

**BA English with French**  
**For students entering Part 1 in 2006**

**UCAS code: Q3R1**

Awarding Institution:  
Teaching Institution:  
Relevant QAA subject benchmarking group(s):

The University of Reading  
The University of Reading  
English; Languages and Related  
Studies  
Programme length: 3 years

Faculty of Arts and Humanities  
Date of specification: Aug 2007  
Programme Director: Dr Andrew Nash  
Programme Adviser: Professor Joël Félix  
Board of Studies: relevant liaison officers  
Accreditation: not appropriate

**Summary of programme aims**

This is a multi-disciplinary programme which aims to provide students with subject-specific knowledge, including knowledge of a variety of different kinds of literary, cultural and historical texts from a range of periods, together with perspectives on different methods of critical analysis, a sound grasp of written and spoken French, and an understanding of selected aspects of franco-phone literature, history, culture and politics. More generally, 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 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 programme. In following this programme, students will have 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 on the English with French programme will gain experience in self-reliance, effective time management, and cultural awareness; they will acquire skills in the use of library and other relevant information resources, the ability to formulate and evaluate their own and other people's arguments, to translate subject-specific knowledge and skills to new environments, and the ability to work co-operatively with others as well as independently.

**Programme content**

Each Part of the degree programme comprises 120 credits. In Part 1 students are required to take 60 credits in the School of English, where they are introduced to fundamental debates about the study of literature through close analysis of selected texts from different periods. They must also take a minimum of 40 credits in French, involving both language study and an introduction to aspects of contemporary French culture. In Parts 2 and 3 students must normally take 80 credits in English and 40 credits in French each year. The English strand of the programme provides increased breadth of coverage, focusing on a variety of historical periods and generic traditions, while in the French strand students continue their language studies and choose options from a selection of broadly-based modules in French history and politics or French and Francophone literature and culture.

**Part 1 (three terms) Certificate level**

*Credits      Level*

**In English (60 credits)**

*Compulsory modules*

ENILL      *Languages of Literature*

20      C

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

### **In French (40 or 60 credits)**

**Either:**

#### **Advanced French**

##### **Compulsory modules**

		Credits	Level
FR101	<i>Advanced French Language</i>	20	C

**and either**

FR103	<i>Contemporary France: History, Politics, Literature</i>	20	C
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**or**

FR104	<i>French Cinema: Society, Culture and History</i>	20	C
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*Optional Module*

<b>either</b>		20	C
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FR103	<i>Contemporary France: History, Politics, Literature</i>	20	C
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**or**

FR104	<i>French Cinema: Society, Culture and History</i>	20	C
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**Or:**

#### **Intermediate French**

##### **Compulsory modules**

		Credits	Level
FR102	<i>Intermediate French Language</i>	20	C

**and either**

FR103	<i>Contemporary France: History, Politics, Literature</i>	20	C
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**or**

FR104	<i>French Cinema: Society, Culture and History</i>	20	C
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*Optional Module*

<b>either</b>		20	C
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FR103	<i>Contemporary France: History, Politics, Literature</i>	20	C
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**or**

FR104	<i>French Cinema: Society, Culture and History</i>	20	C
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### **Part 2 (three terms) Intermediate level**

*Credits Level*

### **In English (80 credits)**

Students choose 4 modules in Part 2—two in the Autumn term and two in the Spring. At least one module in each term must be an asterisked module.

#### ***Autumn Term***

##### ***Group A***

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

EN2CMN	<i>*Chaucer and Medieval Narrative</i>	20	I
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EN2NCN	<i>Nineteenth-Century Novel</i>	20	I
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EN2WAR	<i>Writing America: Romances of Nationhood</i>	20	I
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##### ***Group C***

EN2RDR	<i>*Renaissance Drama</i>	20	I
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EN2LCT	<i>Literary Criticism &amp; Theory</i>	20	I
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EN2WF1	<i>Women's Writing and Feminist Theory I</i>	20	I
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EN2OEL	<i>*Introduction to Old English</i>	20	I
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### **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
EN2MDR	<i>Modern Drama</i>	20	I
EN2WAS	<i>Writing America: Self, Race, Region</i>	20	I
EN2CAW	<i>Communications at Work</i>	20	I

#### *Group C*

EN2SH	<i>*Shakespeare</i>	20	I
EN2WF2	<i>Women's Writing and Feminist Theory 2</i>	20	I
EN2FN	<i>Film Narrative</i>	20	I

#### Special Module:

Students may, with the permission of the Programme Director, replace one of their English modules with the following special module:

EN2CW	<i>Creative Writing and Critical Practice</i>	20	I
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Students may choose to replace one non-asterisked English module with a module or modules totalling 20 credits from outside the programme.

### **In French (40 credits)**

#### *Compulsory module*

FR201	French Language 2	20	I
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#### *Optional module*

Students must choose one option module to the value of 20 credits. A complete list of options is available from the Programme Coordinator, and a list of current options can be found in the relevant Departmental Handbook.

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

### **Part 3 (three terms) Honours level**

*Credits Level*

#### **In English (80 credits)**

##### *Compulsory module*

EN3DIS	<i>Dissertation</i>	40	H
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In addition, 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.

#### **In French (40 credits)**

##### *Compulsory module*

FR303A	<i>Advanced Language Skills (Year 3)</i>	20	H
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##### *Optional module*

Students must choose one option module to the value of 20 credits. A complete list of options is available from the Programme Coordinator, and a list of current options can be found in the relevant Departmental Handbook.

## Progression requirements

To proceed from Part 1 to Part 2, a Combined Honours student must obtain (i) an overall average of 40% over 120 credits taken in Part 1, where all the credits are at C level or above; (ii) a minimum of 40% in each of the compulsory modules in French; (iii) 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

Over the programme as a whole, teaching is through a combination of lectures, seminar discussion and essay tutorials. French language modules are taught in small groups, and include use of language laboratory resources. The Dissertation module is supported by workshops and individual supervision. Assessment is 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

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## Admission requirements

Entrants to this combined degree programme are normally required to have obtained:

**UCAS Tariff:** *either* 280 points from three A2s, including 100 points (grade B) in English Literature or English Language and Literature *or* 320 points from 3 A2s + up to two AS, including 100 points (grade B) in English Literature or English Language and Literature. In French, candidates must normally have either 100 points (Grade B) from GCE 'A' level French to take FR101 (Advanced French Language) in Part 1, or 50 points at 'A/S' French or an A\* at GCSE French to take FR102 (Intermediate French Language) in Part 1.

**International Baccalaureat:** 31 points, with at least 6 for Higher level English Literature

**Scottish Highers:** BBBB

**Irish Leaving Certificate:** BBBBC

**GCSE:** English Language preferred, grade C or above

Admissions Tutor: Mrs Carolyn Lyle

## 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 databases, 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. 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 Schools 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, has a collection of books, xeroxed materials, cassettes and videos for loan to students, and a video-viewing suite is available within the Faculty. The Library's electronic databases include 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.

### **Career prospects**

In recent years students who have gained combined degrees in English with French have gone into a wide variety of jobs, including teaching, publishing, journalism, the media, administration, and public relations. A degree involving a second language may also be useful for careers in management or marketing, and an increasing number of students find positions in the business world, including the travel industry. More generally, the degree provides graduates with a range of communication and analytical skills that will serve them in good stead in the marketplace. Graduates may also go on to further academic study and research. In addition to the help provided by the University Careers Advisory Service, SEAL has a Careers Tutor available to advise students in English on researching and planning their career choices.

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

The programme seeks to develop students' knowledge and understanding of both English and French culture. It also seeks 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 a broad range of transferable skills of potential value to future employers.

## Programme Outcomes

### *Knowledge and Understanding*

#### **A. Knowledge and understanding of:**

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 French language
8. French and francophone history, politics and/or literature and culture
9. Key approaches and methods of historical, political and/or literary and cultural analysis

#### **Teaching/learning methods and strategies**

In English, knowledge and understanding are gained through formal teaching (lectures, seminar discussions, individual essay feedback), prescribed and recommended reading, and the writing of essays and a dissertation. Part 1 offers a broad introduction to 1-5. In Part 2 the understanding and skills acquired in 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. In French, the skills of reading, writing, listening to and speaking French (7) are developed through small-group work and regular non-assessed coursework. The acquisition of French grammar is aided by Powerpoint lectures in Part 2, supplemented by self-access, internet materials. 8 and 9 are introduced in lectures and seminars, and are developed through individual reading and research from library and internet resources.

#### *Assessment*

In English Parts 1 and 2, knowledge and understanding of 1 – 5 are tested through a combination of essays and unseen written examinations. In Part 3, assessment is based on a mixture of methods, such as extended essays, essays plus unseen exams, and the dissertation. Assessment in French is by a combination of coursework essays and unseen examination.

### *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. Ability to understand and evaluate different cultural traditions and environments
6. Ability to plan and conduct an extended analysis of a chosen topic

#### **Teaching/learning methods and strategies**

Intellectual skills are acquired through private reading (1), through guided study of texts, seminar preparation and discussion (2-5), essay writing and feedback through tutorials (1-5), and the completion of the dissertation (6).

#### *Assessment*

1-5 are assessed formatively in course-work essays, and summatively in essays and unseen exams; 6 by means of the dissertation and the extended essays which form part of some modules

#### **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. Proficiency in speaking, writing, reading and understanding French
5. Ability to understand a variety of types of textual material in French
6. Bibliographical and research skills
7. A knowledge of appropriate conventions in the presentation of written work.

#### **Teaching/learning methods and strategies**

In English, 1-3 and 6-7 are developed in seminars, essays, and essay tutorials, and through the guidance and supervision of the dissertation module. French language classes are compulsory in every year (4-5), and much primary and secondary reading material is in French.

#### *Assessment*

All the subject-specific practical skills are assessed through formative and summative coursework essays. 1-5 are also tested in unseen written examinations, and 6-7 in the Dissertation.

**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 - 4, 7 - 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.**