

**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	80 UCAS points Minimum of 30 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	

This Summary Programme Specification sets out the essential features and characteristics of the BA (Hons) English course.

**Course Summary**

The course will extend your knowledge of literary history and culture, from Ancient Greece to the present. The first-year modules will provide the knowledge and skills required for successful study at degree level, giving an overview of intellectual and cultural history and insight into the main literary genres of poetry, drama and fiction. You will develop techniques for close reading literary texts and constructing analytical arguments, as well as skills of written and oral communication. In the second and third years, you will build on this knowledge in a series of modules focusing on different periods of literary history, including Shakespeare and the Renaissance, the Restoration to the Romantic period, the Victorian period, Modernism and Contemporary Literature and Culture. These period modules will be supplemented by studies of particular genres or themes within literature, such as Children's Literature and Dystopian Fiction, as well studies of visual art and film.

## **SUMMARY PROGRAMME SPECIFICATION**

### **Course Aims**

This programme has a primarily academic rather than vocational focus. It provides opportunities for students who would not thrive in a large HE institution to study the popular academic subject of English in a supportive and pastoral environment. Many students from this course go on to careers in teaching at both primary and secondary level, or to further study through MA and other postgraduate courses. Other careers that our students have entered include publishing, archiving and curatorship, human resources and administration, social work and social care, and educational psychology.

### **Course Learning Outcomes**

The following statements define what students graduating from this course will have been judged to have demonstrated in order to achieve the award. These statements, known as learning outcomes, have been formally approved as aligned with the generic qualification descriptor for level 4/5/6 awards as set out by the UK Quality Assurance Agency (QAA)<sup>1</sup>.

- knowledge of literature and language, including a substantial number of authors and texts from different periods of literary history and writing from periods before 1800
- knowledge and understanding of the distinctive character of texts written in the principal literary genres, fiction, poetry and drama, and of other kinds of writing and communication
- experience of the range of literatures in English and of regional and global varieties of the English language
- knowledge of the structure, levels and discourse functions of the English language
- appreciation of the power of imagination in literary creation
- awareness of the role of critical traditions in shaping literary history
- knowledge of linguistic, literary, cultural and socio-historical contexts in which literature is written and read
- knowledge of the relationship between literature and other media including, where appropriate, film, or other forms of cultural production
- knowledge of useful and precise critical terminology and, where appropriate, linguistic and stylistic terminology
- awareness of the range and variety of approaches to literary study, which may include creative practice, performance, and extensive specialisation in critical and/or linguistic theory
- awareness of how literature and language produce and reflect cultural change and difference
- recognition of the multi-faceted nature of the discipline, and of its complex relationship to other disciplines and forms of knowledge.

### **Course Design**

The design of this course has been guided by the following QAA Benchmark and Professional Standards:

#### QAA Benchmark

The course is designed to:

- foster wide and varied reading
- enable students to develop independent critical thinking and judgement

## SUMMARY PROGRAMME SPECIFICATION

- engage students imaginatively in the process of reading, analysing and/or producing complex and sophisticated literary and non-literary texts and discourses
- offer a broad and balanced curriculum
- help students to understand, appreciate and employ the expressive resources of language
- problematise the acts of reading and writing so that students can reflect critically upon textual production and reception both in history and in their own practice
- offer students a knowledge and appreciation of contextual approaches to the production and reception of literary and non-literary texts and discourses
- promote the understanding and practice of verbal creativity and the formal and aesthetic dimensions of literary texts
- develop a range of subject-specific and transferable skills, including high-order conceptual, analytic, and communication skills of value in graduate employment
- provide an intellectually stimulating and satisfying experience of learning and studying, within the distinctive framework of English
- encourage a sense of enthusiasm for the subject and an appreciation of its continuing social and cultural importance
- provide a basis for further study in English or related disciplines and for teachers of English at all levels.

### Professional Standards

The course will foster the following key transferable and cognitive skills

- advanced literacy and communication skills and the ability to apply these in appropriate contexts, including the ability to present sustained and persuasive written and oral arguments cogently and coherently
- the capacity to analyse and critically examine diverse forms of discourse
- ability to engage in processes of drafting and redrafting texts to achieve clarity of expression and an appropriate style
- the capacity to adapt and transfer the critical methods of the discipline to a variety of working environments
- the ability to acquire substantial quantities of complex information of diverse kinds in a structured and systematic way involving the use of the distinctive interpretative skills of the subject
- competence in the planning and execution of essays, presentations, and other writing and project work
- the capacity for independent thought and judgement demonstrated through critical or creative practice
- skills in critical reasoning and analysis
- the ability to comprehend and develop intricate concepts in an open-ended way which involves an understanding of purpose and consequences
- the ability to work with and in relation to others through the presentation of ideas and information and the collective negotiation of solutions
- the ability to understand, interrogate and apply a variety of theoretical positions and weigh the importance of alternative perspectives
- the ability to handle information and argument in a critical and self-reflective manner
- research skills, including the ability to gather, sift and organise material independently and critically, and evaluate its significance

## SUMMARY PROGRAMME SPECIFICATION

- information technology (IT) skills broadly understood and the ability to access, work with and evaluate electronic resources (such as hypertext, conferencing, e-publishing, blogs and wikis)
- time management and organisational skills, as shown by the ability to plan and present conclusions effectively.

### Course Structure

The honours degree will be comprised of 360 credits, usually made up of 120 credits at levels 4, 5 and 6. Each year of the programme contains a core module, focusing on skills development, as well as a range of subject specific modules. These are designed to explore the history of literature and culture, and the theoretical approaches required for its successful study. In the first year, there will be two modules introducing the history of the study of the Humanities and Social Sciences which will be delivered to all students on the Humanities programmes. There will be some variation in the content of modules and the range of modules delivered from year to year, but the list below is an example of the kind of course structure that you are likely to encounter.

Module Specifications for each of the modules, with detailed information on content and delivery, will be made available to students on-line at the beginning of each academic year.

The below modules are subject to revalidation in 1819.

	Module title	Credits	Module Type
<b>Core Modules</b>			
Level 4			
	Higher Learning Skills  This module provides an introduction to the skills required for successful study at degree level.	20	
Level 5			
	Preparation for Work and Research  The first part of this module is devoted to researching future employment, preparing CVs and interview practice. The second part of the module develops your research skills so that you can identify a suitable topic for your dissertation.	20	
Level 6			
	Dissertation  In many ways, this will be the culmination of your degree course. You will research and write a dissertation on a subject of your own choice, with support from a supervisor.	40	

**SUMMARY PROGRAMME SPECIFICATION**

<b>Humanities Modules</b>			
Level 4			
	<p>The Evolution of Western Society: from Plato to Freud</p> <p>This module will provide a broad introduction to historical periods and major turning points in Western society.</p>	20	
	<p>The Mind in Society</p> <p>This wide-ranging module will introduce the intellectual movements and thinkers who have shaped ideas of individual consciousness and social systems.</p>	20	
Level 5			
	<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>	20	
	<p>Children's Literature and Education</p> <p>This module will combine analysis of the development of children's literature from the early modern period to the present day with analysis of the development of education and educational theories.</p>	20	
<b>English Modules</b>			
Level 4			
	<p>Myth and Criticism</p> <p>This module will develop skills of literary criticism and will develop knowledge of critical theory and the classical and biblical stories that have had a fundamental influence on Western culture.</p>	20	
	<p>Genre</p> <p>This module introduces the main literary genres, poetry, drama and the novel through analysis of key texts from a range of periods.</p>	20	

**SUMMARY PROGRAMME SPECIFICATION**

	<p>Reading the Visual</p> <p>This module will develop skills in applying critical approaches to the close reading of visual culture, and the use of technical terms, through various media forms such as photography, cinema, fine art, and comic strips.</p>	20	
<b>Level 5</b>			
	<p>The Renaissance</p> <p>This module will look at a range of Renaissance writers including Shakespeare.</p>	20	
	<p>Revolution and Reaction</p> <p>This module will explore texts from the eighteenth century and the romantic period, focusing on specific topics such as the representation of London; Orientalism; poverty and crime; prostitution; men and women etc.</p>	20	
	<p>Writing and Genre</p> <p>This module will lead on from the first year Genre module and develop the study of poetry, prose and drama through a series of analytical and creative tasks.</p>	20	
<b>Level 6</b>			
	<p>Victorians and Victorianism</p> <p>In this module students will analyse key literary and visual texts from the Victorian period, exploring the dynamic relationship between texts and their cultural context.</p>	20	
	<p>Modernism</p> <p>This module focuses on the excitement and critical debates generated by literary texts of the twentieth century. Students will read a range of significant modernist texts in close critical detail, placing them within their socio-historical/ cultural context.</p>	20	
	<p>Contemporary Literature and Culture</p> <p>This module students will study contemporary forms, genres and artefacts within the framework of a range of theoretical accounts of contemporary narrative theory.</p>	20	
	<p>Dystopian Fiction</p> <p>This module explores dystopian fiction as a form which reflects on and reacts to the society in which it was written, but which also often serves as a warning. As</p>	20	

## SUMMARY PROGRAMME SPECIFICATION

	well as considering classic dystopian texts such as <i>Nineteen Eighty-Four</i> and <i>A Clockwork Orange</i> , the module may also examine the dystopian tropes of YA novels such as <i>The Hunger Games</i> , <i>Divergent</i> , <i>Little Brother</i> et al.		
--	---	--	--

BA English: 80 credits core modules + 280 credits English

### Awards

On successful completion of the course, students will be awarded a BA (Hons) English from the University of East Anglia.

### Course Delivery

Delivery will be across three terms of ten weeks each. For a 20-credit module, there will be thirty sessions of 90 minutes each, which may be delivered across one, two or three terms. Each class contains a mixture of formal lecturing, class discussions, small group work and other activity-based learning. Some attempt is made to stagger the submission dates for the assignments for any given cohort, although room for manoeuvre is limited by the tight turnaround time.

In addition to the classroom time, students on a 20-credit module are expected to devote around 150 hours to private study, spread across the teaching weeks, plus the assignment preparation and submission period. This will involve reading primary and secondary material for seminars, devising formative class papers as an individual or in a group, locating appropriate secondary sources and eventually working on assessment by exams, essays, reports, presentations etc.

### Course Assessment

Essays, close readings, presentations and exams.

### Course Team

The academic staff delivering this course are drawn from a team that includes teaching specialists and current practitioners. All staff are qualified in their subjects with their own specialist knowledge to contribute.

### Course Costs

*The tuition fees that new students pay will be fixed for the duration of the course and will not be subject to any further increases.*

Payment of tuition fees is due at the time of enrolment and is managed in accordance with the Course Fees & Eligibility Statement and Rules and Regulations -

Students are normally expected to buy the set texts for their modules, and print out other resources that are made available electronically. Third year students are required to print two copies of their dissertation. The annual cost for books, printing and other study resources is unlikely to exceed one hundred pounds.

**SUMMARY PROGRAMME SPECIFICATION**

**Academic Framework and Regulations**

This course is delivered according to the Norfolk Regulatory Framework and other academic policies and procedures of the College as published on Blackboard.