

BA French Studies & English Language
For students entering Part 1 in 2015/6

UCAS code: QR31

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Linguistics; Languages and Related Studies
Faculty:	Arts, Humanities and Social Science Faculty
Programme length:	4 years
Date of specification:	16/Jun/2016
Programme Director:	Prof Françoise Le Saux
Programme Advisor:	Dr Christiana Themistocleous Prof Jane Setter
Board of Studies:	Modern Languages and European Studies
Accreditation:	

Summary of programme aims

The programme in French Studies and English Language aims to provide a thorough degree-level education in those subjects. There is 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 French part of the programme aims to produce graduates who are competent communicators in French, who have a sound critical understanding of French and Francophone culture, and who have acquired a range of skills to underpin their life-long development. The programme 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 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.

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; (3) the relation of knowledge about language to the mind, and (4) French language and translation. 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. Students additionally get a French language module suitable to their level of entry, and a further module on aspects of French culture. Part 2 provides further grounding in English phonology and grammar, and adds to this theory and practice in psycholinguistics, and training in research methods. Further French language learning is provided, as well as a selection of modules on translation between English and French for those wishing to enter managerial positions. 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. 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

LS1SG	Sounds, Grammar and Meaning	20	4
LS1ELS	English Language and Society	20	4
LS1TAL	Techniques and Skills for Applied Linguistics	20	4

In French Studies

Compulsory modules

Either:

FR1L3	Advanced French Language I	20	4
or			
FR1L2	Intermediate French Language	20	4

and either:

FR1MMF	The Making of Modern France	20	4
or			
FR1IFC	Introduction to French Culture	20	4

Optional modules

Students can choose one option to the value of 20 credits. The complete list of options can be found in the relevant Departmental Handbook.

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
FR2L4	Advanced French Language II	20	5
LS2SLG	Sociolinguistics	20	5

In French Studies

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.

In English Language

Optional modules totalling 20 credits, selected from a list available from within the Department, subject to availability.

At the discretion of the programme convenor, students may choose to replace one 20-credit module in Applied Linguistics 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
ML2YSWA	University study/Work placement/Assistantship Abroad	80	5

Part 3 (three terms)

Compulsory modules

FR3L6	Advanced French Language III	20	6
And			
LS3DIC	English Language Dissertation (completion)	20	6
Or			
FR3LSC	Joint Dissertation (completion)	20	6

In French Studies

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 Language

Optional modules totalling 60 credits, selected from a list available from within the Department, subject to availability.

At the discretion of the programme convenor, students may choose to replace one 20-credit module in Applied Linguistics with a module or modules totalling 20 credits from outside the programme

Progression requirements

To proceed to Part 2, a student must

- (a) obtain an average of at least 40% in each of the compulsory Part 1 modules LS1SG and LS1ELS in Applied Linguistics; and
- b) obtain an average of at least 40% across the compulsory modules in French; and
- (c) achieve an overall average of at least 40% in 120 credits taken in Part 1; and
- (d) 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:

- (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

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.

To progress from the Year Abroad to Part 3, students must achieve (i) a weighted average of 40% over the 120 Year Abroad credits; (ii) marks of at least 40% in ML2YSWA; and (iii) marks of at least 30% in ML2YL5.

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

Year 2 (Level 5) one-sixth

Year 3 (Level 5 - Year Abroad) one-sixth

Year 4 (Level 6) four-sixths

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>.

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. French language modules are taught in small groups. Modules are assessed by a mixture of coursework, timed tests and/or formal examination, with the proportion of coursework increasing as the degree progresses.

Admission requirements

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

GCSE English: Grade C

GCSE French: Grade A* or A Level

BBB from 3 A Level subjects including Grade B in English Language, English Literature or English Language & Literature and Grade B in French

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 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 Sophie 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-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

At Part 1, students receive an induction course in Academic Writing. Each student is provided with a course and departmental handbooks which contains full details of the degree programme, the staff and facilities within the two departments, 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. The Department of Modern Languages also has a departmental resource room which holds a wide selection of french books and supporting materials.

Career learning

Career prospects

The BA in French Studies and 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 and French 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 proposed 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

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:

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.
7. the French language
8. French and francophone politics and literature

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 1-6 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 Part 3 module, Psycholinguistics, which are both lecture-based with guided assignments. 7 is achieved through the language modules at Parts 1, 2 and 3. 8 is achieved through the other French modules at Parts 1, 2 and 3.

Assessment

1-6 are assessed by coursework and written examination. 7 and 8 are assessed by a combination over the whole degree of unseen examination and coursework essays.

Skills and other attributes

B. Intellectual skills - *able to*:

Able to:

1. analyse and solve problems
2. generalise knowledge and methods from one area of study to others, where appropriate

Teaching/learning methods and strategies

1-6 are achieved through demonstration and example in lectures as well as experience in small group seminars and the Part 2 module Research Methods.

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. analyse and interpret linguistic data from various psycholinguistic and sociolinguistic perspectives.
4. assemble and assess the information contained in modern electronic linguistic corpora
5. prepare bibliographies and references
6. speak, write, read and understand French at a high or near-native level of proficiency

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

7 and 8 are achieved mainly through the Part 2 module Research Methods.

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 the 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 modules Research Methods.

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, Research Methods and Sociolinguistics .

4-5 are achieved through introductory sessions and assignment in the module Research Methods, and through the option module Corpus-Based Approaches to Language Description.

6 is achieved through the compulsory French language modules taken throughout the programme.

Assessment

1-6 are assessed by assignment; 6 is assessed by orals and unseen examinations. There is also regular unassessed coursework.

Teaching/learning methods and strategies

1-6 are achieved through the Part 2 module Research Methods

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 5-credit Part 2 distributed module Career Management Skills

8 will be addressed throughout the course and further developed in the Career Management Skills Module.

Assessment

1 is assessed by coursework

2 is assessed by group presentation and individual writing up of the project carried out in the Part 2 module Research Methods

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.