BA English Language and Literature   **UCAS code: Q301**
For students entering Part 1 in 2008/9

Awarding Institution: University of Reading
Teaching Institution: University of Reading
Relevant QAA subject Benchmarking group(s):
Faculty: Faculty of Arts and Humanities
Programme length: 3 years
Date of specification: 12/Aug/2009
Programme Director: Dr Jane Setter
Programme Advisor: Dr Andy Nash
    MsClare Furneaux
Board of Studies: Linguistics
Accreditation:

Summary of programme aims
The English Language and Literature Joint Degree is a multi-disciplinary programme in which students take modules in the Department of Applied Linguistics and School of English and American Literature alongside single subject students. The programme aims to provide students with subject specific knowledge and more general skills. In English, these include 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. In Applied Linguistics, aims are to provide a thorough degree-level education in English Language, with special emphasis upon the use of the English language in its social context, and upon the application of knowledge about language to problem solving in the contemporary world. The programme is also designed 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
During the course of their studies at Reading, all students will be expected to enhance their academic and personal transferable skills in line with the University's Strategy for Learning and Teaching. In following this programme, students will have had the opportunity to develop such skills, in particular relating to communication, interpersonal skills, learning skills, numeracy, self-management, use of IT and problem-solving , and will have been encouraged to further develop and enhance the full set of skills through a variety of opportunities available outside their curriculum.
From their studies in English Language and Literature, students are expected to gain a range of transferable intellectual skills including: the ability to communicate fluently and effectively orally and in writing; the ability to synthesize, analyse and evaluate information, ideas and theoretical claims; the ability to formulate and appraise their own arguments, and to translate subject-specific knowledge and skills to new environments; the ability to work independently and co-operatively; effective time management; the ability to find and use relevant information resources; and basic computing skills, including an awareness and experience of the application of information technology to language studies.

Programme content
Each Part of the degree programme comprises 120 credits. In Part 1, students take 40 credits in the Department of Applied Linguistics and 60 credits in the School of English and American Literature; the remaining 20 credits are made up from modules available elsewhere in the University.
 In Parts 2 and 3 students must normally take 60 credits each year in both subjects, but, 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)
Compulsory modules

Mod Code	Module Title	Credits	Level
LS1SG	Sounds, Grammar & Meaning	20	C
LS1ELS	English Language and Society	20	C
EN1LL	Languages of Literature	20	C
EN1WKT	What Kind of Text is This?	20	C
EN1REE	Researching the English Essay	20	C

Optional modules totalling 20 credits:

Autumn, Spring and Summer terms:

LS1ELU	English Language in Use	20	C

Part 2 (three terms)
Compulsory modules

Mod Code	Module Title	Credits	Level
LS2EG	English Grammar	10	I
LS2LRP	Language Research Project	10	I
LS2SL	Sociolinguistics	10	I
LS2CMS	Career Management Skills	5	I
LS2EP	English Phonology	10	I

In Applied Linguistics, students take optional modules totalling 20 credits selected from a list available from within the Department, subject to availability.
Students choose six modules in Part 2, one module from each group. In each term at least one of their choices must be an asterisked module.
Autumn Term

Group A
EN2RTC	*Renaissance Texts & Cultures	20	I
EN2MC1	Modernism and Modern Poetry	20	I
EN2RR	The Eighteenth-Century: Restoration to Romantics	20	I

Group B
EN2CMN	*Chaucer and Medieval Narrative	20	I
EN2NCN	Nineteenth-Century Novel	20	I
EN2WAR	Writing America: Romances of Nationhood	20	I

Group C
EN2RDR	*Renaissance Drama	20	I
EN2LCT	Literary Criticism & Theory	20	I
EN2WF1	Women's Writing and Feminist Theory 1	20	I
EN2OEL	*Introduction to Old English	20	I

Spring Term

Group A
EN2ERE	*English Renaissance Epic	20	I
EN2MC2	Modernity, Crisis and Narrative Fiction	20	I
EN2RD	Romantics to Decadents	20	I

Group B
EN2LV	*Lyric Voices 1340 - 1650	20	I
EN2WAS	Writing America: Self, Race, Region	20	I

Group C
EN2SH	*Shakespeare	20	I
EN2WF2	Women's Writing and Feminist Theory 2	20	I
EN2FN	Film Narrative	20	I

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

EN2CW	Creative Writing and Critical Practice	20	I
EN2CAW	Communications at Work	20	I

Part 3 (three terms)
Compulsory modules

Mod Code	Module Title	Credits	Level
LS3EN	Joint Dissertation	40	H

In Applied Linguistics, students take optional modules totalling 40 credits selected from a list available from within the Department, subject to availability.

In English:
Students take optional modules totalling 40 credits selected from a list available within the Department, subject to availability. Entrance to all modules is at the discretion of the Programme Director.

Progression requirements

To proceed from Part 1 to Part 2, a Joint 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 mark of at least 40% in each of the compulsory modules LS1SG, LS1ELS, EN1LL, EN1RS and EN1WKT; and (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) a weighted average of at least 40% in each of the Applied Linguistics Part 2 modules LS2EG, LS2EP and LS2SL; (iii) an average of 40% across English Literature Part 2 modules; and (iv) a mark of at least 30% in individual modules amounting to not less than 100 credits taken in Part 2.

Conventions for degree classification are included in the Programme Handbook, but it should be noted that weighting between Part 2 and Part 3 for classification purposes is 33% and 67%.

The University's honours classification 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% Fail: not of Honours standard
 0% - 34% Fail

Summary of teaching and assessment

English Literature 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.
 Applied Linguistics modules are also taught by lectures, seminars and small group practical work. Some modules are assessed wholly by coursework, some wholly by examination, and others by a mixture of the two: details are given in the module descriptions.
 The Dissertation module, for which preparation is given in Applied Linguistics on the module LS2LRP Language Research Project, is additionally supported by individual supervision in both Departments, and by Dissertation Workshops in the English Department.

Admission requirements

Entrants to the English Language and Literature programme are normally required to have obtained:
 UCAS Tariff: 300 points including 100 points in English Literature or English Language and Literature.
 Scottish Highers: ABBBB (A in English Literature)
 Irish Leaving Certificate: ABBBB (A in English Literature)
 International Baccalaureat: 31 points with at least 6 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 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: Dr Jane Setter.

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, School Senior Tutors, the Students' Union, the Medical Practice and the Student Services Centre. The Student Services Centre is housed in the Carrington Building and includes the Careers Advisory Service, the Disability Advisory Service, Accommodation Advisory Team, Student Financial Support, Counselling and Study Advisors. Student Services has a Helpdesk available for enquiries made in person or online, or by calling the central enquiry number on (0118) 378 5555. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions on everything from accommodation to finance. The Carrington Building is open between 8:30 and 17:30 Monday to Thursday (17:00 Friday and during vacation periods). Further information can be found in the Student Diary (given to students at enrolment) or on the Student website.

In the School of English and American Literature students 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 Literature 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 English Department, holds a range of books, xeroxed materials, cassettes and an extensive collection of videos for loan to students. 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.

In Applied Linguistics, students at Part 1 receive an induction course in Academic Writing. Each student is provided with a course handbook which contains full details of the degree programme, the staff and facilities in the School of Languages and European Studies, and a range of useful information including advice on note-taking in lectures, preparation of written work especially the dissertation, and dates of terms and examinations, and the University's procedure for assessment. Each Part of the programme has a Course Tutor to advise students on selection of modules, learning and assessment. Learning on core modules is supported by small group seminars. Learning is also supported by dedicated facilities in the School. The library of the University houses an important specialist collection of books, journals, dissertations and theses, reports and conference proceedings on Applied Linguistics and the Teaching and Learning of English. The Language Research Laboratory in the Department of Applied Linguistics has 6 networked PCs that are intended students researching corpora and databases, such as the British National Corpus and CoBUILD, as well as a wide range of instrumentation for the investigation of many aspects of speech. We also have our own research corpora and databases, and these can be accessed from these machines. The facility uses the very latest software in language and speech analysis. Also available for students are word-processing and statistics, e-mail, and Internet access. Further PCs are located in the student common room for student use.

Career prospects
In recent years students who have gained a Joint Degree in English Language and Literature have gone into a wide variety of jobs: for example, teaching, publishing, journalism, translating, the media and advertising, management, administration, and public relations. In some cases, further study and qualifications are necessary, and the Applied Linguistics component of the programme forms an excellent foundation for careers in second and foreign language teaching, and in speech and language therapy. It also equips graduates to organize complex data and to work in IT environments—skills demanded in many types of employment that are not directly concerned with language. A number of graduates each year go on to further academic study and research. More broadly, the degree provides students with a range of communication and analytical skills that will serve them in good stead in the marketplace.

Opportunities for study abroad or for placements
There are no study or work abroad opportunities as part of this programme.

Programme Outcomes
In English Literature:
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
In English Language:
11. Use IT (including word-processing, internet search and communication and database analysis)
12. Define a research topic and mount a principled investigation by methods appropriate to the topic
13. Assess the effectiveness of given instances of spoken, written and multi-modal texts
14. Work as part of a team
15. Use library resources
16. Manage time
17. Formulate and implement career plans
18. Deploy critical awareness of language and society in effective communication in a range of career contexts

Knowledge and Understanding

A. Knowledge and understanding of:

In English Literature:
 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
Core areas of English Language, represented in 7-11:
 7. the principles of phonological contrast and the organisation of the sound system of English
 8. principles for the description of English grammar, lexis and discourse
 9. the main areas of applied linguistic inquiry
 10. the role of linguistic knowledge in personal, political and social decision making
 11. a wide range of specialist areas in which linguistic principles are applied

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. Part 1 modules offer a broad introduction to 1, 2, 3, 4 and 5. In Part 2, the understanding and skills acquired at 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.
7-11 are achieved through Part 1 modules Sounds, Grammar and Meaning and English Language Society, Part 2 modules English Grammar English Phonology, Sociolinguistics and the Language Research Project , Part 3 by the Joint Dissertation and by lectures and small group seminars. Further knowledge and understanding in areas 7-11 are offered in option modules at Parts 2 and 3, by lectures, small group seminars and guided assignments. 11 is achieved through the language modules at Parts 1, 2 and 3.

Assessment
In 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 through a mixture of methods, such as extended essays, essays plus unseen exams, and the dissertation.
 7-11 are assessed by coursework and written examination; 1 is additionally assessed by aural examination. Dissertation and oral presentations also contribute in core and applied areas.

Skills and other attributes

B. Intellectual skills - *able to:*

In English Literature:
 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
In English Language: able to:
 5. analyse and solve problems
 6. generalise knowledge and methods from one area of study to others, where appropriate
 7. critically assess theories of language and society and their application in a variety of social contexts
 8. evaluate contrasting academic arguments and claims
 9. negotiate both primary and secondary applied linguistic sources and demonstrate how they interrelate
 10. develop a critical and nuanced appreciation of issues, and challenge received conclusions
 11. develop creative intelligence in independent research and interpretation
 12. plan, carry out and present an extended independent investigation of a research topic

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).
5-12 are achieved through demonstration and example in lectures as well as experience in small group seminars, the Part 2 module Language Research Project and the Dissertation at Part 3.
11 and 12 are achieved mainly through the Part 2 module Language Research Project and through the Dissertation at Part 3.
 7-10 are achieved through the progression of concepts particularly in the compulsory modules across Parts 1, 2 and 3. Further opportunities are offered through option modules, especially those in theoretical and applied areas at Parts 2 and 3.

Assessment
1 & 3 are assessed both formatively in coursework essays, and summatively in essays and unseen exams. 1- 4 are assessed formatively through seminar discussion and essay feedback and tutorials.
 5 & 10 form part of the evaluation of the quality of students' coursework and their written examinations. Additionally, 10 is assessed through small-scale and subsequent larger project work, respectively, in the modules Language Research Project and the Dissertation.

C. Practical skills - *able to:*

In English Literature:
 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
In English Language – the ability to:
 7. produce a phonological transcript of English speech
 8. analyse English sentences
 9. transcribe extended stretches of discourse using appropriate conventions
 10. assemble and assess the information contained in modern electronic linguistic corpora
 11. prepare bibliographies and references

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.
7 is achieved through phonetics practical sessions, based on general information provided in the main core lectures on the sounds of language.
 8-9 are achieved through small group practical sessions at Parts 2 and 3 which exercise analytic techniques based on lectures on structures and functions in the English language; also, through the Part 2 module Language Research Project and through the Dissertation at Part 3.
 10 is achieved through introductory sessions and assignment in the module Language Research Project and through the option module Corpus-based Approaches to Language Description.
 11 is achieved through Part One Academic Writing sessions and the Part 2 module Language Research Project.

Assessment
All the subject specific practical skills are assessed through formative and summative essays. 1 –

3 and 6 are also tested in unseen examinations.
7 is assessed by aural examination.
8-11 are assessed by assignment;
8-9 are additionally assessable by written examination, and 11 by evaluation of the Dissertation

D. Transferable skills - *able to:*

Teaching/learning methods and strategies

Transferable skills in English Literature are developed through seminar discussions, 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 analysing 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).
11-16 are achieved through the Part 2 module Language Research Project while 12, 15 and 16 are additionally developed through the Dissertation, and 13 is developed in a number of option modules as well as in the Second Year Conference. 15 and 16 are required for successful execution of assignments throughout the programme. 17 is achieved through the Part 2 module on Career Management Skills.

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. 11 is assessed by coursework and is also assessable in the Dissertation. 12 is assessed by group presentation and individual writing up of the project carried out in the Part 2 module Language Research Project and in the Dissertation.
13 is assessed by staff observation and contributes to coursework on relevant modules. 14-16 are not specifically assessed but contribute to success in forms of assessment generally. 17 is assessed by three equally weighted assignments

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 process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.