

**BA Television and English**  
**For students entering Part 1 in 2008/9**

**UCAS code:**

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	English; Dance, Drama, Performing Arts; Media, Film and Cultural Studies
Faculty:	Arts and Humanities Faculty
Programme length:	3 years
Date of specification:	16/Aug/2010
Programme Director:	Dr Simone Knox
Programme Advisor:	Dr Andy Nash
Board of Studies:	Film, Theatre and Television
Accreditation:	

**Summary of programme aims**

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. In Television, students undertake practical work, closely informed by critical issues ('critical practice'), which is designed both to extend understanding of how television creates meaning, and to develop appropriate practical expertise.

**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, 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.

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, undertaking self-directed, independent work and use basic word-processing and IT skills. The practical work will enable students to develop their ability to work co-operatively with others and their skills of effective communication using the methods of television and video, developing projects through co- operation and dialogue, taking leadership and management roles.

**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. In Part 2 they must normally take a minimum of 60 credits in both Television and English 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. At part 3 students must normally take 40 credits in English and 40 credits in Television and then select a dissertation module, which will either be in English or in Television, or a joint dissertation delivered by both departments. 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)**

*Compulsory modules*

EN1LL	Languages of Literature	20	C
EN1RS	Revisioning Shakespeare	20	C
EN1WKT	What Kind of Text is This?	20	C
FT1CPT	Introduction to Critical Practice in Television	20	C
FT1TFC	Introduction to Television Studies	20	C

**Part 2 (three terms)***Compulsory modules*

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
RD2CMS	Career Management Skills	5	I
FT2BTVA	British Television A	20	I
FT2BTVB	British Television B	10	I
FT2CPT	Critical Practice in Television	30	I

**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	*Renaissance Texts & Cultures	20	I
EN2MC1	Modernism and Modern Poetry	20	I
EN2RR	The Eighteenth-Century: Restoration to Romanticism	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
EN2MDR	Modern Drama	20	I
Group B			
EN2LV	*Lyric Voices 1340 - 1650	20	I
EN2RD	Romantics to Decadents	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 Advisor in English, replace one of their English modules with one of the following special modules:

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

**Part 3 (three terms)***Compulsory modules*

### Dissertation

Students choose one of the three dissertation modules, depending on their choice of topic, which may be combined Television with English, Television only or English only.

FT3JDX	Dissertation: Television and English	40	H
FT3TD	Dissertation: Television	40	H
EN3DIS	Dissertation: English	40	H

### 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	Contemporary Television Drama	20+20	H
FT3CDA+B	Contemporary Documentary	20+20	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.

### Progression requirements

To proceed from Part 1 to Part 2, students must:

1. Obtain an overall average of at least 40% over 120 credits taken in Part 1, where all the credits are at level C or above;
2. Obtain a mark of at least 30% in individual modules amounting to not less than 100 credits taken in Part 1;
3. Obtain a mark of at least 40% in compulsory Television modules.
4. Obtain a mark of at least 40% in all English modules.

To proceed from Part 2 to Part 3, students must:

1. Obtain an overall average of at least 40% over 120 credits taken in Part 2;
2. Obtain a marks of at least 30% in individual modules amounting to not less than 100 credits taken in Part 2;
3. Obtain a mark of at least 40% in compulsory Television modules.
4. Obtain an overall average of 40% across all English modules.

### Summary of teaching and assessment

Teaching is through seminars, lectures, essay tutorials and practical workshops. 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

University-wide classification criteria are explained in the *Framework for the Classification and Progression of First Degrees (Post-2002 Structure)*

### 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 Tutor:** Dr Ashley Thorpe and Dr Tom Brown (Film, Theatre & Television)

### **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 Directorate. The Student Services Directorate 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 ([www.risisweb.reading.ac.uk](http://www.risisweb.reading.ac.uk)), 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 website ([www.reading.ac.uk/student](http://www.reading.ac.uk/student)).

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 Development Planning scheme (PDP). 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 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, television, the media more generally, management, administration, public relations, advertising and the performance industries. At the same time, the practical work

undertaken provides a wide range of opportunities for work-related learning which provide graduates with a range of technical, creative, communicative and analytical skills that will serve them well for careers in television and in the wider field of employment. 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 or for placements**

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 the 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.

### **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, 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 texts
5. A range of critical approaches in English and Television Studies.
6. Methods and skills of small scale television and video production.
7. How critical and theoretical perspectives can inform practical work.
8. Selected special fields of English and Television

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

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, 5, 6, 7 and 8. 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, and on 6 and 7 through supervised group practical work. Part 3 introduces more specialised study, particularly in relation to 3, 5 and 8, through a choice of seminar-based modules together with supervised, independent study leading to a dissertation.

##### *Assessment*

In Parts 1 and 2, knowledge and understanding of 1 - 7 are tested through a combination of essays, seminar presentations, seen and unseen written examinations, presentations, practical projects and reflective documentation. In Part 3, assessment is through a mixture of methods, such as extended essays, essays plus seen and unseen exams, and the dissertation, and practical projects.

#### **Skills and other attributes**

##### **B. Intellectual skills - *able to:***

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

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

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). 5 and 6 are assessed formatively and summatively through practical work supervision and

5. Apply conceptual frameworks and methods of analysis to new contexts and material
6. Ability to integrate critical thinking with creative work

### **C. Practical skills - able to:**

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
7. Basic skills of television and video production
8. An ability to evaluate practice in the light of critical study
9. Presentation skills.

### **D. Transferable skills - able to:**

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

documentation of practical projects.

#### *Assessment*

1 - 3 are assessed both formatively and summatively in coursework essays and take-away exams. 1 - 4 are assessed formatively through seminar discussion and essay feedback. 5 and 6 are assessed formatively and summatively through practical work supervision and documentation of practical projects.

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

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. Skills 6, 7, 8 are developed through practical projects and accompanying reflective documentation.

#### *Assessment*

1 - 6 are assessed through formative and summative essays. 1 - 3 and 6 are also tested in seen and unseen examinations. Skills 6, 7, 8 are assessed through projects in a range of television forms, each of which are accompanied with critical, reflective documentation. Some assignments may be assessed through presentations as well as written reports /essays, enabling the assessment of 9.

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

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. The majority of these skills (including 7, 8 and 9) are developed through practical work and accompanying critical reflection (in class and on the page). 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 - 8 and 9 are formatively assessed through coursework essays, workshops, practical projects and seminar presentations, and summatively assessed through essays, seen and unseen examinations, group / individual practical projects / accompanying documentation and the dissertation. 9 is encouraged through essay feedback and essay tutorials, and in reflective discussion in class and in the documentation around practical projects. 8 is

encouraged through seminars, workshops, tutorials, and group practical projects.

**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.**