (ii) an average of 40% across English Part 2 modules; (iii) a mark of at least 30% in individual modules amounting to not less than 100 credits taken in Part 2.

Summary of teaching and assessment

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. In both Departments the Joint Dissertation module is supported by workshops and individual supervision.

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%.

Admission requirements

No previous experience of Classical Studies is required for admission. Entrants to the joint degree programme are normally required to have obtained:

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

GNVQ (Adv): B in A level plus distinction in GNVQ (Adv) – 12 modules of GNVQ (Adv) + pass 4 additional modules

Scottish Highers: BBBBB

Irish Leaving Certificate: BBBBC

International Baccalaureat: 30 points with at least 6 for Higher level English Literature

GCSE/O: English Language preferred, grade C or above

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: Helen King

Support for students and their learning

University support for students and their learning falls into two categories. Student guidance and welfare support is provided by Personal Tutors, the Study Advice Team, the University's Special Needs Adviser, Hall Wardens, the Students' Union and the Careers Advisory Service. 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. Transferable skills are supported by the Skills Opportunities At Reading (SOAR) website with links to information about resources and events offered by the Library, IT Services, Study Advisers, RUSU, Mathematics Support Centre and the University Language Centre.

The School of English and American Literature also offers students specific help to improve and develop their essay writing skills through the Royal Literary Fund Fellowship scheme, which provides a resident professional writer whose role is to advise students individually, from first-year to postgraduate level, on raising the level of their academic writing.

Students receive Handbooks from both English and Classical Studies 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 specialized help within the University, such as the Study Skills Advisor and the Counselling Service. Both components of the programme are designed to support students throughout their degree course while encouraging 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, contains books, xeroxed materials, cassettes and videos for loan to students, and a video-viewing suite is available within the Faculty. The Library's collection of electronic databases includes the OED, the MLA Bibliography, and the DNB on CD ROM, and such on-line resources as JSTOR and First Search. Specialist subject librarians are available to give students advice and guidance to library resources. The Department of Classics is the Curator of the Ure Museum of Greek Archaeology.

Career prospects

In recent years students who have gained degrees in Classical Studies and English have gone into a wide variety of jobs, including teaching, publishing, journalism, the media, management, administration, and public relations. The degree programme 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 also 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 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.

Through the department of Classics, two students in year 2 can study for the Fall Semester at the University of Calgary's Department of Greek and Roman Studies. Applications to take part in the exchange need to be made in the Spring term of Year 1. The Department also has an ERASMUS link with the University of Crete. Students are also encouraged to apply to the British School at Athens, where they may take a module for credit, and the British School at Rome.

Educational aims of the programme

The programme aims to develop students' knowledge and understanding of a wide range of English texts and works of Classical literature, art and philosophy. It also aims to promote an informed and self-reflective awareness of procedures of critical and cultural analysis, and, by exposing students to a variety of learning experiences, to equip them with broad transferable skills of potential value to future employers.

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:	Teaching/learning methods and strategies
<ol style="list-style-type: none"> 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 7. The literature, thought, art and religion of Graeco-Roman culture 8. A diverse range of ancient evidence. 9. A range of problems of interpretation and evaluation of ancient evidence. 10. The reception of Graeco-Roman culture in the West. 	<p>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 offers a broad introduction to 1, 2, 3, 4, 5, 7 and 8. In Part 2 the understanding and skills acquired in Part 1 are developed with particular emphasis on 1, 2, 4, 7, 8, 9, and 10 through seminars, lectures and individual feedback. Part 3 introduces more specialized study, particularly in relation to 3, 5, 6, through a choice of seminar-based modules together with supervised, independent study leading to a dissertation.</p> <p><i>Assessment</i> In Parts 1 and 2, knowledge and understanding of 1 – 5 and 7-10 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.</p>

Skills and other attributes

<p>B. Intellectual skills :</p> <ol style="list-style-type: none">1. Capacity for independent analysis and research2. Identification of problems and issues3. The ability to read closely and critically4. An ability to reflect on one's own positions	<p>Teaching/learning methods and strategies</p> <p>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>Assessment</p> <p>1 – 3 are assessed both formatively in coursework essays, and summatively in essays, unseen exams and the joint dissertation. 1- 4 are assessed formatively through seminar discussion and essay feedback and tutorials.</p>
<p>C. Practical skills:</p> <p>In English</p> <ol style="list-style-type: none">1. The ability to criticize and formulate interpretations of texts2. An ability to engage in critical argument using relevant theoretical approaches3. An awareness of the rhetorical resources of the English language4. Bibliographical and research skills5. A knowledge of appropriate conventions in the presentation of written work6. An ability to relate the study of English to cultural and social issues <p>In Classical Studies – able to</p> <ol style="list-style-type: none">1. Gather, organize and deploy evidence and information, and to show awareness of the consequences of the unavailability of evidence.2. Develop the capacity for critical judgement in the light of evidence and argument.3. Select and apply appropriate methodologies in assessing the meaning and significance of evidence or data.4. Have effective bibliographical and library based research skills.	<p>Teaching/learning methods and strategies</p> <p>In English</p> <p>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.</p> <p><i>Assessment</i></p> <p>All the subject specific practical skills are assessed through formative and summative essays. 1 – 3 and 6 are also tested in unseen examinations.</p> <p>In Classical Studies</p> <p>These are developed through the deployment of seminar classes and essay assignments. Oral presentation also constitutes a percentage of the assessment for the dissertation.</p> <p><i>Assessment</i></p> <p>Coursework and examinations, as well as the dissertation.</p>

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 be expected 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 the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.