

BA English Part-time (Evening) **For students entering Part 1 in 2005**

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| Awarding Institution: | The University of Reading |
| Teaching Institution: | The University of Reading |
| Relevant QAA subject benchmarking group(s): | English |
| Faculty of Arts and Humanities | Programme length: 5-7years |
| Date of specification: August 2004 | |
| Programme Director: Mr C.B. Hardman | |
| Board of Studies: English | |
| Accreditation: Not appropriate | |

Summary of programme aims

The programme aims to widen access to members of the community who are unable to pursue full-time study, and to strengthen links between the university and the surrounding community. 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-time degree programmes, like full-time programmes, are made up of study elements called *modules*. The size of a module is measured in terms of *credits*, a credit entails a notional 10 hours of study. For a full-time programme each year contains modules totalling 120 credits. Most modules are 20 credits in size but some are 10 credits and others are multiples of 20 credits (for example dissertations are often 40 credits in size).

Modules are offered at one of three levels. In ascending order these are:

Certificate (C) level

Intermediate (I) level

Honours (H) level

All part-time degree programmes entail study of modules totalling a minimum of 360 credits.

Students must take the compulsory and optional modules required for their degree programme, the following minimum number of credits being required at the levels indicated:

Certificate level (C) 100 credits minimum

Intermediate level (I) 100 credits minimum

Honours level (H) 100 credits minimum

Part-time programmes are divided into two sections:

Part 1 involves studying modules totalling at least 80 credits and no more than 120 Certificate level credits (120 credits are equivalent to one year of full-time study), then passing the Part 1 Examination in order to progress to the remainder of the degree.

Post-Part I, where students take the remaining modules needed to complete their degree programme.

Students must take at C level those modules required for progression to one or more degree subjects, but may take individual modules from any available programme to make up the necessary minimum total of 100 credits at C level.

Of the 100 or more credits taken at I level, 5 are taken up with Career Management Skills.

Students must complete at least 80 credits at I level before they can proceed to study any H level modules.

The content of this particular degree programme is:

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. Level I modules provide greater breadth of coverage, and study texts within historical periods and generic traditions. At Level H students have the opportunity of more specialized and independent literary study, choosing their modules from a wide range of options.

| Part 1 (Certificate Level) 60 credits | | <i>Credits</i> | <i>Level</i> |
|--|---|----------------|--------------|
| <i>Compulsory modules</i> | | | |
| CD1EL1 | <i>The Comic Mode</i> | 20 | C |
| CD1EL5 | <i>The Comic Mode: Independent Study</i> | 10 | C |
| CD1EL2 | <i>The Tragic Mode</i> | 20 | C |
| CD1EL6 | <i>The Tragic Mode: Independent Study</i> | 10 | C |

| Intermediate Level | <i>Credits</i> | <i>Level</i> |
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Modules will be available in the evening on a four-year cycle. Students must select at least three of their modules from those marked with an asterisk.

Year 1

Autumn Term

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| EN2PS | <i>Shakespeare*</i> | 20 | I |
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|---------------------|--|----------------|--------------|
| EN2PRI | <i>Romantics to Decadents</i> | 20 | I |
| Spring Term | | | |
| EN2PAI | <i>Writing America 1</i> | 20 | I |
| EN2PCN | <i>Chaucer and Medieval Narrative*</i> | 20 | I |
| Year 2 | | | |
| Autumn Term | | | |
| EN2PNC | <i>The Nineteenth Century Novel</i> | 20 | I |
| EN2PM1 | <i>Modernity and Modern Poetry</i> | 20 | I |
| Spring Term | | | |
| EN2PRT | <i>Renaissance Texts and Cultures*</i> | 20 | I |
| EN2PNF | <i>Film Narrative</i> | 20 | I |
| Year 3 | | | |
| Autumn Term | | | |
| EN2PRR | <i>The Eighteenth Century: Restoration to Romantics*</i> | 20 | I |
| EN2PS | <i>Shakespeare*</i> | 20 | I |
| Spring Term | | | |
| EN2PRE | <i>English Renaissance Epic*</i> | 20 | I |
| EN2PR2 | <i>Women's Writing and Feminist Theory</i> | 20 | I |
| Year 4 | | | |
| Autumn Term | | | |
| EN2PLC | <i>Literary Criticism and Theory</i> | 20 | I |
| EN2PMD | <i>Modern Drama</i> | 20 | I |
| Spring Term | | | |
| EN2PM2 | <i>Modernity, Crisis and Narrative Fiction</i> | 20 | I |
| EN2PLV | <i>Lyric Voices 1340-1650*</i> | 20 | I |
| Higher Level | | <i>Credits</i> | <i>Level</i> |
| <i>Compulsory</i> | | | |
| EN3PDS | <i>Dissertation</i> | 40 | H |

In addition, students choose four optional 20 credit modules to make a total of 80 credits from an approved list. At least two modules will be offered in the evening per term. Students may substitute a module or modules totalling 20 credits from outside the programme. Students will be offered a selection of the full-time Part 3 optional modules

Progression requirements

The structure of part-time degrees is that students first of all take the degree subject(s) they want to study at Certificate level. The subject(s) form Part 1 of the programme. Part 1 must contain at least 80 credits, so that, if the modules for a student's chosen subject (s) add up to less than 80 credits, an additional module or two will need to be taken to achieve that total.

There is a Part 1 Examination in May or June, which students have to pass in order to go on to their degree choice at Intermediate and Honours levels.

To proceed from Part 1 students must have passed modules totalling at least 80 credits at Certificate level and must also have passed those modules required for progression to their chosen degree, with a minimum mark of 40%. To pass the Part 1 Examination a student must have a minimum average of 40% in at least 80 credits and not less than 30% in any individual module. Students who do not qualify to proceed from Part 1 at the first attempt may re-sit the required modules in a re-examination held in September.

Students must complete at least 80 credits at I level before they can proceed to any module at level H.

Re-examinations for C, I and H level modules are held annually in September.

Students who do not qualify for a degree will be entitled to the following qualification provided they have obtained the minimum number of credits indicated:

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| Certificate of Higher Education | 100 credits at levels C and 20 credits at any level. |
| Diploma of Higher Education | 240 credits, with at least 100 credits at I level or above. |

The specific progression requirements for this programme are as follows:

Students are required to have passed each of the Part 1 modules in English with a minimum mark of 40% before proceeding to the single-subject English evening degree.

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 Level I and Level H 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

All applicants to this programme are considered on their individual merits. Candidates will usually be expected to have at least a C at A Level English Literature, or to have equivalent qualifications. Consideration is also given to applicants with other qualifications and experience and in some cases these may supersede more formal requirements.

Admissions Tutor: Dr Tom Woodman

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 and the Students' Union. At Faculty level there is a Faculty Co-ordinator for Part-time Degrees.

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. 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

Many part-time students already have careers and some are retired. 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. A part-time English degree provides graduates with a range of communication and analytical skills that will serve them in good stead in improving their prospects in their existing careers or in seeking a new career. Many part-time graduates have go on to further academic study and research.

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

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| <p>A. Knowledge and understanding of:</p> <ol style="list-style-type: none">1. Literary texts in English from selected periods between the Middle Ages and the present day2. A range of kinds of texts including fiction, poetry and drama3. Methods of critical textual analysis4. Ways in which social, cultural and historical issues relate to texts5. A range of approaches in English studies6. Selected special fields of English | <p>Teaching/learning methods and strategies 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

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| <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 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.