

**BA PHILOSOPHY AND ENGLISH**  
**For students entering Part 1 in 2007**

**UCAS code: VQ53**

Awarding Institution:  
Teaching Institution:  
Relevant QAA subject benchmarking groups:  
Faculty of Arts and Humanities  
Date of specification: Aug 2007  
Programme Director: Dr J.M. Preston  
Programme Advisor: Dr. M. Davies  
Board of Studies: Philosophy and English  
Accreditation: Not appropriate

The University of Reading  
The University of Reading  
Philosophy and 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 philosophical and literary texts, from a range of different periods, as well as perspectives on different methods of philosophical, logical and 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 disciplines of Philosophy and English.

**The Philosophy** part of the programme aims to give students an understanding of central philosophical principles, concepts, problems, texts and figures, and to provide a programme of study which introduces progressive intellectual challenges and consolidates previous experience at each new level. To allow students to study in depth some aspects of Philosophy in which they have greater interest and to develop students' aptitude for Philosophy, engender a sense of belonging to a community of inquiry, and encourage intellectual development. Also to prepare students, where appropriate, for possible postgraduate study and provide a supportive learning environment with full access to welfare, pastoral and careers support

Four bridge modules (Language & Reality, Philosophy of Language, Aesthetics, Joint Dissertation) offer students an opportunity to reflect on philosophical issues concerning language or literature.

**The English** part of the programme introduces students to debate about approaches to the study of literature through close study of selected texts from a number of different periods. Part 2 provides greater breadth of coverage in preparation for more specialised options and independent work in Part 3.

**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.

From their studies in Philosophy and English students are also expected to gain skills such as: effective time-management; presenting a coherent talk delivered from notes, producing concise and accurate written reports; the ability to critically discuss particular issues and arguments; to engage in discussion of each other's responses as well as articulate the student's own views; the ability to handle abstract ideas and utilise problem-solving skills, to access and deploy relevant information resources and to translate subject-specific knowledge and skills to new environments.

## Programme content

### Part 1 (three terms) Certificate Level

In Part 1 students must acquire a minimum of 40, or a maximum of 60 credits from the Philosophy modules, and 60 credits from the English modules.

**In Philosophy** students choose from the following modules:

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
PP1MW	Mind & World	20	C
PP1VV	Values & Virtues	20	C
PP1MR	Metaphysics & Religion	20	C

**In English** students must take the following modules:

*Compulsory modules*

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

### Part 2 (three terms) Intermediate Level

**In Philosophy**

*Compulsory modules*

PP2MP	Moral Philosophy	20	I
PP2TK	Theory of Knowledge	20	I
PP2CMS	Career Management Skills	5	I

Students must also acquire at least 20 credits from the list of options in Philosophy available from the Philosophy BA Programme Coordinator. A list of current options can also be found in the BA Programme Handbook. Part 2 optional modules include Philosophy of Mind, Logic and modules in the history of Philosophy. PS2N45 (History and Philosophy of Science) is also a permissible option.

**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.

**Autumn Term**

*Group A*

EN2RTC	<i>Renaissance Texts &amp; Cultures*</i>	20	I
EN2MC1	<i>Modernity and Cultural Crisis 1: (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
EN2WW1	<i>Women's Writing and Feminist Theory 1</i>	20	I
EN2LCT	<i>Literary Criticism &amp; Theory</i>	20	I
EN2OEL	<i>Introduction to Old English*</i>	20	I

**Spring Term**

*Group A*

EN2ERE	<i>English Renaissance Epic*</i>	20	I
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EN2MC2	<i>Modernity and Cultural Crisis 2</i>	20	I
EN2RD	<i>Romantics to Decadents</i>	20	I
<i>Group B</i>			
EN2LV	<i>Lyric Voices 1340 – 1650*</i>	20	I
EN2MDR	<i>Modern Drama</i>	20	I
EN2WA2	<i>Writing America 2</i>	20	I
EN2CAW	<i>Communications at Work</i>	20	I
<i>Group C</i>			
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

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

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

*Compulsory Module*

<i>Mod Code</i>	<i>Module Title</i>	<i>Credit</i>	<i>Level</i>
PP3END	Joint Dissertation (20 credits in each Department)	40	H

### **In Philosophy**

Students must acquire at least 40 credits from the list of options in Philosophy available from the Philosophy BA Programme Coordinator. A list of current options can also be found in the BA Programme Handbook. A wide variety of part 3 options will be available each year, reflecting the research interests of teaching staff.

### **In English**

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.

### **Progression requirements**

To progress from Part 1 to Part 2, students must achieve each of the following:

- an overall average of at least 40% across the 120 credits in Part 1;
- a mark of at least 30% in individual modules amounting to not less than 100 credits taken in Part 1;
- an average of at least 40% in the Philosophy modules taken at Part 1;
- a mark of at least 40% in individual Philosophy modules amounting to not less than 40 credits in Part 1;
- a mark of at least 40% in each English module taken at Part 1.

To progress from Part 2 to Part 3, students must achieve each of the following:

- an overall average of at least 40% across the 120 credits in Part 2;
- a mark of at least 30% in individual modules amounting to not less than 100 credits taken in

Part 2;

(c) an average of at least 40% in the Philosophy modules taken at Part 2;

(d) a mark of at least 40% in individual Philosophy modules amounting to not less than 40 credits in Part 2;

(e) an average of at least 40% in the English modules taken at Part 2.

### **Summary of teaching and assessment**

Teaching within the Philosophy programme combines lectures, small group seminars and essay supervisions, with appropriate visual aides and course materials being provided throughout. The final assessment for the majority of Philosophy modules in all Parts is by a combination of assessed coursework and unseen examination. See the Philosophy BA handbook for further details.

The final assessment for all English modules in all Parts is by a combination of assessed coursework and unseen examination.

Weighted Finals:

To reflect the notion of progression through the programme, Part 3 examinations will have a greater impact on a student's Final Degree Classification, with Part 2 examinations contributing 33% of the Final grade and Part 3 examinations contributing 67%. The conventions for classification are included in the Programme Handbook

Assessment criteria for each of the Parts are given in the appropriate Departmental Handbook.

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**

Entrants to the Joint Degree programme are normally required to have obtained:

**UCAS Tariff:** 300 points from three A levels, to include 100 points (Grade B) in either English Literature or English Literature and Language

**AS 2** good AS grades are accepted as 1 supporting A level

**Scottish Highers** ABBBB or above (A in English Literature)

**Irish Highers** 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 be usually expected to have a B at A level English Literature, or equivalent qualification. In other respects generous concessions may be made to reflect the value of other qualifications and experience.

Admissions tutors: Philip Stratton-Lake (Philosophy) and 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.

Within the Philosophy and English Departments additional support is provided through individual essay tutorials, and through PARS and the personal tutor system.

### **Career prospects**

Philosophy (like many other academic disciplines) is not a directly vocational subject such as law or medicine. But a training in Philosophy develops the ability to think clearly and reason logically, to expound and evaluate arguments, to organise ideas, to be aware of the logical and practical implications of our assertions, to be alert to alternative explanations and solutions, to reject facile assumptions and search for coherent principles of thought and action. The structured development of student's presentation skills and of the clarity and precision of their written work are also invaluable in any area of work. So, philosophical training is highly prized by employers in every area of business and professional life, where these vitally important general transferable skills are at a premium. We include among our former graduates those who have gone on to follow careers in business and management, social work, the probation service, the armed forces, the police, insurance, banking, librarianship, the Civil Service, journalism and accountancy.

In recent years students who have gained an English degree from the Department have gone into a wide variety of jobs, including teaching, publishing, journalism, the media, management, administration, and public relations. A Reading English degree 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 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.

### **Opportunities for study abroad**

There is no opportunity for study abroad during this Joint Programme.

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

The central aim of the **Philosophy** component is to cultivate the ability to do, and not just to read, Philosophy. It introduces students to terms and concepts essential for philosophical investigation, exposes them to the distinctive nature of philosophical inquiry, develops a basic understanding of some central philosophical problems, and introduces some major figures from the history of philosophy. It encourages students to reflect on philosophical issues concerning language and literature. A programme of study is provided which introduces progressive intellectual challenges at each new level and requires students to study in more depth some aspects of Philosophy in which they have a greater interest.

In English, the aim is 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

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

<p><b>A. Knowledge and understanding of:</b></p> <ol style="list-style-type: none"><li>1. Literary texts in English from selected periods between the Middle Ages and the present day</li><li>2. A range of kinds of texts including fiction, poetry and drama</li><li>3. Methods of critical textual analysis</li><li>4. Ways in which social, cultural and historical issues relate to texts</li><li>5. A range of approaches in English studies</li><li>6. Selected special fields of English</li><li>7. The main areas of Philosophy and of the views of great figures in the history of Philosophy</li><li>8. Particular issues in Philosophy, and at the forefront of philosophical debate reflecting the research interests and professional activities of staff</li></ol>	<p><b>Teaching/learning methods and strategies</b></p> <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 and 7. In Part 2 the understanding and skills acquired in Part 1 are developed with particular emphasis on 1, 2, 4 and 7 through seminars, lectures, individual feedback and in Philosophy through tutorials. Part 3 introduces more specialized study, particularly in relation to 3, 5, 6 and 8, through a choice of seminar-based modules (and in Philosophy through additional tutorials) 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 and 7 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>
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### Skills and other attributes

<p><b>B. Intellectual skills :</b></p> <ol style="list-style-type: none"><li>1. Capacity for independent analysis and research</li><li>2. Identification of problems and issues</li><li>3. The ability to read closely and critically</li><li>4. An ability to reflect on one's own positions</li><li>5. The ability to think clearly and reason logically</li><li>6. The capacity to critically evaluate arguments and to question assumptions of any given viewpoint</li></ol>	<p><b>Teaching/learning methods and strategies</b></p> <p>Intellectual skills are acquired through independent reading (1), seminar preparation and discussion, and essay writing (1, 2, 3, 5 and 6) and essay feedback through tutorials (2, 3, 4, 5 and 6).</p> <p><b>Assessment</b></p> <p>1 – 3, 5 and 6 are assessed summatively in essays and unseen exams. 1- 6 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
7. An ability to criticize and formulate philosophical arguments

**Teaching/learning methods and strategies**

1 – 3, 6 and 7 are developed in seminars, essays and essay tutorials. 2, 4, 5 and 7 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, 6 and 7 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
11. the opportunity to develop skills relating to career management

**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). 11 is developed through the Careers Management Skills unit in Part 2.

*Assessment*

1 – 7 and 9 are 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. 11 is assessed summatively through exercises.

**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.**