

School of English

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 passes the programme. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the programme handbooks accessible online at <http://www.ukc.ac.uk/human/facinfo/undergrads/indexpage.html>. The accuracy of the information contained in this specification is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Degree and Programme Title

School of English

BA (Joint Hons) in English and American Literature and One Other Humanities Subject

<ol style="list-style-type: none"> 1. Awarding Institution/Body 2. Teaching Institution 3. Teaching Site 4. Programme accredited by 5. Final Award 6. Programme 7. UCAS Code 8. Relevant QAA subject benchmarking group 9. Date of production/revision 10. Applicable cohorts 	<p>University of Kent at Canterbury University of Kent at Canterbury Canterbury campus BA (Hons) English and American Literature (joint) various English April 2002 2002 entry onwards</p>
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11. Educational Aims of the Programme

The programme aims to:

- i. introduce you to a wide range of literatures, particularly British and American, from Chaucer to the present day, and encourage you to identify and develop your own interests and expertise in fields of literary study
- ii. enable you to develop an historical awareness of literary traditions
- iii. develop your understanding and critical appreciation of the expressive resources of language
- iv. offer opportunities for you to develop your potential for creative writing
- v. offer generous scope for the study of literature within an interdisciplinary context
- vi. develop your ability to argue a point of view with clarity and cogency, both orally and in written form
- vii. develop your ability to assimilate and organise a mass of diverse information
- viii. offer you the experience of a variety of teaching styles and approaches to the study of literature
- ix. develop your independent critical thinking and judgement
- x. provide a basis for the study of English or related disciplines at a higher level
- xi. provide a basis in knowledge and skills for those intending to teach English literature, including a broad frame of cultural reference

12. Programme Outcomes

The programme provides opportunities for students to develop and demonstrate:

A. Knowledge and understanding of:

- i. a wide range of authors and texts from different periods of literary history, from 1350 to the present day, in both British and American literature
- ii. the principal literary genres, fiction, poetry drama and of other kinds of writing and communication
- iii. literatures in English from countries outside Britain and America
- iv. traditions in literary criticism
- v. the challenges of creative writing
- vi. terminology used in literary criticism
- vii. the cultural and historical contexts in which literature is written, transmitted and read
- viii. critical theory and its applications, understood within its historical contexts
- ix. literary criticism as a practice subject to considerable variation of approach
- x. the study of literature in its relation to other disciplines

Teaching/learning and assessment methods and strategies used to enable outcomes to be achieved and demonstrated

Teaching/learning

1-hour lectures given by a stimulating diversity of teachers. 1½-2 hour seminars with groups of 12 (Level C) and 16 (Levels I and H), with group or individual presentations by students; office-hours for discussion of essays, etc. Lectures and seminars develop efficiency in absorbing and ordering information; seminars provide experience of structured group work, show how to develop critical debate, and enhance individual skills in oral presentation. Essays and feedback from teachers promote your capacity to synthesise information, select and focus on relevant material, problematise literary issues, communicate clearly, structure an argument, write with cogency, and develop appropriate scholarly practices in research and the formal written presentation of your work.

Skills and Other Attributes

B. Intellectual (thinking) skills

- i. application of the skills needed for academic study and enquiry
- ii. evaluation of critical interpretations
- iii. ability to synthesise information from a number of sources in order to gain a coherent understanding of critical theory and general methodology
- iv. ability to make discriminations and selections of relevant information from a wide source and large body of knowledge
- v. exercise of problem-solving skills
- vi. the ability to organise and present research findings

C. Subject-specific skills

- i. enhanced skills in the close critical analysis of literary texts
- ii. informed critical understanding of the variety of critical and theoretical approaches to the study of literature
- iii. ability to articulate knowledge and understanding of texts, concepts and theories relating to English studies
- iv. sensitivity to generic conventions in the study of literature
- v. well-developed language use and awareness, including a grasp of standard critical terminology
- vi. articulate responsiveness to literary language
- vii. appropriate scholarly practice in the presentation of formal written work, in particular in bibliographic and annotational practices
- viii. understanding of how cultural norms, assumptions and practices influence questions of judgement
- ix. appreciation of the value of collaborative intellectual work in developing critical judgement

D. Transferable skills

- i. developed powers of communication and the capacity to argue a point of view, orally and in written form, with clarity, organisation and cogency
- ii. enhanced confidence in the efficient presentation of ideas designed to stimulate critical debate.
- iii. developed critical acumen
- iv. the ability to assimilate and organise substantial quantities of complex information of diverse kinds
- v. competence in the planning and execution of essays and project-work
- vi. enhanced skills in creative writing (where the relevant modules have been taken)
- vii. enhanced capacity for independent thought, intellectual focus, reasoned judgement, and self-criticism
- viii. enhanced skills in collaborative intellectual work, including more finely tuned listening skills
- ix. the ability to understand, interrogate and apply a variety of theoretical positions and weigh the importance of alternative perspectives
- x. research skills, including scholarly information retrieval skills
- xi. IT skills: word-processing, email communication, the ability to access electronic data

Assessment

Coursework essays; some creative writing and written reflections thereon; seminar performance (contribution to debate, presentations); extended time exams; standard 3-hr exam papers; long essay in final year. The variety of assessment methods is designed to give you opportunities to demonstrate learning outcomes in a variety of forms, allowing for different individual work rhythms and encouraging skills in focussing and exploring problems in literary criticism. 10% of the final grade for each module is based on seminar performance.

13. Programme structures and requirements, levels, modules, credits and awards

The programme is offered on both a full-time and part-time basis. Full-time students complete the programme in three years and part-time students normally in six years. Study on the programme is divided into a number of blocks called modules. Single-weighted modules carry 15 credits and double-weighted modules 30 credits. One credit corresponds to approximately 10 hours of 'learning time'. This includes all taught and supervised classes and all Private study and research.

The programme is divided into three stages, each comprising 120 credits, and students must achieve specified requirements before being permitted to proceed to the next stage. For full-time students each stage represents an academic year of study. Thus, for a full-time student each year of study involves approximately 1200 hours of learning time. Each module is designated at one of three ascending levels: Certificate (C), Intermediate (I), or Honours (H). To be eligible for the award of an honours degree students normally have to obtain 360 credits, at least 210 of which must be level I or above, and at least 90 of which must be level H.

Introductory modules

Code	Title	Period	Credits	Level
EN308	Romanticism and Critical Theory	1 and 2	22.5	C
EN302	Early Drama	1 and 2	15	C

Core Modules

EN555	Medieval & Tudor Literature	1	15	I and H
EN556	Early Modern Literature	2	15	I and H
EN557	Nineteenth-century American Literature	1	15	I and H
EN558	American Modernisms	2	15	I and H
EN559	Post-Romantic Literature	1 and 2	30	I and H
EN595	English Comedy from Shakespeare to the present day	1	15	I and H
EN596	English Tragedy from Shakespeare to the present day	2	15	I and H

Special Modules (subject to change)

EN546	Romanticism and the Novel: Walpole-Scott	1	15	H
EN547	Romanticism and the Novel: Scott-Wilkie Collins	2	15	H
EN549	Reading and Writing Poetry	2	15	H
EN572	Nineteenth-century American Short Story	1	15	H
EN573	Twentieth-century American Short Story	2	15	H
EN575	Fantasy and Desire in Early Modern Literature	2	15	H
EN577	Literature, Literacy and the Imaginal, 1400-1500	2	15	H
EN579	Chaucer	2	15	H
EN580	Charles Dickens and Victorian England	1	15	H
EN583	Postcolonial Writing	1	15	H
EN586	Language and Place in Colonial and Postcolonial Poetry	2	15	H
EN587	Innovation and Experiment in New York, 1945-1995	2	15	H
EN590	Women's Auto/Biography	2	15	H
EN591	Black Woman, White Man: Toni Morrison & Don DeLillo	1	15	H
EN593	Long Essay	1	15	H
EN594	Long Essay	2	15	H

14. Support for Students and Their Learning

- General Regulations for Students (handbook)
- Faculty of Humanities handbooks
- School of English Student Dossier
- Library Guide to English (web)
- Average seminar class size: 14
- Academic Support system: module teachers; School Senior Tutor; Directors of Studies; schedule of office hours for seeing students out of class
- Central Support Services, including: Counselling, Faculty Undergraduate Office, Computing Helpdesk. Unit for the Enhancement of Learning and Teaching
- Additional learning resources, including: module outlines, bibliographic guidance, handouts, booklets

15. Entry Profile

What does this programme have to offer?

- A challenging, flexible and wide-ranging approach to English and American literature
- Coverage of traditional areas as well as new fields
- Choice and opportunity to shape your own degree programme
- Encouragement to develop skills in discussion and independent thinking
- The chance to get involved in the literary magazine and creative writing
- The intellectual stimulus of studying two subjects in tandem

Candidates must be able to satisfy the general admissions requirements of the University, the Faculty of Humanities and the School of English in one of the following ways:

School/College leavers who have reached 17.5 years on admission

A Levels

- A/AS level 280/300/320 points (21 units)
- 1B 30/34 points (14/16 at Higher)
- required subject at A level: English grade B

Mature and overseas students considered on an individual basis

- admission with exemptions for advanced standing and Credit Accumulation may be possible
- Access Courses: validated access course in appropriate subjects
- degree: a degree from a British or Irish University or CNA degree
- personal profile

Additional requirement: *declaration of disclosure of any criminal convictions including those outstanding*

For further information see the web prospectus at <http://www.ukc.ac.uk/studying/undergrad/>

16. Methods for evaluating and improving the quality and standards of teaching and learning

Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards

- student module evaluations
- annual monitoring reports
- external examiners' reports
- Periodic Programme Review
- annual staff appraisal
- mentoring of new and part-time teachers
- QAA Subject Review
- personal academic support system

Committees and bodies with responsibility for monitoring and evaluating quality and standards

- School Staff-Student Liaison committee
- School Learning & Teaching committee
- School Graduate Studies committee
- School Part-time Studies committee
- Creative Writing Group
- Faculty Learning & Teaching committee
- University Learning and Teaching Board
- Board of Examiners attended by external examiners
- departmental staff acting as external examiners at other institutions
- departmental director of learning and teaching

Mechanisms for gaining student feedback on the quality of teaching and their learning experience

- student evaluations (of individual modules)
- final-year evaluations of the English programme (to be implemented)
- Staff-Student Liaison Committee
- student representation on other School and Faculty committees
- discussions with Senior Tutor
- discussions with teachers
- staff office hours when students can discuss their modules/programmes
- School email address
- School newsgroup

Staff development priorities include:

- research-led teaching
- links with other institutions in Europe and the USA
- regular formal and informal collaboration in programme development
- minimum expected qualification for appointment
- PGCE and Teacher Accreditation requirements
- staff appraisal scheme

- mentoring of new and part-time staff
- staff development courses and workshops
- School appointment of a Director of Learning and Teaching
- Research seminars
- Conferences mounted by members of the School
- Contributions to national and international conferences
- Minimum expected teaching and research record for appointment to lecturing posts
- Membership of relevant professional/academic bodies
- widening participation
- study leave

17. Indicators of Quality and Standards

- Research Assessment Exercise 2001: grade 5 (top grade 5*)
- Periodic Programme Review 2000 (including external assessment): 'The panel is struck by the widespread evidence, confirmed by the students it met, of the very high level of commitment of staff both to students and to the School's programmes.'
- Teaching Quality Assessment 1996: 'Satisfactory'
- student evaluations reflect a high level of satisfaction with the programme.
- degree results
- AHRB Awards: an average of 7 postgraduate students per annum funded by studentships
- reports from external examiners indicate that we maintain high standards of teaching and assessment.
- employment record: only 5% still seeking employment one year after graduation
- prizes for staff books: staff have regularly been shortlisted for prizes (including the James Tait prize and Booker prize), and have won awards, including the Trevor Reese prize (Edmond)
- external funding: Arts and Humanities Research Board, British Academy, Charles Wallace Trust, European Union (Interreg), Leverhulme Trust, Modern Humanities Research Association, Wellcome Trust
- external speakers have included: Gillian Beer, Seamus Heaney, David Lodge, Les Murray, Tom Paulin, John Tranter, Marina Warner, Robert Young.

The following reference points were used in creating these specifications:

- Benchmarking Statement for English
- University Plan and Learning and Teaching Strategy