

1	Awarding Institution	University of Newcastle upon Tyne
2	Teaching Institution	as above
3	Final Award	BA (hons)
4	Programme title	English Language
5	Programme Accredited by:	N/A
6	UCAS Code	Q302
7	QAA Subject Benchmarking Group(s)	English
8	Date of production/revision	28/10/04

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.

(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 Benchmark (QAA) statement for English (language) 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:

<p>A Knowledge and understanding</p> <ol style="list-style-type: none"> 1. The nature of human language 2. Essential linguistic terminology and methodology 3. The structure of English, its history and 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 English in different genres, contexts and historical periods <p>B. Subject specific/professional skills - Able to:</p> <ol style="list-style-type: none"> 1. practise 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. <p>C. Cognitive skills - Able to:</p> <ol style="list-style-type: none"> 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 our daily lives - and of the English as a global language. <p>D. Key (transferable) skills - Able to:</p> <ol style="list-style-type: none"> 1. plan and complete essays and project-work 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 material 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 	
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<p>10(b) Programme Intended Learning Outcomes:</p> <p>A Knowledge and Understanding</p> <p>At Stage 1 knowledge and understanding is acquired via lectures and seminars. 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</p>	<p>Teaching and Learning Methods and Strategies</p>
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developed with the optional Dissertation at Stage 3. Students are encouraged to supplement taught material through independent reading. Guidance on further reading is provided by each module director.

B Subject-specific/professional skills

At Stage 1 Subject-specific/professional skills are acquired via lectures and seminars. 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 optional Dissertation. Students are encouraged to supplement taught material through independent reading. Guidance on further reading is provided by each module director.

C Cognitive skills

At Stage 1 cognitive skills are acquired via lectures and seminars. Seminars give students the opportunity to discuss issues raised in lectures and to practise problem-solving. In seminars at Stage 1 emphasis is placed on the practical acquisition of cognitive skills for language and linguistic analysis. At Stages 2 and 3 cognitive skills are acquired via lectures, seminars 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. 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, 6, 8, 9, 10, 11 are introduced and practised on *Writing Skills* and/or practised in language seminars. These skills are promoted at Stages 2 and 3 with continued emphasis on student-led small group work, and with increased opportunity for guided independent study. Students are also given experience of small groups of different sizes. 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 and advice on writing an essay in language and linguistics is also 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 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.

C Cognitive skills

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

Examinations provide students with the opportunity to demonstrate their ability to structure a clear, concise and well reasoned argument, 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 knowledge of the scholarly protocols of the discipline.

D 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
Stage 1			
ELL101 Structure of English: Syntax	Core	10	A123 B25 C12 D1568
ELL102 Structure of English: Phonology	Core	10	A123 B25 C12 D1568
ELL130 The Nature of Language	Core	10	A1267 B1-5 C2-4 D1-11
ELL131 Topics in Language	Core	20	A1267 B1-5 C2-4 D1-11
ELL122 Introduction to English Historical Linguistics	Core	20	A12348 B245 C1-4 D1568
Writing Skills	Core	10	D1, 2, 7, 9, 10, 11

At Stage 1 students are given a thorough grounding in the basic knowledge and skills of the three areas of language and linguistic study: syntax, phonology and socio-/historical linguistics. Stage 1 modules introduce students to the practical skills of linguistic analysis which they will need at Stages 2 and 3. The module *Writing Skills* introduces students to academic skills: written English, preparing an essay and a presentation. An emphasis is placed at Stage 1 on small group teaching to enable the acquisition of academic, practical and key skills. Stage 1 language students must also take a further 40 credits outside their subject.

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

- (i) 40 credits from BAND 1 in Stage 2
- (ii) 40 credits from BAND 3
- (iii) 20 credits from BAND 11 in Stage 3
- (iv) 100 credits from BANDS 1 to 4
- (v) 40 credits from BANDS 1 to 11 (details of BANDS 5 to 9 are to be found in the specifications for Q300 but in practice most language students will take modules from the remaining 6 Bands)]

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. It also gives them the opportunity to develop particular interests and, by Stage 3, an area of expertise. Band restrictions, however, ensure coverage of the different language areas. Students are required to take modules to the value of 40 credits from the language and linguistics bands 1-2, and a further 100 credits from bands 1-3. Language students may also take Literature and Extended Study modules. They must take further modules of up to 60 credits from Bands 1-9. This can include a Dissertation (40 credits), Extended Study (20 credits) or a File of Original Literary Work (20), as well as further literature or language modules. The Extended Study and Dissertation also introduce students applying for postgraduate degrees to advanced research skills. Key skills D1-11 are practised across Stages 2 and 3.

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
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 10: Extended Study – Stage 2 only</i>			
SEL269 Extended Study 1	Opt	20	A1-7 (depending on subject of study);B1-5;C1-4;D1-11
SEL270 Extended Study 2	Opt	20	A1-7 (depending on subject of study);B1-5;C1-4;D1-11
<i>Band 11: Extended Study – Stage 3 only</i>			
SEL271 Extended Study 2 Sem. 1	Core	20	A1-7 (depending on subject of study);B1-5;C1-4;D1-11
SEL272 Extended Study 2 Sem. 2	Core	20	A1-7 (depending on subject of study);B1-5;C1-4;D1-11
SEL273 Extended Study 3 Sem. 1	Opt	20	A1-7 (depending on subject of study);B1-5;C1-4;D1-11
SEL274 Extended Study 3 Sem. 2	Opt	20	A1-7 (depending on subject of study);B1-5;C1-4;D1-11
SEL252 File of Original Literary Work	Opt	20	(see specifications for Q300)
SEL253 Dissertation	Opt	40	A1-7 (depending on subject of study);B1-5;C1-4;D1-11.

12 Criteria for Admission:

GCSEs required

N/A

A-Level Subjects and Grades

ABC/BBB. Includes General Studies. English Language is desirable but not essential.

Alternative entry qualifications

Highers

AABBB. A foreign language or mathematical/science subject is desirable but not essential. A combination of Highers and Advanced Highers is acceptable.

Widening Participation

18 points. 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 of English 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
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; School 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
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 each 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 1996 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