

BA Television and English Literature
For students entering Part 1 in 2006

UCAS code: QW36

Awarding Institution:	The University of Reading
Teaching Institution:	The University of Reading
Relevant QAA subject benchmarking group(s):	English; Dance, Drama, Performing Arts; Media, Film and Cultural Studies
Faculty of Arts and Humanities	Programme length: 3 years
Date of specification:	August 2006
Programme Director:	Simone Knox
Programme Adviser:	Ronan McDonald
Board of Studies:	Film, Theatre & Television School of English and American Literature
Accreditation:	not appropriate

Summary of programme aims and learning outcomes

This is a multi-disciplinary programme that 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 different periods and British and other English language television (primarily drama and documentary). Students will become familiar with the variety of critical perspectives and analytical methods within and between the disciplines. The course aims to foster an independent approach to formulating problems and arguments, using the close reading and analytical skills that are fundamental to the disciplines of both English and Television.

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.

Students following the degree programme in Television and English Literature are also expected to develop the ability to formulate and evaluate their own arguments and those of others, to translate subjectspecific 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. Along with a practical component in television, students will have ample opportunity to participate in practical work generated by Single Honours students in the Department of Film, Theatre & Television.

Programme content

In each Part of the degree programme students must take modules to make up a total of 120 credits. In Part 1, 60 credits must be taken in the School of English, and another 40

credits in the Department of Film, Theatre & Television. They will be free to acquire their remaining 20 credits from modules elsewhere in the University. In Parts 2 and 3 they must also normally take a minimum of 60 credits in both Television and English Literature in each Part. However, in consultation with their programme adviser, they may choose to take up to 20 credits from modules available elsewhere in the University.

Part 1 (three terms) Certificate level *Credits* *Level*
In English Literature

Compulsory modules

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

In Film, Theatre & Television

Compulsory modules

FT1TFC <i>Introduction to Television Studies</i>	20	C
FT1CHA <i>Introduction to Film & Theatre</i>	40	C

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

In English Literature

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 asterisked module. Not more than one module may be chosen from each 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
EN2WAR <i>Writing America: Romances of Nationhood</i>	20	I

Group C

EN2RDR <i>*Renaissance Drama</i>	20	I
EN2LCT <i>Literary Criticism & Theory</i>	20	I
EN2WF1 <i>Women's Writing and Feminist Theory I</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

EN2WAS <i>Writing America: Self, Race, Region</i>	20	I
EN2CAW <i>Communications at Work</i>	20	I
<i>Group C</i>		
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 Advisor in English, 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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In Film, Theatre & Television

Students will normally take the following modules:

FT2TVA+B <i>Television Drama 1: History and Forms</i>	20+10	I
FT2DA+B <i>Documentary Film and Television</i>	20+10	I

Note:

10 credit modules MUST be taken together with the relevant 20 credit module, making the module worth 30 credits. Of the 120 credits in Part 2, five are taken up by Career Management Skills. Students may choose to replace one 20-credit Intermediate module in Television or English with *either* 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>		
FT3JDX <i>Dissertation</i>	40	H

In English Literature

Students choose two optional 20-credit modules, one in each term, to make a total of 40 credits.

Optional modules: A complete list of options is available from the Programme Advisor in English and in the English Part 3 Module Supplement. Admission to optional modules will be at the discretion of the Programme Advisor in English.

In Film, Theatre & Television

Students will normally take one Critical Option, comprising two linked modules with the suffixes A and B, which must be taken together, selected from:

FT3CTA+B <i>Contemporary Television Drama</i>	20+20	H
FT3CDA+B <i>Contemporary Documentary</i>	20+20	H

Progression requirements

To proceed from Part 1 to Part 2, students 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 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 overall average of 40% across all English 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. In addition the Dissertation module is supported by workshops and individual supervisions. Teaching styles are varied to encourage active engagement by students. Television and film viewing is central to the degree. Over the programme as a whole, assessment will be conducted through a mixture of assessed essays plus informal and formal examination.

Conventions for degree 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 scheme is as follows:

Mark	Interpretation
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 the Joint Degree programme are normally required to have obtained:

UCAS Tariff: *either* 280 points from three A levels (to include 100 pts [grade B] in English Literature or English Language and Literature), *or* 320 points from 3 A levels + up to 2 AS (to include 100 pts [Grade B] in English Literature or English Language and Literature).

AS: two good AS grades are accepted as one supporting A level

Scottish Highers ABBBB or above (A in English Literature)

Irish Leaving Certificate at least 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) in a relevant A level subject, but consideration is also given to other qualifications and experience.

Admissions Tutors: Dr Ashley Thorpe, Dr Tom Brown, Professor John Bull (Film, Theatre & Television), Carolyn Lyle (English)

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 4000 current periodicals, has a range of electronic sources of information 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 wishing to take 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 Departments, 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 specialised help within the University, such as the Study Skills Advisor and the Counselling Service. Liaison Officers in both departments ensure co-ordination of the programme and assessment across the departments and attend to individual student needs and problems. The 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 (in English) and detailed written comments (Television), and academic and personal support is provided through the personal tutor system and the university's Personal and Academic Record scheme (PAR). 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 a growing library of videos for loan to students. A video-viewing suite is available within the Faculty (on the Whiteknights campus). The Department of Film, Theatre & Television also has an extensive collection of films and television programmes (currently some 6,000), to which students may have access, and a wide range of viewing facilities. The Library, which has buildings on both the Whiteknights and Bulmershe campuses, is well-stocked with printed materials as well as essential electronic databases such as 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

Since Television and English Literature is not a specifically vocational programme, career possibilities are very wide ranging. Graduates find that the transferable skills developed by the programme enable them to enter many fields of work including education, publishing, journalism, the media, management, administration, public

relations, advertising and the performance industries. The Television and English Literature degree contains a practical component, and opportunities for extra-curricular participation in practical work are generated elsewhere in the Department of Film, Theatre & Television. The joint programme provides graduates with a range of communication and analytical skills that will serve them well in the world of work. The compulsory module in Careers Management Skills, distributed across Part 2 of the degree, involves assignments designed to address the development of career opportunities. Students may also go on to post-graduate study at MA and PhD levels, at Reading and elsewhere. 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.

Opportunities for study abroad

Students may, with permission, opt to spend the Autumn term during Part 2 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 another European language, and enhance their curriculum vitae. Students opting for th term abroad will take the equivalent of 60 credits at Intermediate level while abroad. These will count towards final degree classification.

There may also be opportunities to study for one term in the United States under the American Studies exchange programme.

Educational aims of the programme .

The programme seeks to develop students' knowledge and understanding of a wide range of literary and television texts, and to promote an informed and self-reflective awareness of procedures of critical and cultural analysis. The overall aims are to enable students to achieve their full intellectual potential, and to equip them with broadly transferable skills of potential value to future employers.

Knowledge and understanding

<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 day, and a selection of television texts (primarily English language drama and documentary).2. A range of kinds of texts including fiction, poetry and drama, and a variety of approaches to television production of selected forms, genres and formats.3. Methods of critical and televisual analysis.4. Ways in which social, cultural and historical contexts inform literary and television texts5. A range of critical approaches in English and Television Studies.6. Selected special fields of English and Television	<p><i>Teaching/learning methods and strategies</i></p> <p>Knowledge and understanding are gained through formal teaching (lectures, seminar discussions, workshops, and individual essay feedback), prescribed and recommended reading and viewing, and the writing of essays and a dissertation. Part 1 offers a broad introduction to 1, 2, 3, 4 and 5. In Part 2 the understanding and skills acquired in Part 1 are developed with particular emphasis on 1, 2, 3 and 4 through seminars, lectures and individual feedback. Part 3 introduces more specialised 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></p> <p>In Parts 1 and 2, knowledge and understanding of 1 – 5 are tested through a combination of essays, seminar presentations, seen and unseen written examinations. In Part 3, assessment is through a mixture of methods, such as extended essays, essays plus seen and unseen exams, and the dissertation.</p>
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Skills and other attributes

<p>B. Intellectual skills:</p> <ol style="list-style-type: none"> 1. Capacity for independent analysis and research 2. Identification of problems and issues 3. The ability to read, watch and interpret closely and critically 4. An ability to reflect on one's own opinions and those of others 5. Apply conceptual frameworks and methods of analysis to new contexts and material 	<p><i>Teaching/learning methods and strategies</i></p> <p>Intellectual skills are acquired through independent reading and viewing (1 and 2), preparation and discussion in seminars and workshops, essay writing (1, 2, 3 and 5) and essay feedback through tutorials (2, 3 and 4).</p> <p><i>Assessment</i></p> <p>1 – 5 are assessed both formatively in coursework essays, and summatively in essays, seen and unseen exams. They are also assessed formatively through seminar discussion, seminar presentations and essay feedback and tutorials</p>
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<p>C. Practical skills:</p> <ol style="list-style-type: none"> 1. The ability to criticise and formulate interpretations of literary and televisual 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 and of television to cultural and social issues 	<p><i>Teaching/learning methods and strategies</i></p> <p>1 – 3 and 6 are developed in seminars, workshops, seminar presentations, 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 seen and unseen examinations.</p>
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<p>D. Transferable skills:</p> <ol style="list-style-type: none"> 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 and the ability to manage personal workloads. 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 11. Career management skills 	<p><i>Teaching/learning methods and strategies</i></p> <p>Transferable skills are developed through seminar and workshop discussions (1, 2, 3, 4, 7 and 9), through seminar presentations, essay writing, tutorial feedback, seen and unseen examinations (1 – 9), and through sessions and assignments associated with the module on Careers Management Skills (11). 4 and 7 particularly are developed through requiring students to draw on acquired knowledge and skills when analysing new material in essays, seen 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).</p> <p><i>Assessment</i></p> <p>1 – 7 and 9 are formatively assessed through coursework essays and seminar presentations, and summatively assessed through essays, seen and unseen examinations, and the dissertation. 9 is encouraged through essay feedback and essay tutorials. 8 is encouraged through seminars and in tutorials.</p>
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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.