

1	Awarding Institution	University of Newcastle upon Tyne
2	Teaching Institution	as above
3	Final Award	BA (hons)
4	Programme title	English Language and Literature
5	Programme Accredited by:	N/A
6	UCAS Code	Q300
7	QAA Subject Benchmarking Group(s)	English
8	Date of production/revision	26/10/ 2004

Programme Aims:

- (a) To produce graduates with:
 - (i) the knowledge, understanding, key and specific skills and general intellectual development required to make them employable in graduate positions in a wide range of employments or capable of undertaking a taught postgraduate programme;
 - (ii) a knowledge of the main theoretical approaches to linguistic study; of the formal structures of the English language and of the history of the English language;
 - (iii) an ability to formulate and evaluate falsifiable theories of linguistic phenomena;
 - (iv) an ability to organise complex data and assess its significance;
 - (v) a familiarity with the varieties of spoken and written English in the UK and worldwide, and with the language of literary texts from the Anglo Saxon, Medieval and Early Modern periods;
 - (vi) a metalinguistic awareness of their native language;
 - (vii) an awareness of the social and stylistic significance of linguistic variants;
 - (viii) a knowledge of the range of texts from past and present cultures;
 - (ix) an introduction to world literatures, creative writing, and film in English;
 - (x) an ability to address the cultural and political contexts in which texts are produced and read;
 - (xi) a familiarity with a variety of genres and forms;
 - (xii) experience of a range of critical practices and an ability to reflect on their critical practice;
 - (xiii) an ability to reflect on the processes of creative writing.
- (b) To provide a programme:
 - (i) in which teaching is informed by research, both relevant research in the discipline and research carried out by members of staff;

- (ii) which consistently attracts highly qualified applicants;
- (iii) which fully meets the requirements of the Quality Assurance Agency (QAA) Benchmark statement for English degrees;
- (iv) which fully meets the criteria for an honours degree laid down in the QAA's National Qualifications Framework.

10(a) Programme Intended Learning Outcomes:

A Knowledge and understanding

1. The nature of human language
2. Essential linguistic terminology and methodology
3. The structure of English and its relation to other languages
4. Varieties of English, and the geographical, social and contextual factors which produce them
5. Computational models of language
6. The acquisition of language
7. The intellectual context in which the English language is studied
8. Varieties of texts, including film, in English
9. Varieties of writing in English from different periods
10. The cultural and political contexts in which texts are produced and read
11. The complex relationship between text and context
12. A range of critical practices
13. Genre and generic conventions
14. The vocabulary of textual and theoretical analysis

B Subject-specific/professional skills - Able to:

1. practice critical argumentation in language study
2. gather, analyse and evaluate linguistic data
3. compare different linguistic frameworks and their motivation
4. understand the relation between data and theory in English Language study
5. address specific analytical, psychological and cultural issues posed by language and English in particular.
6. practice critical skills in the analysis of texts and films
7. explore how literature and language produce and reflect cultural change
8. engage imaginatively and critically in the reading of complex literary and non-literary texts
9. exercise and develop a sensitivity to verbal creativity
10. analyse a range of texts employing relevant theoretical perspectives

C Cognitive skills - Able to:

1. collect, analyse and evaluate data
2. analyse and critically evaluate argumentation
3. compare and evaluate differing intellectual frameworks and theories
4. apply a developed appreciation of the role of language in everyday life - and of English as a global language.
5. critically evaluate arguments and evidence
6. develop an awareness of the complex interplay between text and context

7. organize and present ideas as part of a structured argument, oral and written
8. for students writing a dissertation, design a research project and select and employ appropriate research methodologies

D Key (transferable) skills – Able to:

1. plan and complete essays and presentations
2. write and speak to different audiences
3. co-ordinate multiple projects
4. use information technology (word processing; the internet)
5. gather, evaluate and organise information
6. summarise and assimilate information
7. communicate and debate effectively
8. work to deadlines or within specified time-limits
9. work and negotiate with others
10. work effectively both in a team and independently
11. present information to a group in a structured and coherent way

10(b) Programme Intended Learning Outcomes:	Teaching and Learning Methods and Strategies
<p>A Knowledge and Understanding</p> <p>At Stage 1 knowledge and understanding is acquired via lectures and seminars and tutorials. At Stages 2 and 3 they are acquired via lectures and seminars and independent study, especially the Extended Study. More advanced knowledge and understanding is developed with the further optional Extended Study and Dissertation. Students are encouraged to supplement taught material through independent reading. Guidance on further reading is provided by each module director.</p>	
<p>B Subject-specific/professional skills</p> <p>At Stage 1 Subject-specific/professional skills are acquired via lectures, seminars and tutorials. At Stages 2 and 3 they are acquired via lectures and seminars and independent study, especially the Extended Study. More advance knowledge and understanding is developed with the further optional Extended Study and Dissertation. Students are encouraged to supplement taught material through independent reading. Guidance on further reading is provided by each module director.</p>	
<p>C Cognitive skills</p> <p>At Stage 1 cognitive skills are acquired via lectures and seminars. Seminars give students the opportunity to discuss ideas and critical practices raised in lectures and to practice problem-solving. In the Language seminars, emphasis is placed on the practical acquisition of cognitive skills for language and linguistic analysis. At Stages</p>	

2 and 3 cognitive skills are acquired via lectures and independent study, especially the Extended Study. More advanced cognitive skills are developed with the optional Dissertation.

D Key (transferable) skills

Key skills are promoted through seminars and tutorials. At Stage 1 students are given guidance to ensure that they can debate effectively, negotiate with others and present information to a group. Skills D1, 2, 5, 7, 8, 9, 10, 11 are introduced and practised on *Writing Skills* and/or practised in the weekly tutorials. These skills are promoted at Stages 2 and 3 with continued emphasis on small group work, and with increased opportunity for guided independent study. Students are also given experience of small groups (tutorials and seminars) of different sizes: from groups of 7 or 8 at Stage 1 to groups of 15 at Stage 2 and 3. The remaining skills (D3, 4 and 6) are introduced during the Faculty Induction into Study Skills which addresses time-management, note-taking, and reading strategies and during the Faculty Introduction to IT. All of these skills are practised from Stages 1 to 3. Advice on academic skills is contained in the School Handbook. The School style sheet is included in the Stage and Degree Manuals. Students are provided with a manual on Academic Writing on the *Writing Skills* module.

10(c) Programme Intended Learning Outcomes:

Assessment Strategy and Methods

A Knowledge and understanding

Assessment of knowledge and understanding is via unseen examination of 2 or 3 hours and submitted work of 1500, 3000, 4000 or 10,000 words in length.

B Subject-specific/professional skills

Assessment of subject-specific skills is via unseen examination of 2 or 3 hours and submitted work of 1500, 3000, 4000 or 10,000 words in length, enabling students both to concentrate and focus their knowledge and understanding and to demonstrate their familiarity with the scholarly protocols of the disciplines involved.

C Cognitive skills

Assessment of cognitive skills is via unseen examinations of 2 or 3 hours and submitted work of 1500, 3000, 4000 and 10000 words in length. Examination provide students with the opportunity to demonstrate their ability to structure a clear, concise and well reasoned argument in a limited time period, to address linguistic problems and engage in practical analysis in an unseen context. . Submitted work enables students to expand on and test these skills; it also enables them to demonstrate their employment of appropriate research techniques.

C Key (transferable) skills

Assessment of key skills is implicit in course work at all levels. However, presentation skills are only formally assessed (by tutor and peers) on Writing Skills at Stage 1.

11 Programme Curriculum, Structure, and Features:

The programme is studied over three years full-time; it is divided into study units or modules, which have a value of either 10 or 20 credits, or, in the case of the Dissertation only, 40 credits. Each 10 credit module represents 100 hours of student learning, and each 20 credit module, 200 hours. At each Stage the student is required to take and be assessed in modules to the value of 120 credits.

Units of Study		Credits	Learning outcomes	Progression Requirements
Com	Core	Opt		Pass.
Stage 1				
Structure of English I	Core		10	A1-3; B2-5; C1,2;D1,5,6,8
Structure of English II	Core		10	A1-3; B2-5; C1,2;D1,5,6,8
The Nature of Language			10	A1,2,6,7;B1-5;C2-4;D1-11
Topics in Language			10	A1,2,6,7;B1-5;C2-4;D1-11
Introduction to Historical Linguistics	Core		20	A1,2,3, 4, 8, B2, 4,5, C1-4
D1,5,6,8				
Selected Texts I	Core		20	A8-13; B6-10;C5-7; D2,5-11
Selected Texts II	Core		20	A8-13; B6-10;C5-7; D2,5-11
Literary Theory	Core		10	A11,14; B7-10; C5-7; D9
Writing Skills	Core		10	C5;D1, 2, 7, 9, 10, 11
Medieval Literature	Core		10	A9-13; B7-10; C5-7

At Stage 1 students are given a thorough grounding in the three areas of language and linguistic study: syntax, phonology and socio-/historical linguistics. Stage 1 language modules introduce students to the practical skills of linguistic analysis. *Selected Texts I and II, Literary Theory* and *Writing Skills*. *Tutorial I and II* give students the opportunity to practise, experiment with and develop the knowledge and skills of literary analysis. *Medieval Literature* extends the students knowledge of the range of earlier texts and the methodologies/critical practices appropriate to their analysis. An emphasis is placed at Stage 1 on small group teaching (tutorials and seminars) to enable the acquisition of academic, practical and key skills.

By the end of Stage 3 all candidates should have taken the following combination of modules:

- (i) 40 credits from BANDS 1-3;
- (ii) 40 credits from BANDS 1-4
- (iii) 80 credits from *four* of BANDS 5-9

- (iv) 20 credits from BAND 10 in Stage 2;
- (v) 20 credits from BAND 11 in Stage 3
- (vi) 40 credits from BANDS 1-9.

At Stages 2 and 3 there is a wide choice of modules. This gives students the scope to design their degree programme and to exercise choice, to develop particular interests and by Stage 3, an area of expertise. Band restrictions, however, ensure coverage, while the compulsory Extended Study at Stage 2, to be attached to one of the taught modules, and further independent undertakings from BAND 11 at Stage 3 encourage the advanced development of knowledge and understanding and cognitive and key skills. The Extended Studies and optional Dissertation also introduce students applying for postgraduate degrees to advanced research skills. Study at Stage 2 and 3 meets knowledge and understanding outcomes A1-14, and Subject-specific/professional skills B1-10, while Key skills D1-11 are practised across Stages 2 and 3.

Stage 2 only

Band 10 Extended Study	Core	20	A1-14;B1-10;C1-4,5,7
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Stage 3 only

Band 11

Extended Studies (2)	Opt	20	A1-14;B1-10;C1-4,5,7
File of Original Literary Work	Opt	20	B9
Dissertation	Opt	40	A10-14;B1-10;C1-8

Stage 2 and 3, modules available 2004-2005

Band 1: Structure of Language

ELL215 Syntactic Theory	Opt	20	A1-3,5,7, B1-5, C1-4, D1-11
SEL200 Phonology & Morphology	Opt	20	A1-3, 7, B1-5, C1-4, D1-11

Band 2: Topics in Linguistic Theory

SEL201 Semantics & Pragmatics	Opt	20	A1-4, 7 B1-5, C1-4, D1-11
ELL227 Sociolinguistics & the Sociology of Language	Opt	20	A1,2,4,7,8, B1-5, C1-4, D1-11
SEL202 Historical Linguistics	Opt	20	A1,2,4,7,8, B1-5, C1-4, D1-11

Band 3: Topics in English Language

SEL203 Topics in the Syntax of English	Opt	20	A1-4, 7, B1-5, C1-4, D1-11
SEL204 English Phonology Past & Present	Opt	20	A1-4,7,8 B1-5 C1-4, D1-11
SEL205 Introduction to Old English	Opt	20	A1-4,7,8 B1-5 C1-4, D1-11

Band 4: Language & Linguistics Options

SEL208 Text & Hypertext	Opt	20	A2,5,7,8, B4,5, C1-4 D1-11
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SEL209 Child Language Acquisition	Opt	20	A1,2,6,7 B1-5, C1-4, D1-11
SEL239 Corpus Linguistics	Opt	20	A1,2,6,7 B1-5, C1-4, D1-11
ELL374 Lexical Morphology & Phonology	Opt	20	A1,2,6,7 B1-5, C1-4, D1-11
SEL211 Linguistic Theories & Their Contexts	Opt	20	A1,2,6,7 B1-5, C1-4, D1-11
<i>Band 5: Medieval & Early Modern Literature</i>			
SEL217 Early Women's Writing	Opt	20	A3-6;B1-5;C1-3;D1-11
ELL248 John Donne & the 17 th - Century Lyric	Opt	20	A3-6;B1-5;C1-3;D1-11
ELL239 Shakespeare & Jonson: Comedies	Opt	20	A3-6;B1-5;C1-3;D1-11
SEL278 Renaissance Poetry	Opt	20	A3-6;B1-5;C1-3;D1-11
<i>Band 6: 18th-Century & Romantic Literature</i>			
SEL220 Revolutionary Narratives	Opt	20	A3-6;B1-5;C1-3;D1-11
SEL222 Jane Austen & Walter Scott	Opt	20	A3-5;B1-5;C1-3;D1-11
SEL221 Romantic Life-Writing	Opt	20	A3-6;B1-5;C1-3;D1-11
SEL218 Eighteenth Century Women Writers	Opt	20	A3-6;B1-5;C1-3;D1-11
<i>Band 7: 19th-Century Literature</i>			
SEL280 The Violence of Colonialism: Rhetoric & Representations in Literature & Film	Opt	20	A3-6;B1-5;C1-3;D1-11
SEL258 Fallen Women of the 19 th Century	Opt	20	A3-6;B1-5;C1-3;D1-11
SEL279 Narrating India in English	Opt	20	A3-6;B1-5;C1-3;D1-11
SEL257 Dickens: The Major Novels	Opt	20	A3-6;B1-5;C1-3;D1-11
SEL261 The Russian Novel	Opt	20	A3-6;B1-5;C1-3;D1-11
SEL227 Classic American Literature	Opt	20	A3-6;B1-5;C1-3;D1-11
<i>Band 8: 20th-Century Literature</i>			
ELL368 Representations of the Holocaust	Opt	20	A3-7;B1-5;C1-3;D1-11
SEL232 World Poetry & WW2	Opt	20	A3-6;B1-5;C1-3;D1-11
SEL236 American Fiction 1945-2000	Opt	20	A3-7;B1-5;C1-3;D1-11
SEL235 The Divided Self: the Modern Scottish Novel	Opt	20	A3-6;B1-5;C1-3;D1-11
SEL239 American Poetry & the Visual Arts	Opt	20	A3-7;B1-5;C1-3;D1-11
SEL240 Pan-Caribbean Poetics	Opt	20	A3-6;B1-5;C1-3;D1-11
SEL241 The English Ghost Story	Opt	20	A3-6;B1-5;C1-3;D1-11
SEL242 Modern Scottish Poetry	Opt	20	A3-6;B1-5;C1-3;D1-11
<i>Band 9: Literary Theory, Genres & Popular Cultures</i>			

ELL337 Poetry Workshop	Opt	20	B4-5;D9,10
SEL255 Hollywood Cinema 1	Opt	20	A3-7;B1-3,5;C1-3;D1-11
FMS205 Introduction to Film Studies	Opt	20	A3-7;B1-3,5;C1-3;D1-11
FMS207 British Cinema 2	Opt	20	A3-7;B1-3,5;C1-3;D1-11
SEL245 Children's Literature	Opt	20	A3-7;B1-5;C1-3;D1-11
SEL246 New Zealand Cinema	Opt	20	A3-7;B1-5;C1-3;D1-11
SEL256 Hollywood Cinema 2	Opt	20	A3-7;B1-3,5;C1-3;D1-11
FMS206 British Cinema 1	Opt	20	A3-7;B1-3,5;C1-3;D1-11
SEL244 Bible & Literature 1	Opt	20	A3-7;B1-3,5;C1-3;D1-11
RST330 Bible & Literature 2	Opt	20	A3-7;B1-3,5;C1-3;D1-11
SEL254 Transformations: Page to Stage	Opt	20	A3-7;B1-5;C1-3;D3,10
SEL263 Detective Fiction: Gender & Genre	Opt	20	A3-7;B1-5;C1-3;D1-11
<i>Band 10: Extended Study – Stage 2 only</i>			
SEL269 Extended Study 1	Opt	20	A1-7;B1-6;C1-3;D1,4,5,6,8
SEL270 Extended Study 1	Opt	20	A1-7;B1-6;C1-3;D1,4,5,6,8
<i>Band 11: Extended Study – Stage 3 only</i>			
SEL271 Extended Study 2: Sem. 1	Opt	20	A1-7;B1-6;C1-3;D1,4,5,6,8
SEL272 Extended Study 2: Sem. 2	Opt	20	A1-7;B1-6;C1-3;D1,4,5,6,8
SEL273 Extended Study 3: Sem. 1	Opt	20	A1-7;B1-6;C1-3;D1,4,5,6,8
SEL274 Extended Study 3: Sem. 2	Opt	20	A1-7;B1-6;C1-3;D1,4,5,6,8
SEL252 File of Original Literary Work	Opt	20	B4
SEL275 Dissertation: Sem. 1 & 2	Opt	40	A3-7;B1-5;C1-4;D1,4,5,6,8
SEL275 Dissertation: Sem. 1	Opt	40	A3-7;B1-5;C1-4;D1,4,5,6,8
SEL275 Dissertation: Sem. 2	Opt	40	A3-7;B1-5;C1-4;D1,4,5,6,8

12 Criteria for Admission:

GCSEs required

N/A

A-Level Subjects and Grades

AAB including English Literature or English Language and Literature with an A. Includes General Studies.

Alternative entry qualifications

Highers

AAABB, including English at grade A. Advanced Higher (grade B) in English is desirable but not essential. A combination of Highers and Advanced Highers is acceptable.

Widening Participation

18 points, with a B in English. Includes General Studies.

Admissions policy

Students to whom offers are made are invited to an open day to meet staff and students and to see the department. Attendance is not compulsory.

Arrangements for non-standard entrants

Mature and Overseas Students are dealt with on an individual basis.

Any Additional Requirements:

No

13 Support for Students and their Learning:

Induction

Faculty Lecture on Study Skills in induction week
Faculty Introduction to use of IT
Faculty Introduction to the library
Degree and Stage Briefing Meetings
School Handbook
Stage and Degree Manual

Study skills support

Student Resource Centre (this room houses copies of module outline forms, style sheets, forms for module and degree transfers, the Video library).
Student e-mail, and open access to all staff, including the DPD
Access to IT network
Blackboard
Writing Skills module at Stage 1

Academic support

Tutorial/Small Group Learning (staff-student ratio for tutorial teaching at Stage 1 of 1:8)
Module Outline Forms
Staff/Student Committee with representation at Boards of Study

Pastoral support

Open access to DPD
Personal Tutors who advise on pastoral issues

Support for Special Needs

Access to Learning Support Services/Disability Unit

Learning resources

Extensive Library (Robinson Library; Dept. Library)

School Video Library

Access to Renaissance Studies Room (which contains microfilm copies of all printed books pre-1700)

Access to Catherine Cookson Archive

Access to the Northern Arts Literary fellow

Exchange programmes with the Universities of Bergen, Ghent, Leiden, Nancy, McGill, Waterloo, South Florida and Loyola

14 Methods for evaluating and improving the quality and standards of teaching and learning:**Module reviews**

Module Appraisal, now conducted electronically

General issues raised at Board of Studies

Bi-annual Staff Appraisal

Peer teaching observation

Programme reviews

Stage Appraisal

General Issues raised at Board of Studies

Annual Away Days

Regular School meetings to review teaching and plan ahead

External examiner reports

Board of Studies, reserved business

Faculty Teaching and Learning Committee

Feedback Mechanisms

Staff/Student Committee

Board of Studies

Board of Examiners

School Teaching Committee

Faculty and University Review Mechanisms

Faculty Teaching and Learning Committee

University Teaching and Learning Committee

15 Regulation of Assessment

Pass Marks

40%

Course Requirements

To qualify for the Honours Degree students must complete all course requirements and must pass all modules

Weighting of Stages

The marks for Stage 2 and 3 assessments contributes equally to the final classification of the degree. The marks for wach module are weighted according to the credit value of the module.

Common Marking Scheme

70%+	Represents first-class performance
60%-69%	Represents an upper second class performance
50%-59%	Represents a lower second performance
40%-49%	Represents a third class performance
0%-39%	Represents a Fail

Role of the External Examiner

To approve exam papers and lists of questions for submitted work

To read selected scripts: all first and fail marks, a sample script from the middle of the range and any scripts marked as a 'problem'

To read all borderline scripts in June

To attend the Board of Examiners in June

To approve finals examination performance

To report on the examination procedure

To report on the standards of the degree programme

16 Indicators of Quality and Standards:**Professional Accreditation Reports**

N/A

Internal Review Reports

N/A

Previous QAA Reports

In the 1995 TQA the teaching on the degree was deemed excellent

This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

In addition, information relating to the course is provided in:

The University Prospectus

The School of English Handbook

The School Stage and Degree Manuals

The University and Degree Programme Regulations

The Degree Programme Handbook

QAA Subject Review Report