

**SUMMARY PROGRAMME SPECIFICATION**

Course Title	BA (Hons) English
Awarding Body	University of East Anglia (UEA)
Level of Award	Undergraduate
Professional, Statutory and Regulatory Bodies Recognition	
Credit Structure	360 Credits Level 4: 120 Credits Level 5: 120 Credits Level 6: 120 Credits
Mode of Attendance	Full time
Standard Length of Course	3 years
Intended Award	BA (Hons)
Fall-back Awards	Unclassified Degree (BA) – 300 credits Diploma of Higher Education (Dip HE) – 240 credits Certificate of Higher Education (Cert HE) – 120 credits
Entry Requirements	64 UCAS points Minimum of 21 Access credits at Merit or above Applicants who do not have GCSE English and Maths will be advised to complete these qualifications alongside the degree programme. If applicants do not have conventional level 3 qualifications in appropriate subjects, they will be invited for interview during which they will complete a piece of written work.
Delivering Institution(s)	City College Norwich
UCAS Code	Q320

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Course Structure

Level 4		
Module title	Credits	Module Type
<p>Higher Learning Skills</p> <p>This module is designed to enable participants to identify and develop skills for successful higher education study and transferable employability skills. Delivery and assessment are designed to develop study skills through personal reflection and the identification of personal goals and communication skills. The skills are core to any undergraduate programmes.</p> <p>Assessment: Group Presentation (30% weighting) Journal (70% weighting)</p>	20	Non-Core
<p>Myth and Criticism</p> <p>This module focuses on the core skills and knowledge required for the study of English at HE level. Students will be introduced to the techniques and terminology of the practical criticism of texts in different genres and media and will be introduced to a range of theoretical approaches. Alongside developing analytical skills students will acquire knowledge of biblical and classical sources and key concepts and ideologies underpinning Western traditions of representation.</p> <p>Assessment: - Close Reading (40%) Essay (60%)</p>	20	Non-Core
<p>Genre</p> <p>This module introduces students to the main literary genres of poetry, drama and the novel. The students will explore the development of the genres and some of the main critical approaches and debates. The study of each genre will focus on significant texts from pre and post 1800 and creative exercises will also be used to convey an understanding of generic convention.</p> <p>Assessment: - Close Reading (30%) Essay (30%) Exam (40%)</p>	20	Non-Core

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<p>The Evolution of Western Society</p> <p>This module will provide a broad introduction to historical periods and major turning points in Western society. Students will also be given the opportunity to challenge some of the assumptions on which these turning points, and indeed Western society, are based. This will incorporate how philosophy, culture and social structures relate to the founding myths of Western society. The module takes an evidence-based approach to building an understanding of the above, via primary texts and other artefacts (supported by secondary reading). The module intends to give students support and confidence in building and arguing a case via textual evidence and analysis. To this end, most sessions will include a critical analysis of a text in relation to the theme/ period of the teaching session. Formative and summative exercises will reflect this aim</p> <p>Assessment: - Critical Analysis (30%) Essay (70%)</p>	<p>20</p>	<p>Non-Core</p>
<p>Reading the Visual</p> <p>This module is intended to develop the students' skills in applying critical approaches to the close reading of visual culture, and the use of technical terms. Students will be introduced to various media forms such as photography, cinema, fine art, and comic strips. The module will provide the students with the skills and techniques of analysis which will underpin the work completed in later modules at levels 5 and 6. Assessment: - Close Reading (40%) Exam (60%)</p>	<p>20</p>	<p>Non-Core</p>
<p>Children's Literature or Creative Writing</p> <p><b>Children's Literature</b> This module will look at the history of children's literature from the eighteenth century to the present day. It will explore changes in the form and function of writing for children, from the overtly didactic and moralistic texts of the eighteenth and nineteenth centuries to the diverse writings of the twentieth and twenty-first centuries. The module will use works of children's literature to introduce a range of critical approaches and will be particularly useful to students who are hoping to go into teaching on graduation. Assessment Close Reading (40%) Exam (60%)</p> <p>Or</p>	<p>20</p>	<p>Non-Core</p>

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<p><b>Creative and Critical Writing</b>                  This module will expand and embed knowledge of literary techniques and generic conventions and will be divided between critical reading and creative writing. It will explore genres including the short story, the novel, drama and poetry. Critical analysis will underpin the students' own writing skills and the taught sessions will run alongside a class creative writing blog. The principal aim is to develop critical awareness of texts, genre and creative skills. .                  Assessment: -                  Essay (100%)</p>		
<p>Level 5</p>		
<p><b>Preparation for Work and Research</b>                  This module aims to develop the skills required for employment and further study. The methods of delivery and assessment reflect the underlying philosophy of personal development, encouraging the students to become independent learners. The first part of the module encourages students to research and prepare for future careers, with visiting speakers from various professions, as well as advice on identifying appropriate opportunities, writing applications and CVs, and mock interviews. The second part of the module focuses on developing research skills, and students prepare a research proposal that can be used as the basis for their third-year dissertation. The skills developed for research are themselves transferable to the workplace: oral and visual presentation, project planning and management, independent research, and seeing a project through to its completion.                  Assessment: -                  Project (50%)                  Presentation (10%)                  Research Proposal (40%)</p>	<p>20</p>	<p>Non-Core</p>
<p><b>Medieval Life and Literature</b>                  This module focuses on medieval literature and the cultural conditions which contributed to produce medieval texts. Students will be encouraged to explore themes, such as the role of women, courtly love and marriage, the impact of religion, masculinity and the chivalric code, and make links between different genres.                  Assessment: -                  Exam (50%)                  Essay (50%)</p>	<p>20</p>	<p>Non-Core</p>

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<p>The Renaissance</p> <p>This module will engage with significant texts produced during the Renaissance, focussing specifically on the English Renaissance of the sixteenth and early seventeenth century. The module will contextualise the period through an examination of social and religious issues, most especially the Reformation. In addition to studying key poetry and drama texts, students will be encouraged to examine the wider discourses of this period, the cultural inheritance of Renaissance writers, and links between literary and other ways of reading the Renaissance, including the visual arts, music and architecture</p> <p>Assessment: - Exam (40%) Anthology (60%)</p>	<p>20</p>	<p>Non-Core</p>
<p>Madness, Trauma and Culture</p> <p>The module will focus on the way madness and trauma have figured in culture in various contexts</p> <p>Assessment: - Close Reading (50%) Exam (50%)</p>	<p>20</p>	<p>Non-Core</p>
<p>Revolution and Reaction</p> <p>This module will provide an opportunity for students to engage in detailed study of key themes in literature from 1700 to 1830. It will encourage recognition of the complexity of canonical and non-canonical texts, and of their historical context and reception. The aim will be to provide an understanding of how the very diverse literary forms and genres produced in this period were conditioned by a central cultural concern about the nature and pace of social change.</p> <p>It will provide an opportunity for students to research and produce a piece of sustained writing on a topic of their choice relevant to the period.</p> <p>Assessment: - Essay (100%)</p>	<p>20</p>	<p>Non-Core</p>
<p>Children's Literature or Creative Writing</p> <p><b>Children's Literature</b> This module will look at the history of children's literature from the eighteenth century to the present day. It will explore changes in the form and function of writing for children, from the overtly didactic and moralistic texts of the eighteenth and nineteenth centuries to</p>	<p>20</p>	<p>Non-Core</p>

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<p>the diverse writings of the twentieth and twenty-first centuries. The module will use works of children’s literature to introduce a range of critical and theoretical approaches and will be particularly useful to students who are hoping to go into teaching on graduation.                  Assessment: -                  Close Reading (50%)                  Exam (50%)</p> <p>Or</p> <p><b>Creative and Critical Writing</b>                  This module will expand and embed knowledge of literary techniques and generic conventions and will be divided between critical reading, creative writing and critical theory. It will explore genres including the short story, the novel, drama and poetry. Critical analysis will underpin the students’ own writing skills and the taught sessions will run alongside a class creative writing blog. The principal aim is to develop critical awareness of texts, genre, theory and creative skills.                  Assessment: -                  Essay or Creative Writing (100%)</p>		
<p>Level 6</p>		
<p>Dissertation</p> <p>This module allows students to work on an academic research project/essay of their own choosing, using appropriate research tools. Each student will be allocated a supervisor who will advise on choice of topic and on the progress of the work. In addition, regular group workshop sessions enable students to discuss their projects with peers and a lecturer and receive guidance on research techniques, developing and structuring arguments and scholarly presentation. Students will be encouraged to use the project/essay as a summative exercise drawing on the knowledge and skills gained throughout the degree programme.                  Assessment: -                  Extended Essay / Investigative report (80%)                  Logbook (20%)</p>	<p>40</p>	<p>Core</p>
<p>Victorians and Victorianism</p> <p>This module will allow students to engage with significant texts produced between 1837 and 1901. Students will be encouraged to read key texts from different genres, including the visual arts, and from the early, middle, and late years of the century, exploring the dynamic relationship between texts and their cultural context. The notion of periodisation will be examined to consider whether there is any critical value in the term ‘Victorianism’. Students will be encouraged to make links back to their work at level five on the Romantic period and the eighteenth century and look forward to</p>	<p>20</p>	<p>Non-Core</p>

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<p>their work on Modernism in the final term, recognising connections and syntheses across the English programme as a whole. Assessment: - Exam (100%)</p>		
<p><b>Global Literature and Culture</b></p> <p>This module is designed as part of the sequence of chronological modules tracing the development of literature and culture from the Middle Ages to the present day and will cover the period between the Victorians and Victorianism and the Contemporary Literature and Culture modules. The focus will be on diasporic and postcolonial literatures and culture, exploring the work of writers and artists with a heritage in the former colonies, both within and outside Britain. It will build on the study of postcolonial theory within the Myth and Criticism module, and work on slavery and colonialism within Revolution and Reaction and Victorians and Victorianism.</p> <p>Students will explore concepts of Global or World literature, the politics of translation and concepts of place, identity, and home in relation to postcolonial or diasporic experience.</p> <p>Assessment: - Essay (100%)</p>	20	Non-Core
<p><b>Contemporary Literature and Culture</b></p> <p>In this module students will undertake the study of contemporary forms, genres, and artifacts within the framework of a range of theoretical accounts of contemporary narrative theory. At the end of the degree programme the intention is to return to theoretical issues introduced in the first year, put into practice in relation to specific case studies in the second year, so as to reflect more critically and self-consciously in the final year, consolidating their thinking on theoretical issues in relation to their own critical practice to explore them in greater depth. Assessment: - Exam (100%)</p>	20	Non-Core
<p><b>Dystopian Fiction</b></p> <p>The purpose of this module is to explore a wide range of dystopian texts, and to examine dystopian fiction as a form which both reflects on and reacts to the society in which it was written. The module will begin by defining the concept of utopia and its opposite, texts which can be defined as anti-utopian or dystopian. Dystopian fiction will be examined in terms of the visions it presents (also looking at cinematic, artistic and video game presentations of these worlds), in terms of narrative structure (most especially the moment of revelation that forms a core part of</p>	20	Non-Core

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<p>much dystopian fiction), language (particularly the linguistic devices of Nineteen Eighty-Four and Never Let Me Go), and sexuality as a form of subversion in dystopian fiction. The module also examines the dystopian tropes of YA novels such as The Hunger Games, Divergent, The Maze Runner et al., developing the students' work in the Children's Literature module.</p> <p>The aims of the module are:</p> <ul style="list-style-type: none"><li>• To make students familiar with a range of dystopian fiction and related contextual and theoretical material.</li><li>• To situate the formation of dystopian fiction as a genre within an historical context; as a comment upon the society within which it was written, or to which it portends.</li><li>• To outline the canon of dystopian fiction and draw out the key themes of the genre.</li><li>• To investigate, where relevant, the linguistic construction of several key dystopian texts and the theoretical underpinning of using language as a method of social (and narrative) control.</li></ul> <p>Assessment: - Essay (100%)</p>		
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