

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

UCAS code: RQ13

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Languages and Related Studies, English
Faculty:	Arts, Humanities and Social Science Faculty
Programme length:	4 years
Date of specification:	27/Apr/2017
Programme Director:	Prof Françoise Le Saux
Programme Advisor:	Dr Stephen Thomson
Board of Studies:	Modern Languages and European Studies

Summary of programme aims

This is a multi-disciplinary programme which aims to provide students with knowledge of a variety of literary, cultural and historical texts from a range of periods, together with perspectives on different methods of critical analysis and a high level of competence in the reception and production of spoken and written French. More generally, 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 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 following this programme, students will have had the opportunity to develop such skills, in particular relating to communication, interpersonal skills, learning skills, 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 will be taught how to deal with intellectual problems effectively by locating information, assessing it critically, communicating independent points of view logically and clearly (both orally and in writing), and substantiating opinions with evidence. The year abroad provides particularly good opportunities for developing increased (inter-)cultural awareness and self-reliance.

Programme content

The programme which follows states which modules must be taken (the compulsory part), together with one or more lists of modules from which the student must make a selection (the optional modules). Students must choose such additional modules as they wish, in consultation with their personal tutor, to make 120 credits in each Part. The number of credits in each module is shown in the column after its title. In Part 1 students take a minimum of 40 credits in the Modern Languages & European Studies Department, involving both language study and an introduction to aspects of French culture. They also take 60 credits in the School of English, where they are introduced to fundamental debates about the study of literature through close analysis of selected texts from different periods. In Part 2 students must normally take a minimum of 60 credits in both French and English. In the French strand students continue their language studies and choose options from a range of broadly-based culture modules, while in English the programme provides increased breadth of coverage, focusing on texts within a variety of historical periods and generic traditions. The experience of living in France during the Year Abroad encourages students to make great strides in their linguistic skills, particularly their oral ones, and allows them to extend their knowledge of the host culture by pursuing 40 credits either as a student in a French-speaking University, as an assistant in a French School or on a working placement. They also engage in independent study in preparation for the English Dissertation. In Part 3 students embark on more specialized work in both French and English, taking one further French language module, choosing two modules in each of French and English from a wide range of advanced options, and completing their Dissertation.

Part 1 (three terms)

Compulsory modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
EN1GC	Genre and Context	20	4
EN1RC	Research and Criticism	20	4
EN1PE	Poetry in English	20	4

Either:

Advanced French

Compulsory modules

FR101	Advanced French Language	20	4
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and either

FR103	Contemporary France: History, Politics, Literature	20	4
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or

FR104	French Cinema	20	4
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Optional Module

either

FR103	Contemporary France: History, Politics, Literature	20	4
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or

FR104	French Cinema	20	4
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Or:

Intermediate French

Compulsory modules

FR102	Intermediate French Language	20	4
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and either

FR103	Contemporary France: History, Politics, Literature	20	4
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or

FR104	French Cinema	20	4
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Optional Module

either

FR103	Contemporary France: History, Politics, Literature	20	4
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or

FR104	French Cinema	20	4
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On successful completion of Part 1 Intermediate French, students will be eligible to proceed to any appropriate degree course involving French.

Optional Module in English Literature (20 credits)

EN1TCL	Twentieth-Century American Literature	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>
FR2L4	Advanced French Language II	20	5

In French:

Optional modules

Students must choose optional modules to the value of 40 credits (normally 20 credits per term). A list of current options is available from the Department.

In English

Students choose three optional modules in Part 2, at least one in the Autumn and one in the Spring terms. At least one module must be chosen from a list of pre-1800 modules. Optional modules may vary from year to year. A full list is available from the Programme Adviser and can also be found in the Part 2 Module Supplement.

With the approval of the Programme Adviser in English, students may choose to replace optional English module with a module or modules totalling 20 credits from outside the programme.

Year abroad/Year away/Additional year (three terms)

Compulsory modules

ML2YL5	Year Abroad Language	40	5
ML3YSWA	University study/ Work placement/ Assistanship abroad	80	6

Part 3 (three terms)

Compulsory modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
FR3L6	Advanced French Language III	20	6

In French:

Students must select 40 credits from a list of options available in the Department.

A minimum of 20 of these credits must be made up of French specific modules.

Students will not be allowed to take any IWLP level 1 modules for credit in their final year.

In English:

Students may choose to take either the 40-credit Dissertation in English and one 20-credit optional module or 60 credits of optional modules

Optional modules: A complete list of options is available from the Programme Director and in the 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, a Joint Honours student must obtain

1. an overall average of 40% over 120 credits taken in Part 1;
2. a minimum of 40% in each of the compulsory modules in French and English;
3. not less than 30% in any module except that a mark of less than 30% in a total of not more than 20 credits may be condoned at the discretion of the Examiners;
4. 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.

To proceed from the Year Abroad to Part 3, students must satisfy the Examiners that they have completed an approved programme of study or employment in a French-speaking country.

In the final assessment, the weighting ratio between modules taken during Year 2, modules taken during the Year Abroad, and modules taken during Part 3 is 2: 3: 4. Thus modules taken during Year 2 count for 22.2% of the total credit weighting, modules taken during the Year Abroad count for 33.3% of the total credit weighting, and modules taken during Part 3 count for 44.4% of the total credit weighting.

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>.

Four year programmes with a year abroad (MFL)

Year 2 two-ninths

Year Abroad three-ninths

Year 4 four ninths

In French, FR103 is taught by lecture to the entire year group accompanied by small-group teaching in seminars. FR104 is taught by lecture with integrated group and pair work. Classes will normally be conducted through a combination of lecture and seminar discussions. All language teaching is based on work in groups of no more than 15 students except for the grammar component of FR201 which is taught by a mix of lecture to the entire year group and supplementary internet material for student self-access. Part 1, Part 2 and Part 3 modules are assessed by coursework, timed tests and/or formal examination. The Year Abroad French Oral is examined in the Autumn Term of Part 3.

In English at Part 1, lectures to the entire year group are accompanied by small-group work in seminars. The English programme also includes individual essay tutorials. In Parts 2 and 3, the modular structure of the programme allows for continued work in small groups, usually involving a combination of lectures and seminar discussion. After consultation with the liaison officers, students submit a form with a proposed title by the end of that term. Students will be assigned a supervisor both in French and in the Department of English Literature at the beginning of the Summer term. Students should meet with both of their supervisors to receive preliminary guidance and bibliographical advice during the Summer term. Thereafter, during the year abroad, maintain email contact with the French supervisor. On their return, students meet their English Literature supervisor early in the Autumn term and again in the Spring term. Supervisors in the Department of English Literature will read and comment on a three-thousand word excerpt of the Dissertation, of the student's choosing, provided that it is submitted by a date specified by Department of English Literature. Over the programme as a whole, assessment is conducted through a mixture of coursework essays and formal examinations.

Admission requirements

Entrants to this programme are normally required to have obtained:

A Levels: ABB with B in English Literature or English Language and Literature, and B (or A* at GCSE) in French

IB: 32 points overall including 5 in English Higher and 5 in French Higher Scottish Highers: AABBB including English and French Irish Leaving Certificate: AAABB at Higher Level, including English and French Equivalent international qualifications will be accepted.

Applications from mature candidates are welcomed and consideration will be given to other qualifications and experience. Mature applicants are more likely to receive an offer for a place if they have undertaken recent study - for example, A levels or an Access course - but each case is assessed on its individual merits. We recommend that you contact the Faculty admissions tutor as soon as possible to discuss your individual circumstances.

International applicants. Applications from international candidates are welcomed. International candidates are advised to contact the International Office first, to discuss the suitability of their qualifications.

Admissions Tutor: Dr S L Heywood

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-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, 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

The Department of English 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.

Within both departments students receive a Handbook which gives details of module content, guidance on study skills such as note-taking and essay writing, and information about staff, facilities, and sources of specialized help within the University. The English programme is designed to give students extensive teaching support in Part 1, developing towards more independent work in Part 3. Academic feedback and guidance is given through one-to-one essay tutorials, and academic and personal support is provided through the tutor system and the University's Personal Development Planning (PDP) scheme and iLearn, a portfolio tool. The Geoffrey Matthews Collection, housed in the Department of English Language and Literature, provides books, photocopied materials, cassettes and an expanding collection of videos for loan to students. The Self-Access centre for Individual Language Learning contains a range of audio and audio-visual materials to promote self-study in languages, together with facilities for watching French television by satellite. A media suite is available within the Faculty to support cinema studies.

The Department of Modern Languages and European Studies has a Resource Room containing a wide range of essential and secondary texts as well as French newspapers and Magazines. French DVDs are also available for loan from the Departmental office. The grammar strand at Part 2 has all the PowerPoint information and supplementary grammar exercises available online in pdf format.

Career learning

Career prospects

In recent years students who have gained an English degree from Reading have gone into a wide variety of jobs, including publishing, journalism, the media, management, administration, teaching and public relations. A degree involving a language, like degrees in other arts subjects, can lead to careers in such areas as administration, management or marketing, and increasing numbers of students find positions in the business world, including the travel industry, where their knowledge of French can be an important asset. Some graduates also use their linguistic skills teaching English as a Foreign Language abroad. A Reading degree in French and English provides graduates with a range of communication and analytical skills that will serve them in good stead in the marketplace. Graduates may also go on to further academic study and research. In addition to the help provided by the University Careers, Placement and Experience Centre, the Department of English Literature has a Careers Tutor available to advise students in English on researching and planning their career choices.

Opportunities for study abroad

Subject to arrangements made in exceptional cases only, all students on this programme spend their third year abroad in a French-speaking country, mainly in France. Students either study at a university with which the University of Reading has an agreement under the Lifelong Learning Programme (LLP) and Erasmus University Charter, or go on a placement which may be either a teaching placement or a work placement. Full details of potential destinations can be found on both the departmental and the Erasmus & Study Abroad websites.

Placement opportunities

Students may choose to do a work placement during their Year Abroad.

Programme Outcomes

Knowledge and Understanding

A. Knowledge and understanding of:

In French:

1. The French language;
2. French and francophone history, politics and/or literature and culture;
3. Key approaches and methods of historical and political and/or literary and cultural analysis.

In English:

1. Literary texts in English from selected periods between the Middle Ages and the present day;

Teaching/learning methods and strategies

In French:

1. Development of the skills of reading, writing, listening and speaking French is by small-group learning and regular non-assessed coursework. In Part 1, grammar is learnt in small groups with regular non-assessed coursework. At Part 2, grammar is taught by PowerPoint lectures, supplemented by access on the internet to the lectures and other self-access material. The Year

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 studies;
6. Selected special fields of English.

Abroad in a francophone country offers immersion in French language and culture.
2, 3. Acquisition of aspects 2 and 3 is by lecture and seminar or tutorial and/or interrupted lecture. Students are expected to undertake independent reading and research from sources indicated in module bibliographies (library, internet), in order to gain fuller understanding of the topic and its context.

Assessment

The assessment of knowledge is by a combination over the whole degree of unseen examination (1-3), coursework essays (2-3) and an oral examination (1).

In English:

Knowledge and understanding are gained through formal teaching (lectures, seminar discussions, individual essay feedback), prescribed and recommended reading, and the writing of essays. Part 1 offers a broad introduction to 1-5. 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.

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 based on a mixture of methods, such as extended essays and essays plus unseen exams.

Skills and other attributes

B. Intellectual skills - *able to*:

In French:

1. critically apply literary and historical concepts;
2. identify and solve problems;
3. analyse and interpret;
4. demonstrate and exercise independence of thought and sensitivity to cultural difference;

In English:

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;
5. Ability to transfer appropriate knowledge and methods from one discipline within the subject to another;
6. Ability to analyse linguistic performance and phenomena;
7. Ability to plan and conduct an extended analysis of a chosen topic.

C. Practical skills - *able to*:

Teaching/learning methods and strategies

In French:

Intellectual skills are developed through the teaching and learning programme outlined above. Each module involves discussion of the key issues, practice in applying key concepts both orally and in writing, analysis and interpretation of material and, where appropriate, individual feedback sessions on work produced.

Assessment

The variety of assessment methods employed places great emphasis on the learner's ability to demonstrate skills 1-4 through the production of coherent written and oral responses to the tasks set.

In English:

Intellectual skills are acquired through independent reading (1), through close guided study of texts (3), seminar preparation and discussion (1-3, 5-6), and essay writing and feedback through tutorials (1-6).

Teaching/learning methods and strategies

In French:

1. speak, write, read and understand French at a high level of proficiency;
2. apply key methods and concepts of linguistic and literary and/or historical analysis;
3. retrieve, sift and select information from a variety of sources;
4. plan and undertake different forms of research based on bibliographies and/or evidence.

In English:

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.

D. Transferable skills - able to:**In French:**

1. structure ideas and communicate them effectively orally and in writing;
2. manage time and work to deadlines;
3. participate effectively in groups;
4. work independently;
5. find information and use information technology;
6. be responsible and self-reliant;
7. assess the relevance and importance of the ideas of others;
8. Careers Management.

In English:

1. Fluency in written and oral communication;
2. The ability to formulate and present arguments with appropriate use of evidence;
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 work independently, to self-evaluate

In French:

All students receive initial guidance on how to identify, locate and use material available in the university and departmental libraries and elsewhere. Comprehensive bibliographies are provided where relevant at the outset of each module. Classes and tutorials are given to all students on the production of essays and literary, historical or linguistic concepts. Language classes are compulsory in every year, and much primary and secondary reading material is in French. The year abroad further promotes the active learning of French to a high level.

*Assessment***Assessment**

Skill 1 is assessed by orals and unseen written examinations. There is regular unassessed coursework. Skills 2-4 are assessed through a pattern of coursework essays and unseen written examination

In English:

1, 3 and 6 are developed in seminars, essays and essay tutorials. 4 and 5 are developed through essays, essay feedback 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.

Teaching/learning methods and strategies

(1) All modules require regular written and oral work, enabling the student to develop understanding and the need for effective and coherent expression. (2) is learnt through the management of different deadlines within the programme. Skills 3-7 are developed from the outset in seminars or interrupted lecture. Skill 6 is a particular focus of the year abroad, its importance being taught during preparatory session in year 2. IT skills are encouraged and developed by being an integral part of much teaching from year 1 onwards. Careers Management Skill development is an integral part of Part 2 and the year abroad, with students undertaking appropriate activities.

Assessment

Effective communication of ideas is a major criterion for the assessment of student work, including organisation of material, problem-solving skills, justified reasoning and logical arguments and fluency. It will be assessed by essay. Clearly notified penalties are imposed on students not adhering to deadlines or who plagiarise. Students are encouraged to use word-processing and technology-enhance language learning, but this skill is not formally assessed.

In English:

and self-reflect;
10. Use of information technology, especially word-processing.

Skills are developed through seminar discussions (1, 2, 3, 4, 7 and 9), seminar presentations, essay writing, tutorial feedback and unseen examinations (1 and 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 and essay writing. (6) Is enhanced through regular submission of language exercises and strict deadlines for assessed work. Independent work and self-reliance (9) are particularly important in the year abroad. 1, 7 and 9 are formatively assessed through coursework essays and seminar presentations and unseen examinations. 9 is encouraged through essay feedback and tutorials. 8 is encouraged through seminars and in tutorials. 10 is not directly assessed but informs a student's work throughout the programme, especially in the year abroad and final year.

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.