

**BA English Language**  
**For students entering Part 1 in 2010/1**

**UCAS code: Q310**

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Linguistics
Faculty:	Arts, Humanities and Social Science Faculty
Programme length:	3 years
Date of specification:	04/May/2012
Programme Director:	Dr Jane Setter
Programme Advisor:	Ms Clare Furneaux
Board of Studies:	Applied Linguistics
Accreditation:	

**Summary of programme aims**

The programme aims 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. It is distinctive in situating theories and descriptions developed in linguistics within an interdisciplinary and applied perspective.

**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.

On completion of the programme, students will have mastered contemporary methodology for the study of language in use which involves the development of computer and IT skills, while techniques of text and language analysis will be relevant to a wide range of professional and personal contexts.

**Programme content**

The following profile states which modules must be taken (the compulsory part), together with lists of modules in any Part from which students must make a selection (the option modules). Students must choose such additional modules as they wish, in consultation with their programme adviser, to make 120 credits in each Part. The number of credits for each module is shown after its title.

The compulsory modules provide a thorough and staged grounding in (1) theories and descriptions of the phonology, grammar, lexis and discourse of English; (2) the relation of knowledge about language to issues in society and education and (3) the relation of knowledge about language to the mind. The optional modules build upon this basis with a wide range of topics concerning language use in social and professional contexts. The compulsory dissertation allows students to conduct a more specialised and guided investigation. Students will expand the range, depth and sophistication of their knowledge of language and the potential for its application through the structured yet flexible progression of the programme through Parts 1, 2 and 3.

Part 1 (a) provides the basic resources for the description of the sounds, grammar and semantics of English, and (b) provides a broad overview of the scope of English Language and introduces a sociolinguistic perspective to the study of language. Part 2 provides further grounding in English phonology and grammar, and adds to this theory and practice in psycholinguistics, and training in research methods. The suite of optional modules, including modules from the BA Sociology and BA Typography, allows students to pursue more specialised areas of enquiry from interdisciplinary perspectives.

Part 3 provides one-to-one tutorials to enable students to prepare and write about a more specialised research topic for their dissertation. There is again a suite of options, including opportunities to select from topics available at Part 2 and study these at a more advanced level, and also additional and more specialised topics such as semiotics, stylistics, research topics in grammar and forensic linguistics. There is greater opportunity at Part 3 for students to select the topics they prefer to study, and for guided independent study.

**Part 1 (three terms)**

*Compulsory modules*

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
LS1SG	Sounds, Grammar & Meaning	20	4
LS1ELS	English Language and Society	20	4

Optional modules totalling 20 credits:

LS1ELU	English Language in Use	20	4
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Additionally, for students who wish to follow EN2LCT Literary Criticism and Theory at Part 2, it will be necessary for them to select the following as prerequisite, and have achieved at least C in A Level English Literature or English Language and Literature:

EN1LL	Languages of Literature	20	4
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### **Part 2 (three terms)**

#### *Compulsory modules*

Mod code	Module Title	Credits	Level
LS2AEL	Applying English Language Studies	20	5
LS2EG	English Grammar	10	5
LS2EP	English Phonology	10	5
LS2LM	Language and the Mind	10	5
LS2SL	Sociolinguistics	10	5

Students take 120 credits in Part 2, made up as indicated.

Compulsory modules totalling 60 credits.

In addition, students take optional modules totalling 60 credits, selected from a list available from within the Department and other Departments and Schools offering modules on the programme, subject to availability. The maximum number of credits which may be taken from modules available elsewhere in the University is 40, with no more than 20 credits in any one subject area.

Up to 40 credits may be taken elsewhere in the University where modules are indicated on the list of options.

Up to 20 credits may be taken from modules available elsewhere in the University which are not listed, subject to the agreement of the Programme Director.

Not all optional modules will necessarily be available every year. Admission to optional modules will be at the discretion of the Programme Director.

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

#### *Compulsory modules*

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
LS3DI	Dissertation	40	6

Students take 120 credits in Part 3, made up as indicated.

Compulsory module totalling 40 credits.

Optional modules totalling 80 credits, selected from a list available from within the Department and other Departments and Schools offering modules on the programme, subject to availability.

They may not take optional modules at level 6 which they have already studied at level 5.

The maximum number of credits which may be taken from modules available elsewhere in the University is 40, with no more than 20 credits in any one subject area.

Up to 40 credits may be taken elsewhere in the University where modules are indicated on the list of options.

Up to 20 credits may be taken from modules available elsewhere in the University which are not listed, subject to the agreement of the Programme Director.

Not all optional modules will necessarily be available every year. Admission to optional modules will be at the discretion of the Programme Director.

### **Progression requirements**

#### Progression requirements

To progress from Part 1 to Part 2, a student must:

- i. obtain an average of at least 40% in each of the compulsory modules; and

ii. achieve an overall average of at least 40% in 120 credits taken in the examination.

To progress from Part 2 to Part 3, students must obtain

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

The conventions for 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% Below Honours standard 0%-34% Fail

### **Summary of Teaching and Assessment**

Teaching is delivered in modules that involve lectures, seminars and (in some modules) workshops. Seminars will involve oral presentation by students, and workshops will include training and practice in the description and analysis of texts and transcripts. Modules are assessed by a mixture of coursework and formal examination, with the proportion of coursework increasing as the degree progresses. The final-year dissertation comprises a piece of independent research, directed through a series of one-to-one tutorials, and assessed entirely by coursework.

### **Admission requirements**

Entrants to this programme will normally be required to have obtained:

GCSE English: Grade C

UCAS Tariff: 300 points from 3 A Levels or 320 points from 3 A Levels and 1 AS Level, including 80 points (Grade C) in English Language, English Literature or English Language and Literature

International Baccalaureat: Pass with 25 points

Irish Leaving Certificate: ABBBB

Access: Students graduating from Access programmes will be considered on an individual basis

Edexcel/BTEC (Level 3): Distinction, Merit

Scottish (Advanced) Highers: 300 UCAS points from three Advanced Highers, or from five Highers

European Baccalaureat: 75% overall

German Abitur: Pass with average of 2.2

Greek Apolytirion: 17/20 + one or two A Levels or equivalent

Two AS grades are accepted in place of one A-Level.

Mature and international applicants. It will be appreciated from the extensive list of qualification routes above that we welcome applications from candidates with a range of backgrounds, including mature candidates and those from other countries. While the list above is indicative, it is not intended to be exhaustive, and all such candidates can be sure that their applications will be considered individually and by taking account of particular circumstances. International candidates who are not offering one of the listed set of qualifications are advised to contact either the EU or the international admissions tutor first, to discuss the suitability of their qualifications.

**Admissions Tutor:** Dr 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 (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](http://www.reading.ac.uk/student)

At Part 1, students 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, French 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**

The BA in English Language at Reading offers a firm foundation for further study in the humanities or social sciences, and a set of skills relevant to many careers and life-long learning. Potential careers for graduates will include: teaching English abroad, speech therapy, publishing, linguistic computing, journalism, the Civil Service, the media (including advertising, marketing and public relations) and information technology (including library work). The programme is also likely to be of interest to students intending to become teachers (although policy on admitting graduates in subjects not named in the National Curriculum is changeable). The Teacher Training Agency and representatives of providers of Initial Teacher Training have been consulted, and have indicated that, provided graduates meet the specific requirements for entry to teacher training in force at the time, this programme is likely to constitute an appropriate first degree, particularly for entrants to the primary phase. The interdisciplinary nature of the degree, and the emphasis on transferable skills such as analysis of language data, including the use of IT, problem-solving, oral presentations and team-working, will produce graduates prepared for a wide range of professions, including those listed above.

### **Opportunities for study abroad or for placements**

There are no study abroad opportunities as part of this degree programme. The optional 20-credit module LS3EC provides the opportunity for students to undertake a work placement.

### **Programme Outcomes**

#### **Knowledge and Understanding**

##### **A. Knowledge and understanding of:**

Knowledge and understanding of:

1. the principles of phonological contrast and the organisation of the sound system of English.
2. principles for the description of English grammar, lexis and discourse
3. the main areas of applied linguistic inquiry
4. the role of linguistic knowledge in personal, political and social decision making
5. a wide range of specialist areas in which linguistic principles are applied
6. ways in which the mind acquires, stores and processes language, drawing on theories from linguistics, psychology, speech science and neuroscience.

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

1-6 are achieved through Part 1 modules Sounds, Grammar and Meaning and English Language & Society, Part 2 modules Sociolinguistics, Language and the Mind, English Grammar and English Phonology as well as, by lectures and small group seminars. Further knowledge and understanding in areas 1-5 are offered in option modules at Parts 2 and 3, by lectures, small group seminars and guided assignments. 6 is achieved through the Part 2 core module Language and the Mind, with an optional module at Part 3, Psycholinguistics, which are both lecture based with guided assignments.

##### *Assessment*

1-6 are assessed by coursework and written examination. Dissertation and oral presentations also contribute in theoretical and applied areas.

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

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

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

Able to:

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

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

Able to:

1. produce a phonological transcript of English speech
2. analyse English sentences
3. transcribe extended stretches of discourse using appropriate conventions
4. conduct a discourse analysis of both written and spoken communication including multi-modal texts.
5. assemble and assess the information contained in modern electronic linguistic corpora
6. prepare bibliographies and reference lists

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

Able to:

1. use IT (including word-processing, internet search and communication and database analysis)
2. define a research topic and mount a principled investigation by methods appropriate to the topic
3. assess the effectiveness of given instances of spoken, written and multi-modal texts
4. work as part of a team
5. use library resources
6. manage time
7. formulate and implement career plans
8. deploy critical awareness of language and society in effective communication in a range of career contexts

1-6 are achieved through demonstration and example in lectures as well as experience in small group seminars, the Part 2 module Applying English Language Studies, and the Dissertation at Part 3. 7 and 8 are achieved mainly through the Part 2 module Applying English Language Studies, and through the Dissertation at Part 3. 3-6 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*

1-6 form part of the evaluation of the quality of students' coursework and their written examinations. Additionally, 7 and 8 are assessed through small-scale and subsequent larger project work, respectively, in the module Applying English Language Studies, and the Dissertation

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

1 is achieved through small group phonetics practical sessions, based on general information provided in the main core lectures on the sounds of language. 2 is achieved through compulsory modules Sounds, Grammar and Meaning and English Grammar. 3 is achieved through the compulsory Part 2 modules Language and the Mind and Sociolinguistics. Each are accompanied by further optional modules at Parts 2 and 3. 5-6 are achieved through introductory sessions and assignment in the module Applying English Language Studies.

#### *Assessment*

1-6 are assessed by assignment; and 6 additionally by evaluation of the Dissertation.

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

1-6 are achieved through the Part 2 module Applying English Language Studies 2, 5 and 6 are additionally achieved through the Dissertation 3 is additionally achieved in a number of option modules. 5 and 6 are also required for successful execution of assignments throughout the programme 7 is achieved through the Part 2 module Applying English Language Studies 8 will be addressed throughout the course and further developed in the Applying English Language Studies module.

#### *Assessment*

1 is assessed by coursework and is also assessable in the Dissertation  
2 is assessed by group presentation and individual writing up of the project carried out in the Part 2 module Applying English Language Studies, and in the Dissertation  
3 is assessed by coursework and examination on relevant modules  
4-6 are not specifically assessed but contribute to success in forms of assessment generally  
7 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.**