

BA Graphic Communication and English Literature
For students entering Part 1 in 2009/0

UCAS code:

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Art & design, English
Faculty:	Arts and Humanities Faculty
Programme length:	3 years
Date of specification:	14/Apr/2011
Programme Director:	Mr Eric Kindel
Programme Advisor:	Dr Andy Nash
Board of Studies:	Typography and Graphic Communication
Accreditation:	Not appropriate

Summary of programme aims

The programme in Graphic Communication and English Literature is multi-disciplinary and aims to provide students with subject-specific knowledge and more general skills, including a grounding in the practice of Graphic Communication, informed by theory and history, and knowledge of a variety of literary texts and perspectives on different methods of critical analysis. The programme also aims to foster an independent approach to formulating problems and arguments, and to provide a supporting learning environment in which students develop a range of intellectual, visual, technical and social skills.

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.

In addition, students are expected to have developed the ability to formulate and evaluate their own arguments and those of others, to translate subject-specific knowledge and skills to new environments, to work co-operatively with others as well as undertake self-directed and independent study, to manage their time effectively, and to understand the role of technology in the workplace.

Programme content

In each Part of the degree programme, in consultation with an adviser, students must choose modules to make up a total of 120 credits. In Part 1, 60 credits must be taken in English Literature, and a minimum of 40 credits in Graphic Communication. In Parts 2 and 3 students may take up to 20 credits from modules available elsewhere in the University, in consultation with their adviser.

In Graphic Communication, Part 1 introduces the history, theory and practice of typography and graphic communication, with the option of an introduction to relevant digital technology and structured and analytical approaches to design. In Part 2, compulsory modules in theory and history may be combined with the development of skills in detailed, editorial typography. In Part 3, some specialisation is developed through a joint dissertation and choice of options which may be theoretical, historical or practical. The Part 1 programme in English Literature introduces students to debates about approaches to the study of literature, through close study of selected texts from a number of different periods; Parts 2 and 3 provide a greater element of choice, with a more concentrated focus on individual periods, literary topics and/or generic traditions, and an increasing opportunity for specialised and independent study.

Part 1 (three terms)

Compulsory modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
EN1LL	Languages of Literature	20	4
EN1WKT	What Kind of Text is This?	20	4
EN1REE	Researching the English Essay	20	4
TY1HIS	History of graphic communication 1	20	4
TY1PRA	Design practice 1	20	4

Optional module in Graphic Communication (20 credits) TY1DIG Digital design methods

Part 2 (three terms)

Compulsory modules

TY2CMS	Career Management Skills	5	5
TY2HIS	History of Graphic Communication 2	20	5
TY2TGR	Theory of Graphic Language	20	5
TY2ED	Introduction to editorial design	20	5

Optional Modules

In English Literature

Students choose three 20-credit modules from a list of options. At least one of these must be drawn from a list of pre-1800 options. A full list of options is available from the Programme Director and in the Part 2 Module Supplement.

One of these modules may be replaced by 20 credits taken from elsewhere in the University providing 60 credits are taken in Graphic Communication.

Career Management Skills contributes 5 credits' worth of marks to the average for Part 2.

Part 3 (three terms)

Compulsory modules

Compulsory Module (40 credits)

Students can choose a joint dissertation TY3DE (Dissertation [in Graphic Communication and English Literature]) or alternatively, students may pursue a single subject dissertation by electing either TY3DS (Dissertation [in Graphic Communication]) or EN3DIS (Dissertation [in English Literature]).

Optional Modules

In Graphic Communication

Students choose four 10-credit optional modules. A complete list of options is available from the Director of Teaching and Learning. Not all optional modules will necessarily be available in any year. Admission to optional modules will be at the discretion of the Director of Teaching and Learning.

One or two 10-credit modules may be replaced by up to 20 credits taken elsewhere in the University.

In English Literature

Students choose two 20-credit modules from a list of options. A complete list is available from the Programme Advisor in English Literature and in the English Literature Part 3 Module Supplement. Admission to optional modules will be at the discretion of the Programme Advisor in English Literature.

Progression requirements

To proceed from Part 1 to Part 2, a Joint Honours student must (i) obtain an average of 40% across all Part 1 modules; (ii) achieve a minimum of 40% in both of the compulsory Graphic Communication modules TY1HIS and TY1PRA and in each English Literature module; (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 Graphic Communication of 40% over 120 credits taken in Part 2; (ii) an average of 40% across the two compulsory typography modules TY2TGR and TY2HIS (iii) an average of 40% across English Literature Part 2 modules; (iii) a mark of at least 30% in individual modules amounting to not less than 100 credits taken in Part 2.

Summary of Teaching and Assessment

There are formal lectures, seminars, essay tutorials, and practical work in studios and workshops. In addition, the Dissertation module is supported by workshops and individual supervisions.

Modules are assessed by a mixture of essays, reports, seminar presentations, formal examinations (with seen and unseen papers), a dissertation, and projects.

The conventions for classification are included in the Programme Handbook but you should note that weighting between Part 2 and Part 3 for classification purposes is 33% and 67%.

Admission requirements

All applicants are considered on their individual merits and these requirements may be varied in some circumstances. Entrants to this programme are normally required to have achieved at the UCAS tariff either 300 points (from 3 AL/A2s), or 320 points (from 3 AL/A2s and 1 AS). Points totals must include grade B at AL/A2 English Literature, or English Language & Literature (combined). Other equivalent qualifications may include International Baccalaureate (32 points, with grade 6 at higher level English Literature).

Mature applicants

Applications from mature candidates are welcomed. A mature applicant is more likely to receive an offer of a place if he or she has undertaken recent study, for example 2 or more A levels or an Access course, but each case is assessed on its individual merits. We recommend you contact an admissions tutor as soon as possible to discuss your individual circumstances.

International applicants

Applications from international candidates are welcomed. If you are not offering A levels we advise you to contact either an admissions tutor before applying in order to discuss the acceptability of your qualifications. IELTS Band 7 (or equivalent) will be required for those whose education has not been undertaken in English.

Admissions Tutor: Dr Rob Banham and Mrs Carolyn Lyle.

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 (SEEC), In-session 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 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.

Induction includes meetings during 'Freshers' Week' with introductions at University and Faculty levels. Students receive Handbooks from both Departments which give extensive 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. Support for students in their studies is also provided through the University's Personal Academic Record (PAR) scheme, in which students meet their personal tutors regularly to review their progress. In Typography & Graphic Communication the year tutor system enhances the personal tutor system, with year tutors available to offer advice on the choice of modules within the programme. The emphasis throughout the programme is on individual and small-group learning rather than class teaching. The Typography & Graphic Communication department has its own computers (Apple Macintoshes) and related hardware (e.g. scanners, laser printers, digital cameras) with a range of professional software relevant to the subject. There are also several important university and departmental collections which form the bases for seminar presentations, and potential resources for dissertations. Within the English & American Literature department the Geoffrey Matthews Collection provides books, xeroxed materials, cassettes and an extensive collection of videos for loan to students. A video-viewing suite is available within the Faculty.

Career prospects

Students with a Joint Degree in Graphic Communication and English Literature will be particularly attractive to publishers, but are also well qualified for a wide variety of jobs including teaching, journalism, the media, management, administration, public relations, museums and galleries. A number of graduates each year also go on to further academic study and research. More generally, the degree programme provides graduates with a

range of communication and analytical skills that will serve them in good stead in the marketplace. In addition to the help provided by the University Careers Advisory Service, SAECD has a Careers Tutor available to advise students in English Literature on researching and planning their career choices.

Opportunities for study abroad or for placements

There are no formal arrangements.

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

A. Knowledge and understanding of:

Principles of typographic design
Elements of graphic language and their interrelationships
History of typography and graphic communication
The design process and relevant working methods and tools
Ways in which social, cultural and historical issues relate to texts
Literary texts in English Literature from selected periods between the Middle Ages and the present day
A range of kinds of texts including fiction, poetry and drama
A range of approaches in English Literature studies
Methods of critical textual analysis
Selected fields of English Literature and Graphic Communication

Teaching/learning methods and strategies

The teaching of Graphic Communication has three aspects: theory, history and practice. Theory and history inform practice and practical experience enables discussion of theoretical issues and historical examples. Practical projects provide an insight into design process and methods. In both subjects, knowledge and understanding are gained through formal teaching (lectures, seminar discussions, and individual essay feedback), prescribed and recommended reading, and the writing of essays. Part 1 provides a broad introduction to 1–9 and Part 2 develops skills through seminars, lectures and individual feedback. Understanding methods, approaches and specialisation in a particular field occurs in Part 3. This includes supervised, independent study to research and write a dissertation.

Assessment

Practical work (4) is assessed by projects. Other work is assessed through a mixture of coursework, examinations and the dissertation.

Skills and other attributes

B. Intellectual skills - able to:

Assemble and review literature
Read closely and critically
Organise material and articulate in written form
Analyse examples of graphic language
Identify and analyse problems and issues
Plan and conduct independent analysis and research
Reflect on one's own positions

Teaching/learning methods and strategies

Seminar preparation and discussion, and essay writing with feedback through tutorials provide the basis for research skills. These are further developed through self-directed study, including independent reading, in close consultation with a supervisor. Lectures and seminars promote analysis of graphic language. Projects provide the opportunity to analyse and solve design problems and analyse examples of graphic language through critiques..

Assessment

The dissertation is the primary vehicle for assessing students' research skills. Formative assessment occurs through coursework essays taken earlier in the programme. Written examinations, essays and practical work also assess analytical skills.

C. Practical skills - able to:

Teaching/learning methods and strategies

Assess requirements of project brief
Explore alternative approaches to a problem
Plan practical design work
Criticize and formulate interpretations of texts
Engage in critical argument using relevant theoretical approaches
Recognise the rhetorical resources of the English language
Relate the study of English Literature to cultural and social issues
Use bibliographical and research skills
Use appropriate conventions in the presentation of written work

D. Transferable skills - able to:

Solve problems
Articulate ideas effectively in speech and writing
Formulate and present arguments
Assess the merits of competing approaches
Translate subject-specific knowledge and skills into other environments
Self-evaluate and self-reflect
Manage time
Work as a team member
Handle a variety of information sources
Use basic statistical techniques
Use IT
Plan career

Practical skills are taught within the practical modules in Graphic Communication. Some lectures (e.g. on typographic theory) feed into the development of practical skills by examining a range of design outcomes.
8 and 9 are developed through essays, essay feedback and dissertation guidance and supervision.
4-7 are developed in seminars, essays and essay tutorials.

Assessment

Projects assess practical design skills. Other skills are assessed through formative and summative essays. 4–7 are also tested in unseen examinations.

Teaching/learning methods and strategies

The use of IT is embedded throughout the programme. 1–6 are developed through seminar presentations, seminar discussions, and written coursework. Practical work involves problem solving, managing time, working within teams. Time management is also necessary for submitting coursework. Lectures, seminars and self-directed study provide experience of information handling. Experimental research projects introduce basic statistical techniques. A series of briefings, exercises and self-directed study cover career development skills.

Assessment

Coursework essays and seminar presentations are used to assess 1–6, 9–10, 12, and these are summatively assessed through examinations and the dissertation. 6 is also encouraged through essay feedback and essay tutorials. Although the skills associated with 7, 8, are not directly assessed, they are encouraged through seminars and tutorial and contribute to effective outcomes of projects, assessed within practical modules.

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.