BA English Language and Television
For students entering Part 1 in 2009/0

UCAS code: QP33

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Linguistics; Dance, Drama, Performing Arts; Media, Film and Cultural Studies
Faculty:	Arts and Humanities Faculty
Programme length:	3 years
Date of specification:	14/Apr/2011
Programme Director:	Dr Jane Setter
Programme Advisor:	Dr Simone Knox
	Ms Clare Furneaux
Board of Studies:	Applied Linguistics
Accreditation:	

Summary of programme aims

This is a multi-disciplinary programme which aims to provide students with subject specific knowledge and more general skills. In English Language this includes 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. In Television, this includes British and other English language television, with a focus on drama and documentary. Students will become familiar with the variety of critical perspectives and analytical methods between and within the disciplines. 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. 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 career management, communication (both written and oral), information handling, numeracy, problem-solving, team working and use of information technology 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 Television, 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. The practical work in television 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

Each Part of the degree programme comprises 120 credits. In Part 1, students take 40 credits in the Department of Applied Linguistics, with an option to take an additional 20 credits, and 40 credits in the Department of Film, Theatre & Television; any remaining 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	4
LS1ELS	English Language and Society	20	4

FT1CPT	Introduction to Critical Practice in Television	20	4
FT1TFC	Introduction to Television Studies	20	4

In Applied Linguistics
Optional modules totalling 20 credits:
Autumn, Spring and Summer terms:

LS1ELU	English Language in Use	20	4

Part 2 (three terms)
Compulsory modules

Mod Code	Module Title	Credits	Level
LS2EG	English Grammar	10	5
LS2EP	English Phonology	10	5
LS2CMS	Career Management Skills	5	5
LS2SL	Sociolinguistics	10	5
LS2LRP	Language Research Project	10	5
FT2BTVA	British Television A	20	5
FT2BTVB	British Television B	10	5
FT2CPT	Critical Practice in Television	30	5

In Applied Linguistics:
Optional modules totalling 20 credits:
Students choose 1 optional module from an approved list, offered by Applied Linguistics.
A complete list of modules is available from the Programme Director and is listed in the Applied Linguistics Part 2 Handbook. Admission to optional modules will be at the discretion of the Programme Director.
At the discretion of the programme director, students may choose to replace 20 credits of optional modules in Applied Linguistics with a module or modules totalling 20 credits from outside the programme.

In Film, Theatre and Television (60 credits)
Students will normally take the following two core modules for 20 + 10 credits each:

FT2BTVA+B	British Television	20+10	5
FT2CPT	Critical Practice in Television	30	5

Note:
10 credit modules MUST be taken together with the relevant 20 credits module, making the module worth 30 credits.

Part 3 (three terms)
Compulsory modules

Students Choose one of the three dissertation modules depending on their choice of topic

Either			
LS3FT	Joint Dissertation	40	6
Or			
LS3DI	Dissertation: English Language	40	6
Or			
FT3TD	Dissertation: Television	40	6

Students take 120 credits in Part 3, made up as indicated.
They may not take optional modules at level 6 which they have already studied at level 5.

Applied Linguistics (80 credits)
Compulsory module totalling 40 credits
Students choose 2 optional modules from an approved list, offered by Applied Linguistics.

A complete list of modules is available from the Programme Director and is listed in the Applied Linguistics Part 2 Handbook. Admission to optional modules will be at the discretion of the Programme Director.

In Film, Theatre and Television (40 credits)
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	5
FT3CDA+B	Contemporary Documentary	20+20	5

At the discretion of the programme convenor, students may choose to replace 20 credits of Optional modules in Film, Theatre and Television with a module or modules totalling 20 credits from outside the programme.

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 level 4 or above;
(ii) a mark of at least 40% in each of the Applied Linguistics modules LS1SG and LS1ELS, amounting to 40 credits;
(iii) a mark of at least 40% in each of the Film, Theatre and Television modules FT1CPT and FT1TFC, amounting to 40 credits;
(iv) no module mark less than 30%, except that marks of less than 30% in a total of 20 credits may be condoned, provided that the candidate has pursued the course for the module(s) with reasonable diligence and has not been absent from the examination without reasonable cause.

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 Part 2 modules;
(iii) an average of 40% in Applied Linguistics modules LS2EG and LS2EP, a mark of at least 30% in the remaining Applied Linguistics module and 40% in each Film, Theatre and Television module;
(iv) marks of less than 30% in a total of 20 credits may be condoned, provided that the candidate has pursued the course for the module(s) with reasonable diligence and has not been absent from the examination without reasonable cause.

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
Modules are taught by lectures, seminars and small group practical work. Television and film viewing is central to the degree. 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 modules, for which preparation is given in Applied Linguistics on the module LS2LRP Language Research Project, are additionally supported by individual supervision in Part 3.

Admission requirements
Entrants to the English Language and Television programme are normally required to have obtained:
UCAS Tariff: 300 points from 3 A levels or 320 points from 3 A levels and one AS level, including 80 points in English Literature, English Language or English Language and Literature.
Scottish Highers/Irish Leaving Certificate: 300 points (including B in English Literature, English Language or English Language and Literature)
International Baccalaureat: Complete the diploma with scores of 6, 6, 5 in 3 Higher level subjects including at least 5 in English Literature, English Language or English Language and 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 C (80 points) at A level English, or equivalent qualifications, but consideration is also given to applicants with other qualifications and experience.

The University of Reading considers the new Advanced Diploma as being the equivalent level qualification to A levels and therefore as satisfying the general requirements for entry to an undergraduate programme. Students must have A level English Literature, English Language or English Language and Literature at A, B or C or equivalent as part of the diploma.

Admissions Tutor: Jane Setter

Support for students and their learning

University support for students and their learning falls into two categories.   Learning support is provided by a wide array of services across the University, including: the University Library, the Student Employment, Experience and Careers Centre (SEECC), In-sessional English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and 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 advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing. 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 and runs workshops and seminars on a range of topics. For more information see www.reading.ac.uk/student

The University Language Centre in the School of Languages and European Studies houses a spacious self-access centre encouraging independent learning beyond the classroom, with 30 fully networked PCs, headphones, record and playback facilities and a range of materials for independent study.

Students receive Handbooks from both departments, which give details of the Programme, guidance on study skills such as note-taking and essay writing, preparation of written work (especially the dissertation), dates of terms and examinations, the University's procedure for assessment, and information about staff, facilities, and sources of specialized 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. In Applied Linguistics, students at Part 1 receive an induction course in Academic Writing. Academic feedback and guidance from both Departments is given through detailed written comments, and academic and personal support is provided through the tutor system and the University's Personal and Academic Record (PAR) Scheme. Dissertation workshops (in Film, Theatre and Television) and the module in research methods (in Applied Linguistics) prepare students for the Part 3 dissertation, which is individually supervised.

The Department of Film, Theatre & Television has a collection of many thousand films and television programmes to which students may have access, and a wide range of viewing facilities. The Language Research Laboratory in the Department of Applied Linguistics has 6 networked PCs that are intended for use by 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. Applied Linguistics also has its 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.

The Library is well-stocked with printed materials as well as essential electronic databases, such as the OED, the MLA Bibliography, and the DNB on CD-ROMand 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

Careers prospects for Reading graduates in English Language and Television are very wide ranging. Graduates find that the specific as well as transferable skills developed by the programme enable them to enter many fields of work, including teaching, publishing, journalism, translating, management, administration, public relations, advertising, and the media and performance industries. This programme of study 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 and communication. 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 opportunities as part of this degree programme.

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:

In Television:
1. A selection of television text (primarily English Language drama and documentary)
2. A variety of approaches to television production of selected form, genres and formats
3. Methods of televisual analysis
4. Ways in which social, cultural and historical issues inform television texts
5. A range of approaches in Television studies
6. Selected special fields of Television
7. Methods and skills of small scale television and video production.
8. How critical and theoretical perspectives can inform practical work.

Core areas of English Language, represented in 9-15:
9. the principles of phonological contrast and the organisation of the sound system of English
10. principles for the description of English grammar, lexis and discourse
11. the history and development of English historically and as a World language
12. the main areas of applied linguistic inquiry
13. the role of linguistic knowledge in personal, political and social decision making
14. issues relating to language education
15. 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, workshops and practical exercises, and individual essay feedback), prescribed and recommended reading and viewing, 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, practical exercises and individual feedback. Part 3 introduces more specialized study, particularly in relation to 3, 5 and 6, through a choice of seminar-based modules including practical exercises, together with supervised, independent study leading to a dissertation.

9-15 are achieved through Part 1 modules Sounds, Grammar and Meaning and English Language & Society, Part 2 modules History of the English Language, Approaches to Written Discourse, Approaches to Spoken Discourse and Sociolinguistics and the Part 3 modules English Phonology, English in the World and Literacy: Social, Educational and Cognitive Perspectives, by lectures and small group seminars. Further knowledge and understanding in areas 9-15 are offered in option modules at Parts 2 and 3, by lectures, small group seminars and guided assignments. 15 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.
7-13 are assessed by coursework and written examination; 7 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 Television:

Teaching/learning methods and strategies

Intellectual skills are acquired through independent

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

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, in particular, but also 1, 2, 3, 4 are developed through the creation, supervision, discussion and documentation of practical projects.

7-13 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.
12 and 13 are achieved mainly through the Part 2 module Language Research Project, and through the Dissertation at Part 3.
8-11 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
Assessment
1 - 3 are assessed both formatively and summatively in coursework essays, presentations 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 projects and their documentation.
7-11 form part of the evaluation of the quality of students' coursework and their written examinations. Additionally, 11 is assessed through small-scale and subsequent larger project work, respectively, in the modules Language Research Project, and the Dissertation.

Teaching/learning methods and strategies

Teaching/learning methods and strategies
1-2 and 5 are developed in seminars, workshops and practical exercises, and essays. 3 and 4 are developed through essays, essay feedback and dissertation guidance and supervision. 1, 6, 7 and 8 are developed through practical projects, group feedback on practical work and through the writing and feedback of reflective documentation.
9 is achieved through phonetics practical sessions, based on general information provided in the main core lectures on the sounds of language.
10-11 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.
12 is achieved through introductory sessions and assignment in the module Language Research Project.
13 is achieved through Part One Academic Writing sessions and the Part 2 module Research Methods

C. Practical skills - *able to:*

In Television:
1. The ability to criticize and formulate interpretations of televisual texts, including by means of practical television production exercises
2. An ability to engage in critical argument using relevant theoretical approaches
3. Bibliographical and research skills
4. A knowledge of appropriate conventions in the presentation of written work
5. An ability to relate the study of television to cultural and social issues
6. Basic skills of television and video production.
7. An ability to evaluate practice in the light of critical study
8. Presentation skills.
In English Language – the ability to:
9. produce a phonological transcript of English speech
10. analyse English sentences
11. transcribe extended stretches of discourse using appropriate conventions
12. assemble and assess the information contained

in modern electronic linguistic corpora
13. prepare bibliographies and references

for English Language

Assessment
1-5 and 9-13 are assessed through formative and summative essays. 9-11 are also tested in unseen examinations. 1, 5, 6 & 7 are assessed through practical projects the accompanying reflective documentation.
6 is assessed by aural examination.
9-13 are assessed by assignment;
10-11 are additionally assessable by written examination, and 13 by evaluation of the Dissertation

D. Transferable skills - *able to:*

In Television:
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 – the ability to:
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

Teaching/learning methods and strategies

Transferable skills are developed through seminar and workshop 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.