

**BA English Language and Literature
For students entering Part 1 in 2015/6**

UCAS code: Q301

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Linguistics; English
Faculty:	Arts, Humanities and Social Science Faculty
Programme length:	3 years
Date of specification:	16/Oct/2015
Programme Director:	Dr Stephen Thomson
Programme Advisor:	Prof Jane Setter Dr Christiana Themistocleous
Board of Studies:	Linguistics
Accreditation:	

Summary of programme aims

The English Language and Literature Joint Degree is a multi-disciplinary programme in which students take modules in the Department of Applied Linguistics and Department of English Literature alongside single subject students. The programme aims to provide students with subject specific knowledge and more general skills. In English, these include knowledge of a variety of different kinds of literary texts from a range of periods, as well as perspectives on different methods of critical analysis. In Applied Linguistics, aims are 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. The programme is also designed 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, 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 Language and Literature, students are expected to gain a range of transferable intellectual skills including: the ability to communicate fluently and effectively orally and in writing; the ability to synthesize, analyse and evaluate information, ideas and theoretical claims; the ability to formulate and appraise their own arguments, and to translate subject-specific knowledge and skills to new environments; the ability to work independently and co-operatively; effective time management; the ability to find and use relevant information resources; and basic computing skills, including an awareness and experience of the application of information technology to language studies.

Programme content

Each Part of the degree programme comprises 120 credits. In Part 1, students take 60 credits in English Language and 60 credits in English Literature.

In Parts 2 and 3 students must normally take 60 credits each year in both subjects, but, in consultation with their programme adviser, they may choose to take up to 20 credits from modules available elsewhere in the University.

Part 1 (three terms)

Compulsory modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
LS1SG	Sounds, Grammar and Meaning	20	4
LS1ELS	English Language and Society	20	4
EN1GC	Genre and Context	20	4
EN1RC	Research and Criticism	20	4
LS1TAL	Techniques and Skills for Applied Linguistics	20	4

Optional modules

Take 20 credits from the modules in the table below:

EN1PE	Poetry in English	20	4
EN1CW	Introduction to Creative Writing	20	4
EN1PW	Persuasive Writing	20	4

Part 2 (three terms)

Compulsory modules

<i>Mod Code</i>	<i>Module Title</i>	<i>Credits</i>	<i>Level</i>
LS2EG	English Grammar	10	5
LS2EP	English Phonology	10	5
LS2SLG	Sociolinguistics	20	5
LS2AEL	Applying English Language Studies	20	5

In Applied Linguistics, students take optional modules totalling 20 credits selected from a list available from within the Department, subject to availability.

In English Literature:

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. Options will vary from year to year. A complete list is available from the Programme Adviser in English Literature and in the Part 2 Module Supplement.

Part 3 (three terms)

Compulsory modules

LS3DI	Dissertation In English Language	40	6
Or			
EN3DIS	Dissertation in English Literature	40	6

Students can choose whether to take their Dissertation (40 credits) in Applied Linguistics or in English Literature.

In Applied Linguistics, students take optional modules totalling 40 credits selected from a list available from within the Department, subject to availability.

In English Literature:

Students take optional modules amounting to 40 credits. Options vary from year to year. A complete list is available from the Programme Adviser in English Literature and in the Part 3 Module Supplement.

Progression requirements

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

- obtain at least 40% in each of the compulsory modules LS1SG and LS1ELS;
- achieve an overall average of at least 40% in 120 credits and;
- achieve 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:

- a weighted average of 40% over 120 credits taken at Part 2;
- 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

Summary of Teaching and Assessment

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

English Literature teaching is through seminars, lectures and essay tutorials. Over the programme as a whole, assessment will be conducted through a mixture of assessed essays and formal examination.

Applied Linguistics modules are also taught by lectures, seminars and small group practical work. Some modules are assessed wholly by coursework, some wholly by examination, and others by a mixture of the two: details are given in the module descriptions.

The Dissertation module, for which preparation is given in Applied Linguistics on the module LS2LRP Language Research Project, is additionally supported by individual supervision in both Departments, and by Dissertation Workshops in the English Department.

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%.

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.

In English Language, students at Part 1 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 English Language, 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 and the Teaching and Learning of English. The resources room in English Language has 3 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 learning

In English Literature, 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 English 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 a Joint Degree in English Language and Literature have gone into a wide variety of jobs: for example, teaching, publishing, journalism, translating, the media and advertising, management, administration, and public relations. In some cases, further study and qualifications are necessary, and the English Language component of the programme forms an excellent foundation for careers in second and foreign language teaching, and in speech and language therapy. It also equips graduates to organize complex data and to work in IT environment - skills demanded in many types of employment that are not directly concerned with language. A number of graduates each year go on to further academic study and research. More broadly, the degree provides students with a range of communication and analytical skills that will serve them in good stead in the marketplace.

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:

In English Literature:

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 studies
 6. Selected special fields of English
- Core areas of English Language, represented in 7-11:
7. the principles of phonological contrast and the organisation of the sound system of English
 8. principles for the description of English grammar, lexis and discourse
 9. the main areas of applied linguistic inquiry
 10. the role of linguistic knowledge in personal, political and social decision making
 11. a wide range of specialist areas in which linguistic principles are applied

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. Part 1 modules offer a broad introduction to 1, 2, 3, 4 and 5. In Part 2, the understanding and skills acquired at 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. 7-11 are achieved through Part 1 modules Sounds, Grammar and Meaning and English Language & Society, Part 2 modules English Grammar English Phonology, Sociolinguistics and the Language Research Project, Part 3 by the Dissertation and by lectures and small group seminars. Further knowledge and understanding in areas 7-11 are offered in option modules at Parts 2 and 3, by lectures, small group seminars and guided assignments. 11 is achieved through the language modules at Parts 1, 2 and 3.

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 through a mixture of methods, such as extended essays, essays plus unseen exams, and the dissertation.

7-11 are assessed by coursework and written examination; 1 is additionally assessed by aural examination. Dissertation and oral presentations also contribute in core and applied areas.

Skills and other attributes

B. Intellectual skills - *able to*:

In English Literature:

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

In English Language:

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

C. Practical skills - *able to*:

In English Literature:

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

In English Language:

7. produce a phonological transcript of English speech
8. analyse English sentences
9. transcribe extended stretches of discourse using appropriate conventions
10. assemble and assess the information contained in modern electronic linguistic corpora

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).

5-12 are achieved through demonstration and example in lectures as well as experience in small group seminars, the Part 2 module Language Research Project and the Dissertation at Part 3. 11 and 12 are achieved mainly through the Part 2 module Language Research Project and through the Dissertation at Part 3.

7-10 are achieved through the progression of concepts particularly in the compulsory modules across Parts 1 and 2. Further opportunities are offered through option modules, especially those in theoretical and applied areas at Parts 2 and 3.

Assessment

1-3 are assessed both formatively in coursework essays, and summatively in essays and unseen exams. 1-4 are assessed formatively through seminar discussion and essay feedback and tutorials. 5-10 form part of the evaluation of the quality of students' coursework and their written examinations. Additionally, 10 is assessed through small-scale and subsequent larger project work, respectively, in the modules Language Research Project and the Dissertation.

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.

7 is achieved through phonetics practical sessions, based on general information provided in the main core lectures on the sounds of language.

8-9 are achieved through small group practical sessions at Parts 2 and 3 which exercise analytic techniques based on lectures on structures and functions in the English language; also, through the Part 2 module Language Research Project and through the Dissertation at Part 3.

10 is achieved through introductory sessions and assignment in the module Language Research Project.

11 is achieved through Part One Academic Writing sessions and the Part 2 module Language Research Project.

11. prepare bibliographies and references

Assessment

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

7 is assessed by aural examination.

8-11 are assessed by assignment;

8-9 are additionally assessable by written examination, and 11 by evaluation of the Dissertation

D. Transferable skills - able to:

In English Literature:

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

In English Language:

11. use IT (including word-processing, internet search and communication and database analysis)
12. define a research topic and mount a principled investigation by methods appropriate to the topic
13. assess the effectiveness of given instances of spoken, written and multi-modal texts
14. work as part of a team
15. use library resources
16. manage time
17. formulate and implement career plans
18. deploy critical awareness of language and society in effective communication in a range of career contexts

Teaching/learning methods and strategies

Transferable skills in English Literature are developed through seminar discussions, 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 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, essay writing and research for the dissertation. We require that all summatively assessed essays are word-processed (10).

11-16 are achieved through the Part 2 module Language Research Project while 12, 15 and 16 are additionally developed through the Dissertation, and 13 is developed in a number of option modules as well as in the Second Year Conference. 15 and 16 are required for successful execution of assignments throughout the programme. 17 is achieved through embedded content at Part 1.

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. 11 is assessed by coursework and is also assessable in the Dissertation. 12 is assessed by group presentation and individual writing up of the project carried out in the Part 2 module Language Research Project and in the Dissertation.

13 is assessed by staff observation and contributes to coursework on relevant modules. 14-16 are not specifically assessed but contribute to success in forms of assessment generally. 17 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.