

**BA English Literature and Film & Theatre**  
**For students entering Part 1 in 2013/4**

**UCAS code: QW34**

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, Humanities and Social Science Faculty
Programme length:	3 years
Date of specification:	27/Apr/2015
Programme Director:	Dr Stephen Thomson
Programme Advisor:	Dr Lisa Purse
Board of Studies:	English
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, dramatic and film texts, from a range of different periods. 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 English Literature and of Film and Theatre.

The course also incorporates the study of television which students can make a larger or smaller part of their studies according to the options pursued

**Transferable skills**

During the course of their studies at Reading, all students will be expected to enhance their academic and personal transferable skills. 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 Literature and Film & Theatre, students are expected to gain a range of transferable intellectual and personal skills including: the ability to communicate fluently and effectively; the ability to formulate and evaluate their own arguments and those of others, and to translate subject-specific knowledge and skills to new environments; the ability to work both independently and co-operatively with others; effective time-management; the ability to access and deploy relevant information resources, and to develop word-processing and IT skills.

**Programme content**

Part 1 of the joint degree programme introduces students to debates about approaches to the study of literature, film and theatre, and to methodologies of critical analysis, through close study of selected texts. Parts 2 and 3 offer a greater element of choice, a more concentrated focus on individual historical periods, topics, and/or generic traditions, and an increasing opportunity for specialization and independent study.

Each Part of the degree programme comprises 120 credits. In Part 1, students take 60 credits in the School of English Literature and a minimum of 40 credits in Film and Theatre. In Parts 2 and 3 they must also normally take 60 credits each year in both English Literature and Film & Theatre, but, in consultation with their programme adviser, they may choose to take up to 20 Intermediate (Part 2) credits from modules available elsewhere in the University.

**Part 1 (three terms)**

*Compulsory modules*

EN1GC	Genre and Context	20	4
EN1PE	Poetry in English	20	4
EN1RC	Research and Criticism	20	4
FT1CHA	Introduction to Film and Theatre	20	4

### Optional Module in English Literature (20 credits)

EN1TCL	Twentieth-Century American Literature	20	4
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#### *Optional module*

FT1TFC	Introduction to Television Studies	20	4
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### **Part 2 (three terms)**

#### *Compulsory modules*

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
FT2FA	Film Authorship	20	5

#### In English Literature (60 Credits)

Students normally take 60 credits consisting of optional modules of 20 credits each. At least one of these modules must be drawn from a list of pre-1800 options. A complete list of options is available from the Programme Director and in the Part 2 Module Supplement.

#### In Film and Theatre Optional Module

FT2BP	Bulmershe Production	10	5
FT2WBL	Work Based Learning in Film, Theatre or Television	10	5

Students taking the Bulmershe Production or Work Based Learning optional module will substitute this for 10 credits in any Part 2 module.

Students may choose to replace one 20-credit module in either Department with a module or modules totalling 20 credits from outside the programme.

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

Students select ONE of the following:

EN3DIS	Dissertation (English)	40	6
FT3DISS	Dissertation (Film & Theatre)	40	6
EN3JDX	Joint Dissertation	40	6

#### **In English**

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 in the English Part 3 Module Supplement. Admission to optional modules will be at the discretion of the Programme Advisor in English.

#### **In Film and Theatre**

Students take one Critical Option, comprising two linked 20 credit modules with the suffixes A and B, which must be taken together. A complete list of Critical Options is available from the Director of Teaching and Learning in Film Theatre & Television and in the FTT Part 3 Module Supplement. Admission to optional modules will be at the discretion of the Director of Teaching and Learning.

#### *Optional Module*

FT3BP	Bulmershe Production	10	5
FT3WBL	Work Based Learning in Film, Theatre or Television	10	5

#### Note

Students taking the Bulmershe Production or Work Based Learning optional module will substitute this for 10 credits in any Part 3 module.

#### **Progression requirements**

To proceed from Part 1 to Part 2, a Joint Honours student must obtain

1. an overall average of 40% over 120 credits taken in Part 1, where all the credits are at level 4 or above;
2. a mark of at least 40% in each English Literature and Film & Theatre module; a mark of at least 30% in individual modules amounting to not less than 100 credits taken in Part 1.

To gain a threshold performance at Part 2, a student shall normally be required to achieve:

- (i) a weighted average of 40% over 120 credits taken at Part 2;
- (ii) marks of at least 40% in individual modules amounting to not less than 80 credits; and
- (iii) marks of at least 30% in individual modules amounting to not less than 120 credits.

In order to progress from Part 2 to Part 3, a student must achieve a threshold performance

### **Assessment and classification**

The University's honours classification scheme is:

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

For the University-wide framework for classification, which includes details of the classification method, please see: <http://www.reading.ac.uk/internal/exams/Policies/exa-class.aspx>.

The weighting of the Parts/Years in the calculation of the degree classification is

### **Three-year programmes**

Part 2 one-third

Part 3 two-thirds

Teaching is through seminars, lectures and essay tutorials. The Dissertation module is supported by individual supervision in both English Literature and Film & Theatre, and by dissertation workshops in the Department of English Language & Literature. Teaching styles are varied to encourage active engagement by students. Film and theatre viewings are a central component in the teaching of Film and Theatre. 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 weighting between Part 2 and Part 3 for classification purposes is 33% and 67%.

### **Admission requirements**

Entrants to the English Literature and Film & Theatre programme are normally required to have obtained: ABB or AAC from 3 A level subjects including a grade B in English Literature or English Language & Literature

Scottish Highers: AABBB

Irish Leaving Certificate: AAABB

International Baccalaureat: 32 points with at least 5 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 at A level in English or equivalent qualifications, but consideration is also given to applicants with other qualifications and experience.

**Admissions Tutor:** Dr Mary Morrissey (English), Dr Ashley Thorpe, Dr Tom Brown (Film, Theatre and Television)

### **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 Careers, Placement and Experience Centre (CPEC), 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, academic issues (eg problems with module selection) and exam related queries. 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)

Students in the Department of English Literature receive a Handbook which gives information about the programme, staff, facilities, and sources of specialized help within the University, such as the Study Advice Team and the Counselling Service, as well as guidance on study skills such as note-taking and referencing. The English programme is designed to give students extensive teaching support in Part 1 leading to more independent work in Part 3. The Part 1 module EN1RC Research and Context fosters core skills in research and writing through a combination of lectures, seminars and practical exercises, and guides students in the selection and use of appropriate resources. This module also introduces students to the subject librarian and to the wealth of print and electronic resources, including the OED, the MLA Bibliography, and JSTOR, held by the Library. Support for the Dissertation starts in Part 2, with lectures, seminars and tutorials helping students to develop an appropriate topic, which is then supervised in Part 3 through a combination of group work and individual supervision. Throughout the Programme, all written assignments are returned with written feedback, and from Part 2 this is supported by one-to-one essay tutorials. Further academic and personal support is provided through the personal tutor system.

### **Career learning**

Career learning starts in Part 1 with the skills-focused module EN1RC Research and Criticism, in whose Summer Term students work on and submit a career learning exercise. Feedback on this exercise is provided at the start of Part 2 through the Personal Tutor system. Students are also regularly reminded that they may make an appointment with the Department's Careers Tutor at any time. They may also consult the Placement Tutor at regular drop-in sessions. All of this information is summarised in a Career Development folder on Blackboard, which provides links to the Careers Centre, the RED (Reading Experience and Development) award, the UROP (Undergraduate Research Opportunities) Programme and other University resources and opportunities, as well as the Department's own graduate database which outlines the career paths and provides contact details of past students who have agreed to be contactable by present undergraduates.

### **Career prospects**

Since the English Literature and Film & Theatre degree is not a directly vocational programme, career possibilities are very wide-ranging. Graduates find that the specific as well as the transferable skills developed by the programme enable them to enter many fields of work including education, publishing, journalism, the media, management, administration, public relations, advertising and the performance industries. A Reading degree in English Literature and Film & Theatre provides graduates with a range of communication and analytical skills that will serve them in good stead in the world of work. A number of graduates each year go on to further academic study and research.

### **Opportunities for study abroad**

Students may, with permission, opt to spend the Autumn or Spring Term of Part 2 at one of the European universities with which the Department has an ERASMUS exchange agreement, or with one of the universities in North America or Australia with which the University has an exchange agreement. Students taking this option will select courses at the host university for the relevant term equivalent to 60 Reading credits (30ECTS) at Intermediate level which will count towards final degree classification. As well as experience of the teaching and learning processes of another institution, this option gives students the chance to experience daily life in another culture, to learn or improve their knowledge of a European language, and to enhance their curriculum vitae;

### **Placement opportunities**

In addition to the Part 2 module EN2CAW Communications at work, which involves a placement, all modules at Parts 2 and 3 come with the option of an 'academic placement' which complements and develops the learning on a module. These academic placements may take place either before or after the teaching of the module. They will normally be assessed by a placement report in lieu of one element from the normal assessment pattern, but students may also elect not to have their placement report contribute towards assessment for the module. Students have the chance to discuss and develop their placement ideas at regular drop-in sessions held by the Placement Tutor. Students may take a maximum of two placements over the course of their degree.

## Programme Outcomes

### Knowledge and Understanding

#### A. Knowledge and understanding of:

1. Literary texts in English Literature from selected periods between the Middle Ages and the present day. A selection of film and theatre texts from a range of national and cultural contexts from the late nineteenth century until the present day.
2. A range of kinds of texts including fiction, poetry and drama and a variety of approaches to filmmaking and theatre.
3. Methods of critical, dramatic, filmic and televisual analysis
4. Ways in which social, cultural and historical issues relate to literary, drama and film texts
5. A range of approaches in English Literature and Film & Theatre studies
6. Selected special fields of English Literature and Film, Theatre and Television  
Teaching/learning methods and strategies

#### 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 and 5. In Part 2 the understanding and skills acquired in 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.

#### Assessment

In Parts 1 and 2, knowledge and understanding of 1 - 5 are tested through a combination of essays, seen and unseen written examinations. In Part 3, assessment is through a mixture of methods, such as extended essays, essays plus seen and unseen exams, and the dissertation.

### 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 positions

#### Teaching/learning methods and strategies

Teaching/learning methods and strategies  
Intellectual skills are acquired through independent reading and viewing (1), preparation and discussion in seminars and workshops, essay writing (1, 2, 3) and essay feedback through tutorials (2, 3 and 4).

#### Assessment

1 - 3 are assessed both formatively (in coursework essays) and summatively (in essays, seen/unseen exams, and the Dissertation). 1- 4 are assessed formatively through seminar discussion and essay feedback and tutorials

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

1. The ability to criticize and formulate interpretations of literary, theatrical, film and television texts (including theatre performances)
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 Literature and of Film, Theatre and Television to cultural and social issues

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

Fluency in written and oral communication  
The ability to formulate and present arguments  
Assessing the merits of competing approaches  
The ability to translate subject-specific knowledge and skills into other environments  
The ability to find and use relevant information resources  
Time-management skills and the ability to manage personal workloads.  
A creative approach to problem-solving  
Group and interpersonal skills  
An ability to self-evaluate and self-reflect  
Use of information technology, especially word-processing

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

Teaching/learning methods and strategies  
1 - 3 and 6 are developed in seminars, workshops, essays and essay tutorials. 4 and 5 are developed through essays, essay feedback and dissertation guidance and supervision

#### *Assessment*

All the subject specific practical skills are assessed through formative and summative essays. 1 - 3 and 6 are also tested in seen and unseen examinations

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

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). 4 and 7 particularly through requiring students to draw on acquired knowledge and skills when analyzing new material in essays 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).

#### *Assessment*

1 - 7 and 9 are formatively assessed through coursework essays and seminar presentations, and summatively assessed through essays, seen and unseen examinations, and the dissertation. 9 is encouraged through essay feedback and essay tutorials. 8 is encouraged through seminars and in tutorials

**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.**