

BA English Literature
For students entering Part 1 in 2013/4

UCAS code: Q300

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	English
Faculty:	Arts, Humanities and Social Science Faculty
Programme length:	3 years
Date of specification:	27/Apr/2015
Programme Director:	Dr Stephen Thomson
Programme Advisor:	
Board of Studies:	English
Accreditation:	

Summary of programme aims

The programme 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 periods, as well as perspectives on different methods of creative and critical analysis. The course also aims to foster an independent approach to formulating problems and arguments, using the close reading and analytical skills that are fundamental to the discipline.

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.

Students on this programme are also expected to have gained experience and show competence in the following transferable skills: fluency in writing and oral communication, the ability to formulate and evaluate their own arguments and those of others, to translate subject-specific knowledge and skills to new environments, the ability to find and use relevant information resources, to manage their time effectively, and to work co-operatively with others.

Programme content

Part 1 of the English Literature degree introduces students to debate about approaches to the study of literature, through critical and research exercises and close study of selected texts from a number of different periods. Part 2 provides greater breadth of coverage, and studies texts within historical periods and generic traditions. At Part 3 students have the opportunity of more specialized and independent literary study, choosing their modules from a wide range of options.

Each Part of the degree programme comprises 120 credits. In Part 1, students take a minimum of 60 and a maximum of 80 credits in English Literature, while the remaining 40 or 60 credits are made up from modules elsewhere in the University. In Parts 2 and 3 they must normally take a minimum of 100 English Literature credits in each year, and, in consultation with their programme adviser, may take up to 20 credits from modules available elsewhere in the University.

Part 1 (three terms)

Compulsory modules

EN1GC	Genre and Context	20	4
EN1RC	Research and Criticism	20	4
EN1PE	Poetry in English	20	4

In addition students may select ONE of the following:

EN1CW	Introduction to Creative Writing	20	4
EN1TCL	Twentieth-Century American Literature	20	4

Admission to optional modules is at the discretion of the Programme Director

Part 2 (three terms)

Students choose six 20-credit modules from an approved list of options. At least two modules must be taken from a list of pre-1800 modules. A complete list of options is available from the Programme Director and in the English Part 2 Module Supplement. Admission to optional modules will be at the discretion of the Programme Director.

With permission from the Programme Director, students may choose to replace one English Literature module with a module or modules totalling 20 credits from outside the programme.

Part 3 (three terms)

Compulsory modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
EN3DIS	Dissertation	40	6

In addition, students choose four optional 20-credit modules, two in each term, to make a total of 80 credits. Optional modules: A complete list of options is available from the Programme Director and can also be found in the English Part 3 Module Supplement. Admission to optional modules will be at the discretion of the Programme Director.

Progression requirements

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

- (i) an overall average of 40% over 120 credits taken in Part 1, where all the credits are at C level or above;
- (ii) a mark of at least 40% in all English modules;
- (iii) 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. In addition the Dissertation module is supported by workshops and individual supervision. Over the programme as a whole, assessment will be conducted through a mixture of assessed essays and formal examination. The conventions for 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%.

Admission requirements

Entrants to this programme are normally required to have obtained:

AAB or A*BB from 3 A level subjects including a B grade in English Literature or English Language & Literature at A2.

Scottish Highers: AAABB

Irish Highers: AAABB at Higher level including English

International Baccalaureate: 35 points including 5 for Higher level English Literature

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

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

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

In recent years students who have gained an English Literature degree from Reading have gone into a wide variety of jobs, including teaching, publishing, journalism, the media, management, administration, and public relations. An English degree provides graduates with a range of communication and analytical skills that will serve them in good stead in the marketplace. 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 from selected periods between the Middle Ages and the present day
2. A range of kinds of texts including fiction, poetry and drama
3. Methods of critical textual analysis
4. Ways in which social, cultural and historical issues relate to texts
5. A range of approaches in English literary studies
6. Selected special fields of English Literature

Teaching/learning methods and strategies

Knowledge and understanding are gained through formal teaching (lectures, seminar discussions, and individual essay feedback), prescribed and recommended reading, and the writing of essays and a dissertation. Certificate Level modules offer a broad introduction to 1, 2, 3, 4 and 5. At Intermediate Level the understanding and skills acquired at Certificate Level are developed with particular emphasis on 1, 2 and 4 through seminars, lectures and individual feedback. Honours Level modules introduce 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

At Certificate and Intermediate Levels, knowledge and understanding of 1 - 5 are tested through a combination of essays and unseen written examinations. At Honours Level, assessment is through a mixture of methods, such as extended essays, essays plus 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 closely and critically
4. An ability to reflect on one's own positions

Teaching/learning methods and strategies

Intellectual skills are acquired through independent reading (1), seminar preparation and discussion, and 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, 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 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 to cultural and social issues

Teaching/learning methods and strategies

1 - 3 and 6 are developed in seminars ,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 unseen examinations.

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
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

Teaching/learning methods and strategies

Transferable skills are developed through seminar discussions(1, 2, 3, 4, 7 and 9), through 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 analyzing 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).

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.

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.