	PROGRAMME SPECIFICATION	Newcastle University

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	BA (Hons)
4	Programme Title	Classical Studies and English
5	UCAS/Programme Code	QQ83
6	Programme Accreditation	
7	QAA Subject Benchmark(s)	Q800 – Classical Studies
8	FHEQ Level	6
9	Date written/revised	15/11/07

10	Programme Aims

1. To enable students to develop knowledge of and insight into the classical world, and the influence which that world has had on western culture
2. To enable students to develop knowledge of and insight into a wide range of literature written in English
3. To promote students' insight into and ability to analyse the interrelationships between literature written in English (and, optionally, other aspects of western culture) and the literature and other cultural products of the classical world
4. To foster students' intellectual and core skills and thus:
    to equip them for further, independent intellectual and personal development
    to enhance their employability
5. To encourage students to approach other cultures, societies and viewpoints than their own with open-mindedness, analytical enquiry and sympathetic understanding
6. To provide a programme:
- in which teaching is informed by research, both relevant research in the discipline and research carried out by members of staff;
- which promotes the study of the classical languages and provides the opportunity to pursue and apply that study;
- which meets the requirements of the Quality Assurance Agency (QAA) Benchmark statement for Classics and English degrees;
- which fully meets the criteria for an honours degree laid down in the QAA's National Qualifications Framework.

11	Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the benchmark statements for (subject) (X).

Knowledge and Understanding

A.1	a broad knowledge of and insight into the classical world
A.2	a thorough knowledge of and insight into a range of specific classical texts and of disciplines concerned with the classical world on which students have specialised

A.3	a knowledge of the ways in which the ancients, and English writers of various periods, thought about and presented their world in literary texts
A.4	a knowledge of a diverse range of genres and forms of discourse in the field of English literary studies
A.5	a particular knowledge of aspects and periods of English literary studies in which classical influence is most apparent

Teaching and Learning Methods

A   Knowledge and understanding

A.1–A.4: The primary method of imparting knowledge and understanding is through lectures and language classes, backed up by lecture handouts and recommended reading. Knowledge and understanding of both classical and English topics are reinforced by interactive sessions within lectures and classes, seminars and discussion groups, and assignments.

The proportion of sessions involving interactive learning, particularly seminars, increases from Stage 1 to Stages 2 and 3. In Stages 2 & 3 there is increasing emphasis on students' independent development of knowledge and understanding, in independent study projects and in the Classics Stage 3 modules where the assessment requirements are designed to involve an enhanced element of independent study.

A.5: Knowledge of classical influence in English literature and related fields is imparted through lectures etc. in certain modules, but the primary teaching and learning method here is through the Stage 2 and 3 independent study projects, backed up by individual guidance from the modules leaders.

Progression: While most learning outcomes are promoted by teaching and learning in all three Stages, certain outcomes receive greater emphasis in Stages 2 and (increasingly) 3. These include in particular: **A.2; B.7–B.8; C.2; D.3 & D.5–6**.

Assessment Strategy

10.1. In order to assess the students' attainment in the objectives of the Classical Studies and English programme, a combination of types of assessment is employed:

   examinations
   submitted essays and other assignments
   independent study projects

These methods of assessment are used to assess students' attainment of the objectives of their course as follows:

Knowledge and understanding: a broad knowledge of and insight into the classical world (**A.1**), a thorough knowledge of and insight into certain specific aspects of the classical world (**A.2**), a knowledge of a diverse range of genres and forms of discourse in the field of English literary studies (**A.4**), and the other objectives which involve the grasp of essential issues involved in Classics and English Literature (**A.3, A.5**), are assessed by all the assessment methods used. **A.1-4** are particularly assessed by examination and submitted assignments:
   Examinations are used to assess retention of knowledge (the students'
   unassisted retention of the essential facts and features of their subject area) and
   their grasp of a range of the issues in the module
   Submitted assignments are used to assess students' understanding of and skills
   in collecting relevant information and evidence for themselves in support of their

arguments.

Independent Study Projects assess similar attributes to those required for submitted assignments, but are also designed to enable students to demonstrate subject knowledge and understanding, which either goes beyond that of other modules or is more detailed and explored at length. This method is particularly important in assessing learning outcome **A.5**

Intellectual Skills

Subject-specific skills

B.1   development of skills of comprehension, analysis and interpretation of:
-- texts by classical authors and by authors writing in English
--aspects of visual culture (e.g. film, classical art and architecture)

B.2   the ability to relate such texts to their literary and historical context

B.3   development of an awareness of a range of different possible methodologies for approaching the subjects studied, and the capacity for critical analyis of various methodologies

B.4   the ability to approach the study of the classical world from a range of perspectives

B.5   development of an open-minded, enquiring and sympathetic approach to the cultures of Classical Antiquity

B.6   appreciation of and the ability to explore the significance of the Classical tradition in western civilisation

B.7   the ability to apply skills of literary analysis to making and exploring connections and comparisons between classical and English literatures and cultures

B.8   development of skills and interpretative tools involved in assessing the influence of one culture upon another

C   **Cognitive skills**

C.1   acquisition of a range of intellectual skills, including skills in identifying and solving problems, and qualities of logical, critical, analytical and evaluative thought

C.2   development of the independence of judgment required critically to analyse various points of view, approaches and methodologies

C.3   development of skills of comprehension, analysis and interpretation of literary texts

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Teaching and Learning Methods

B   **Subject-specific/professional skills**

Subject-specific skills **B.1–B.4**, and in certain modules **B.6–B.8**, are demonstrated and promoted in lectures, language classes and seminars. Students' application of skills is promoted, and frequently tested, by assignments, seminar presentations and participation in discussion.

Development of an open-minded, enquiring and sympathetic approach to the cultures of Classical Antiquity (**B.5**) is encouraged by the range of approaches to classical topics demonstrated in lectures, and by tasks (for seminars, discussion sessions, assignments etc.) requiring students to reflect for themselves on such topics. Optional study of the classical languages makes a particular contribution to students' development of such an approach.

Skills relating to the study of classical influence operating in English literature and related fields (**B.6–B.8**) are primarily developed through the Stage 2 and 3

independent study projects, backed up by individual guidance from the modules leaders.

C   Cognitive skills

Cognitive skills **C.1–C.3** are principally promoted by participation in interactive learning in lectures and classes and by preparation for and participation in seminars. Students enhance their learning, skills of analysis and independence of judgement through independent reading and study and through the preparation of written assignments

Progression: While most learning outcomes are promoted by teaching and learning in all three Stages, certain outcomes receive greater emphasis in Stages 2 and (increasingly) 3. These include in particular: **A.2; B.7–B.8; C.2; D.3 & D.5–6**.

Assessment Strategy

10.1. In order to assess the students' attainment in the objectives of the Classical Studies and English programme, a combination of types of assessment is employed:

examinations
submitted essays and other assignments
independent study projects

These methods of assessment are used to assess students' attainment of the objectives of their course as follows:

Subject-specific and cognitive skills: the range of intellectual skills (**B.1–B.8** and **C.1–C.3**) are again assessed, in the context of different topics, by a variety of the methods of assessment listed. There is, however, often particular (although not exclusive) emphasis for each method on particular aspects.

Examinations are used in particular to assess students' capacity for analytical thought and flexibility (**C.1**), and the ability to apply skills of comprehension, analysis and interpretation to texts, language tasks and visual culture (**B.1–2, C.3**).

Submitted assignments, including language-based exercises, and independent study projects are used in particular to assess independence of judgement (**C.2**), awareness of a range of possible different viewpoints and methodologies (**B.3**) and flexibility in the application of skills to new material.

The Special Studies at Stages 2 and 3 (CLA2099 and CLA3099) aim to assess especially the analytical and interpretative skills involved in studying the influence of one culture on another (**B.8**), and students' ability to apply skills of literary analysis to making and exploring connections and comparisons between different literatures and cultures (**B.7**).

Progression
Independent Study Projects are introduced in Stage 2 and are one key feature of progression in this degree programme, with increased opportunity to undertake such projects in Stage 3. They are designed to assess in particular students' initiative, independence of judgement, independent research skills, organisational and presentation skills (**C.2, D.1, D.5–8**). The Special Studies at Stages 2 and 3 (CLA2099 and CLA3099) aim in addition to assess especially the analytical and interpretative skills involved in studying the influence of one culture on another, and

students' ability to apply skills of literary analysis to making and exploring connections and comparisons between different literatures and cultures (**B.7-B.8**). The differential assessment in Stage 3 versions of Classics modules taught concurrently to Stage 2 and Stage 3 students is designed to require an enhanced element of independent learning and initiative either through the assessed assignment component or through the examination (e.g. setting a question which requires students to have read additional relevant material not directly covered in the taught component of a module).

Practical Skills

Transferable/Key Skills

Acquisition of skills in:
D.1 written communication
D.2 interpersonal communication
D.3 oral presentation
D.4 problem-solving
D.5 organisation & time management
D.6 initiative
D.7 use of information technology (primarily word processing)
and
D.8 development of flexibility in applying skills learnt to new material and in different contexts.

Teaching and Learning Methods

D   **Key (transferable) skills**
Key aspects of skills **D.1** and **D.4–7** are introduced to students through induction sessions, supported by the Student Handbooks and by materials on the School web-sites.
D.1 Skills of written communication are particularly promoted at Stage 1 in the English modules Academic Research and Selected Texts I & II, and in the Classics modules Tragedy, Comedy, History: Tragedy, Comedy, History: Tragedy, Comedy, History: The World of Greek Literature and Love and Life in Rome and Verona. In Stages 2 & 3 these skills are further promoted through assignments and the guidance and feedback given on these.
D.2. Skills of interpersonal communication are promoted by all types of interactive learning.
D.3. Oral presentation skills are introduced in Academic Research and/or practised in Selected Texts I & II; they are further promoted through all seminars.
D.4. Skills of problem-solving (under which heading are comprised all varieties of logical, critical, evaluative and analytical thought) are presented and practised in all modules.
D.5. Time management is encouraged by class preparation and the assignment work-load; it is particularly developed by the independent study project modules (CLA2099 & 3099, etc.) and by the optional advanced language modules CLA2001/CAG2001 and CLA3001/CAG3001.
D.6 Initiative is promoted by all modules involving an assessed assignment, and particularly by independent study projects.
D.7 I.T. skills are promoted through the requirement for all submitted assignments to be word-processed. Certain optional modules (e.g. the Stage 1 World History modules) include assessed elements which require use of the internet and of on-line technology.
D.8 Flexibility in applying skills is promoted by setting tasks (for discussion sessions,

seminars and/or assignments) where students are required to apply skills and approaches encountered in their degree to passages, topics etc. not explicitly covered in the taught syllabus

Progression: While most learning outcomes are promoted by teaching and learning in all three Stages, certain outcomes receive greater emphasis in Stages 2 and (increasingly) 3. These include in particular: **A.2; B.7–B.8; C.2; D.3 & D.5–6**.

Assessment Strategy

Key (transferable) skills: w
Skills of written communication, adaptability, and initiative (**D.1, 6, 8**) are also assessed by all methods described above.

Examinations require in particular skills of selection and conciseness in assembling arguments or exposition, and the ability to 'think on one's feet' and to be flexible in applying knowledge (**D.8**). They also require students to exercise skills of time-management and organisation (**D.5**).

Submitted assignments in particular are used to assess initiative and skills in independent investigation (**D.4, D.6**) and in correlating a discrete range of approaches and evidence (**D.8**).

Independent study projects lay particular emphasis on initiative in choosing and researching topics independently (**D.6**)

All independent study projects, and Stage 2 and 3 translation modules, involve planning and organisational skills (**D.5**).

Information technology skills (**D.7**) are not in most cases assessed separately, but are involved wherever modules are assessed in whole or in part by submitted assignments, independent study projects etc. since all such work must be word-processed.

Oral presentation skills (**D.3**) are assessed in the Stage 1 English module Academic Research. Otherwise, skills of oral and interpersonal communication (**D.2–3**) are introduced and practised in many modules throughout the degree, but are not in most cases currently assessed. Skills of interpersonal communication do not in any case lend themselves to formal methods of assessment. With oral presentation skills, the assessment question is kept under review by School teaching and learning committees. In general, it is felt that the opportunity for students to develop and practice oral skills in a non-threatening environment is more important than that such skills should be comprised in the assessment procedure at Honours level. Current practice is determined by the widely-recognised difficulties in evolving, for Honours-level modules, a system for assessing oral skills which is objective, fair to the students, and does not inhibit students' willingness to contribute to debate. In some modules submitted assessed assignments are directly based on a student's presentation in a seminar.

Progression
Independent Study Projects are introduced in Stage 2 and are one key feature of progression in this degree programme, with increased opportunity to undertake such projects in Stage 3. They are designed to assess in particular students' initiative, independence of judgement, independent research skills, organisational and presentation skills (**C.2, D.1, D.5–8**). The Special Studies at Stages 2 and 3 (CLA2099 and CLA3099) aim in addition to assess especially the analytical and interpretative skills involved in studying the influence of one culture on another, and students' ability to apply skills of literary analysis to making and exploring connections and comparisons between different literatures and cultures (**B.7-B.8**). The differential assessment in Stage 3 versions of Classics modules taught

concurrently to Stage 2 and Stage 3 students is designed to require an enhanced element of independent learning and initiative either through the assessed assignment component or through the examination (e.g. setting a question which requires students to have read additional relevant material not directly covered in the taught component of a module).

12	Programme Curriculum, Structure and Features

Basic structure of the programme

The B.A. with Joint Honours in Classical Studies and English is designed to cover a wide range of literary and related topics in both English Literature and the classical world, and to promote consideration of the interrelationships between these two fields, especially in terms of influence, but also in terms of broader comparative studies. Students are required to take at least one-third of their modules in each Stage in each of English Literature and Classics. Study of the close relationship between the two parts of the programme is explicitly assured through the two individually supervised 'Special Studies' (one in each of Stages 2 & 3) on an aspect of classical influence in English literature; issues and illustrative material relevant to studying the classical tradition are introduced in certain Stage 1 modules, such as CAC1014.

In **Stage 1** students gain essential foundation knowledge and a range of essential skills. They are also introduced to the diversity of the fields concerned in the degree and to some of the ways in which classical influence has operated in western culture. In **English**, they take 40 compulsory credits of the English Literature introductory modules (S**ELL1003/1004**), covering a selection of texts (and latterly film) across the chronological range from the Renaissance to the present day, and a 10-credit compulsory module on Academic Skills (**SEL1009**). One further optional 10-credit English module is then chosen, on Literary Theory (**SEL1011**), Special Topic (currently Fantasy) **(SEL1002)** or Mediaeval literature (**SEL1010**). In **Classics** students choose 60 credits selected from modules in Greek and Love and Life in Rome and Verona (**CAC1013 & CAC1014**), Ancient Philosophy (**CAC1015**) and from language options in Latin or Greek (at least 40 credits must be selected from these), with further options in art & architecture (**CAC1012**), ancient history (**CAH1012 & CAH1013**) and World History (**HIS1023 & HIS1024**).

Progression requirements

As for normal university regulations for Stage 1.

After the preparatory first-year stage, the emphasis is on students developing their own interests and aptitudes within the diverse range of topics offered by the two fields of study in the degree. A range of options is offered in the fields of English literary studies broadly conceived, and of 'classical studies' including history, material culture and philosophy-based subjects as well as Latin and Greek literature in translation. In both Stages 2 and 3, students take at least 40-credits' worth each of English and Classics modules.

In **Stage 2** students take a 20-credit Special Study "on an aspect of classical influence in English literature" (**CLA2099**). This is designed to help students focus on the close relationship between the two parts of the degree programme, and to give students the opportunity to pursue a topic of personal interest independently. In **English**, students then select between 40 and 60 credits of modules from English Bands 5 to 9 (see below); a maximum of 40 credits may be taken from any one band. In **Classics**, students choose between 40 and 60 credits from modules covering literature, philosophical culture, material culture, history, linguistic topics and

'interdisciplinary' topics such as historiography or study of the classical tradition. They may also choose to begin study of Latin or Greek at beginners' level, or to continue such study by taking more advanced options in either language.

Progression requirements

As for normal university regulations for Stage 2. Note that CLA2099 is a core module; a pass must be achieved in this before a student may progress into Stage 3.

In **Stage 3** students take a further 20-credit Special Study "on an aspect of classical influence in English literature" (**CLA3099**), similar to that undertaken in Stage 2 but in which students are expected to apply the appropriate skills and approaches at a more advanced level than in the previous Stage. Then in **English**, between 40 and 60 credits are taken from English Bands 5 to 9 and 11 (see below); a maximum of 40 credits may be taken from any one band. In **Classics**, students again choose between 40 and 60 credits from modules covering the range of fields listed for Stage 2 (see lists below), with the option of beginning or continuing study of one of the classical languages. There is also the opportunity to undertake 20 credits of further independent study, leading to an extended essay or dissertation, in either English or Classics. In Classics, modules taught to Stages 2 and 3 together have differential assessment: assessment of the Stage 3 version of such modules is designed to require an advanced level of application of the skills and approaches encountered and/or application of skills and approaches to additional, independently studied material relevant to the module topic.

Progression requirements

As for normal university regulations for Stage 3. Note that CLA3099 is a core module.

Key features of the programme (including what makes the programme distinctive)

Classical Studies and English is an exciting degree which allows students to combine the study of the rich variety of texts written in English with study of the culture of the classical world, and at the same time to explore the connections between the two. The degree is highly flexible, especially in Stages 2 and 3, permitting students to choose topics to suit their own particular interests. There is a wide range of modules to choose from, covering English literature of all genres and periods, film, creative writing, classical literature, material culture, thought, history, historiography and classical influences on western culture.

A key feature of the degree, and one which assures study of the close relationship between the two parts of the programme, are the independent projects which students undertake in each of Stages 2 and 3, exploring the influence of the classical world on English literature with regard to specific writers, texts, films etc. At Stage 3 there is also the opportunity, within the scope of the project, to explore the influence of the classical world more broadly in terms of art, architecture and heritage culture.

Issues and illustrative material relevant to studying the classical tradition are introduced in certain optional Classics modules throughout the degree, such as CAC1014, CAC2052/3052, CAC2054/3054, CAC2037/3037, and in most cases students have the opportunity to explore this aspect within the assessment of such modules.

Programme regulations (link to on-line version)

http://www.ncl.ac.uk/regulations/programme/2007-2008/programme/qq83.php

13	Criteria for admission

Entry qualifications
AAB at A level, excluding General Studies; A-Level English at B grade or above required. AVCE (Double Award) accepted if offered in combination with an appropriate Arts A level.

AAABB at Scottish Higher Grade, including English with Advanced Higher English preferred. The International Baccalaureate is also accepted, ordinarily with the requirement to achieve a score of 35 points including Higher Level English at grade 6.

We also accept students from access to Higher Education Courses, requiring three modules at Distinction level; modules in English Literature and/or English Language are essential.

Admissions policy/selection tools
Offers are made on the basis of the UCAS form. All those to whom offers are made are invited to an Open Day. Attendance is not compulsory.

Non-standard Entry Requirements
Non-standard entrants are encouraged to contact the Department and will normally be interviewed.

Additional Requirements

Level of English Language capability
For applicants whose first language is not English, evidence of English language skills that are adequate to complete the programme successfully is required.

14	Support for Student Learning

Induction
During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principle support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students.

Study skills support
Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

Numeracy support is available through Maths Aid.

Help with academic writing is available from the Writing Centre.

Academic support
The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may

be raised at the Staff-Student Committee, and/or at the Board of Studies.

Pastoral support
All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees. In addition the University offers a range of support services, including one-to-one counselling and guidance or group sessions/workshops on a range of topics, such as emotional issues eg. Stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Union Society operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

Support for students with disabilities
The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies.

Learning resources
The University's main learning resources are provided by the Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities.

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-sessional language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange.

15   Methods for evaluating and improving the quality and standards of teaching and learning

Module reviews
All modules are subject to review by questionnaires which are considered by the Board of Studies. Changes to, or the introduction of new, modules are considered at the School Teaching and Learning Committee and at the Board of Studies. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

Programme reviews
The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee.

External Examiner reports
External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with institutional student representatives, through the Staff-Student Committee.

Student evaluations
All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies. The National Student Survey is sent out every year to final-year undergraduate students, and consists of a set of questions seeking the students' views on the quality of the learning and teaching in their HEIs. With reference to the outcomes of the NSS and institutional student satisfaction surveys actions are taken at all appropriate levels by the institution.

Mechanisms for gaining student feedback
Feedback is channelled via the Staff-Student Committee and the Board of Studies.

Faculty and University Review Mechanisms
The programme is subject to the University's Internal Subject Review process. Every five years degree programmes in each subject area are subject to periodic review. This involves both the detailed consideration of a range of documentation, and a two-day review visit by a review team which includes an external subject specialist in addition to University and Faculty representatives. Following the review a report is produced, which forms the basis for a decision by University Teaching and Learning Committee on whether the programmes reviewed should be re-approved for a further five year period.

Accreditation reports

Additional mechanisms

| 16 | Regulation of assessment |

Pass mark
The pass mark is 40 (Undergraduate programmes)

Course requirements
Progression is subject to the University's Undergraduate Progress Regulations and Undergraduate Examination Conventions. In summary, students must pass, or be deemed to have passed, 120 credits at each Stage. Limited compensation up to 40 credits and down to a mark of 35 is possible at each Stage and there are resit opportunities, with certain restrictions.

Weighting of stages
The marks from Stages 2 and 3 will contribute to the final classification of the degree The weighting of marks contributing to the degree for Stages 2 and 3 is one-third for Stage 2 and two-thirds for Stage 3.

Common Marking Scheme
The University employs a common marking scheme, which is specified in the Undergraduate Examination Conventions, namely

	Modules used for degree classification (DC)	Modules not used for degree classification
<40	Fail	Failing

40-49	Third Class	Basic
50-59	Second Class, Second Division	Good
60-69	Second Class, First Division	Very Good
70+	First Class	Excellent

Role of the External Examiner

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies. The External Examiner is expected to:

See and approve examination papers
Moderate examination and coursework marking
Attend the Board of Examiners
Report to the University on the standards of the programme

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

The University Prospectus (see http://www.ncl.ac.uk/undergraduate/ or http://www.ncl.ac.uk/postgraduate/

The School Brochure (contact enquiries@ncl.ac.uk)

The University Regulations (see http://www.ncl.ac.uk/calendar/university.regs/)

The Degree Programme Handbook

Please note. 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.

Mapping of Intended Learning Outcomes onto Curriculum/Modules
STAGE 1

	Learning outcomes	Progression requirements
Compulsory:		
English		
SEL1003 (20) Introduction to Literary Studies I	A3–4; B.1–3, C.1, 3; D.1–2, 4–7	
Pass		
SEL1004 (20) Introduction to Literary Studies II	A3–4; B.1–3, C.1, 3; D.1–2, 4–7	
Pass		
SEL1009 (10) Academic Research	D.1–3, 5	
Pass		
Optional:		
English		
SEL1011 (10) Literary Theory	B.1–3; C.3; D.1–2, 4	
Pass		
SEL1002 (10) Special Topic	A.3–4; B.1–3; C.1, 3; D.1	
Pass		
SEL1010 (10) Medieval Literature	A.3–4; B.1–2; C.1, 3; D.1	
Pass		
Ancient Culture		
CAC1012 (20) Classical Art from	A.1; B.1, 4–5, C.1, D.1, 4	
Pass		
Greece to Rome		
CAC1013 (20) Love and Life in	A.1, A.3; B.1–2, 5, C.1, 3; D.1–2, 4, 7-8	
Pass		
Rome and Verona		
CAC1014 (20) Tragedy, Comedy, History:	A.1, A.3; B.1–2, 4–6, C.1, 3; D.1–2,	
Pass		
The World of Greek Literature	D4, 7–8	
CAC1015 (20) Desiring to Know:	A.1, A.3; B.1–2, 4–5, C.1, 3; D.1–2, 4, 8	
Pass		
Introduction to Ancient Philosophy		
Ancient Greek		
CAG1001 (20) Beginners Greek in Action 1:	B.1, 5; C.1, 3; D.1–2, 4–6, 8	
Pass		
CAG1002 (20) Beginners Greek in Action 2	B.1, 5; C.1, 3; D.1–2, 4–6, 8	
Pass		
CAG1011 (20) Intermediate Latin Language and Literature 1		
	A.1, 3; B.1, 5; C.1, 3; D.1–2, 4–6, 8	
Pass		
CAG1012 (20) Intermediate Latin Language and Literature 2		
	A.2–3; B.1–2, 5; C.1, 3; D.1–2, 4–6, 8	
Pass		
Latin		
CLA1001 (20) Beginners' Latin, Part I	B.1, 5; C.1, 3; D.1–2, 4, 6, 8	
Pass		
CLA1002 (20) Beginners' Latin, Part II	B.1, 5; C.1, 3; D.1–2, 4, 6, 8	
Pass		
CLA1011 (20) Latin Level I: Intermediate	A.1–3; B.1–2, 5–6; C.1, 3; D.1–2, 4, 6, 8	
Pass		
Language and Literature 1		

CLA1012 (20) Latin Level I: Intermediate Pass Language and Literature 2	A.1–3; B.1–2, 5–6; C.1, 3; D.1–2, 4, 6, 8
Ancient History	
CAH1012 (20) Ancient State: Archaic Pass and Classical Greece	A.1, 3; B.1–5, C.1, 3; D.1–2, 4–5
CAH1013 (20) Ancient State: Roman Pass Republic	A.1, 3; B.1–5, C.1, 3; D.1–2, 4–5
World History	
HIS1023 (20) Encounters in World History Pass	B.2–4; C.1; D.1–5, D.7
HIS1024 (20) Identities in World History Pass	B.2–4; C.1; D.1–5, D.7

STAGES 2 & 3
Note: that in Stages 2 and 3, not all of the modules listed under CAC, CAH and SEL/ELL codes will be available in any one year. CAC-coded modules in these stages mostly operate on a two-year alternating cycle, as do those CAH-coded modules which are taught to Stage 2 and 3 students together. Availability of other Stage 3 CAH-coded modules, and all SEL/ELL ones, may vary according to staff availability.

STAGE 2

Compulsory (core):
CLA2099 (20) Special Study on an aspect of classical influence in English literature,
Stage 2   A.2, 5; B.1–8; C.1–3; D.1, 4–8
        Pass

Optional:
The progression requirement for all optional modules is a pass, except as covered by provisions set out in the University Examination Conventions.
ENGLISH
All modules are 20 credits unless otherwise stated. Key skills D1-8 are practised in all module.
All English modules are available at both Stages 2 and 3 except:
        Stage 2 only: FMS 203
The following list was drawn up in 2004, but the range of English modules changes annually. For an up-to-date list, please see English Literature Programme Specification.

Band 5   MEDIAEVAL & EARLY MODERN LITERATURE
SEL213 Elizabethan Tragedy   Opt   A3, A4, A5, B1, B2, B3, B7, C1, C2, C3
ELL239 Shakespeare and Jonson   Opt   A3, A4, A5, B1, B2, B3, B7, C1, C2, C3
ELL248 John Donne and the 17th -century Opt   A3, A4, A5, B1, B2, B3, B7, C1, C2, C3
        Lyric
ELL245 Shakespeare's Histories   Opt   A3, A4, A5, B1, B2, B3, B7, C1, C2, C3
SEL216 The Atlantic Renaissance   Opt   A3, A4, A5, B1, B2, B3, B7, C1, C2, C3

SEL217 Renaissance Women's Writing   Opt   A3, A4, A5, B1, B2, B3, B7, C1, C2, C3

Band 6   EIGHTEENTH-CENTURY AND ROMANTIC LITERATURES
EL218 Eighteenth-Century Women Writers   Opt   A3, A4, B1, B2, B3, B7, C1, C2, C3
SEL219 Byron and Shelley   Opt   A3, A4, B1, B2, B3, B7, C1, C2, C3
SEL220 Narratives of Cultural Change,   Opt   A3, A4, B1, B2, B3, B7, C1, C2, C3
      1789-1832
SEL221 Romantic Life-Writing   Opt   A3, A4, B1, B2, B3, B7, C1, C2, C3
SEL222 Jane Austen and Walter Scott   Opt   A3, A4, B1, B2, B3, B7, C1, C2, C3
SEL223 Blake, Keats and selected   Opt   A3, A4, B1, B2, B3, B7, C1, C2, C3
      contemporaries
SEL224 Johnson, Boswell and their circle   Opt   A3, A4, B1, B2, B3, B7, C1, C2, C3
SEL225 Wordsworth and Coleridge   Opt   A3, A4, B1, B2, B3, B7, C1, C2, C3

BAND 7   NINETEENTH-CENTURY LITERATURE
SEL226 Robert and Elizabeth Barrett Browning   Opt   A3, A4, B1, B2, B3, C1, C2, C3
ELL257 High Victorian Poetry and Prose,   Opt   A3, A4, B1, B2, B3, C1, C2, C3
      1842-1889
SEL227 Classic American Literature   Opt   A3, A4, B1, B2, B3, C1, C2, C3
SEL228 Writing Slavery: Fictions, Histories, Lives   Opt   A3, A4, B1, B2, B3, C1, C2, C3
SEL229 Travel Writing and Empire   Opt   A3, A4, B1, B2, B3, C1, C2, C3
SEL230 Narratives of Crime and Empire   Opt   A3, A4, B1, B2, B3, C1, C2, C3
SEL231 Imagining Pasts and Futures   Opt   A3, A4, B1, B2, B3, C1, C2, C3

BAND 8   TWENTIETH-CENTURY LITERATURE
ELL317 Conrad and Modernism   Opt   A3, A4, B1, B2, B3, C1, C2, C3
SEL232 World Poetry of the Second World War   Opt   A3, A4, B1, B2, B3, C1, C2, C3
SEL233 Twentieth-Century American Women Poets   Opt   A3, A4, B1, B2, B3, C1, C2, C3
SEL234 Virginia Woolf: Gender and Writing   Opt   A3, A4, B1, B2, B3, C1, C2, C3
ELL368 Representations of the Holocaust   Opt   A3, A4, B1, B2, B3, C1, C2, C3
SEL235 Modern and Contemporary Scottish   Opt   A3, A4, B1, B2, B3, C1, C2, C3
      Writing
SEL236 American Fiction 1945-2000   Opt   A3, A4, B1, B2, B3, C1, C2, C3
SEL238 American Fiction 1900-1945   Opt   A3, A4, B1, B2, B3, C1, C2, C3
SEL239 American Poetry and the Visual Arts   Opt   A3, A4, B1, B2, B3, C1, C2, C3
SEL240 Pan-Caribbean Poetics   Opt   A3, A4, B1, B2, B3, C1, C2, C3
SEL241 The English Ghost Story   Opt   A3, A4, B1, B2, B3, C1, C2,

C3
SEL242 Scottish Literature   Opt   A3, A4, B1, B2, B3, C1, C2, C3
SEL243 The Contemporary Novel   Opt   A3, A4, B1, B2, B3, C1, C2, C3

BAND 9   LITERARY THEORY, GENRES AND POPULAR CULTURE

ELL336 Narrative Theory: Novel to Film   Opt   A3, A4, B1, B2, B3, C1, C2, C3

SEL244 The Bible and Literature I   Opt   A3, A4, B1, B2, B3, C1, C2, C3

ELL337 Poetry Workshop   Opt   A3, A4, B1, B2, B3, C1, C2, C3

SEL245 Children's Books   Opt   A3, A4, B1, B2, B3, C1, C2, C3

FMS 203 Introduction to Film Studies **10 credit**   Opt   A3, A4, B1, B2, B3, C1, C2, C3

FMS301 British Cinema I **10-credit**   Opt   A3, A4, B1, B2, B3, C1, C2, C3

FMS302 British Cinema II **10-credit**   Opt   A3, A4, B1, B2, B3, C1, C2, C3
ELL341 Hollywood Cinema I **10-credit**   Opt   A3, A4, B1, B2, B3, C1, C2, C3

ELL342 Hollywood Cinema II **10-credit**   Opt   A3, A4, B1, B2, B3, C1, C2, C3

SEL246 Film and Culture: The New   Opt   A3, A4, B1, B2, B3, C1, C2, C3
      Zealand Cinema
SEL247 Criminal Fictions: Detectives and   Opt   A3, A4, B1, B2, B3, C1, C2, C3
      Investigators
SEL248 The Arthurian Legend   Opt   A3, A4, B1, B2, B3, C1, C2, C3

CLASSICS
Ancient Culture

CAC2044 (20) Building for the Gods: the Archaeology   A.2; B.1, 3–5; C.1–3; D.1–2, 4–6
      and Art of Greek Religion
CAC2045 (20) History of Greek and Roman Medicine   A.2–3; B.1–5; C.1–3; D.1–2, 4
CAC2050 (20) The Historians of Antiquity: Shaping the Past   A.2–3; B.1–5; C.1–3; D.1–8
CAC2052 (20) Foundations of European Drama: Tragedy in   A.2–3; B.1–2, 5–6; C.1–3; D.1–4, 8
      Greece and Rome
CAC2054 (20) Epic Journeys: the *Odyssey* and Homeric epic   A.2–3; B.1–2, 5–6; C.1–3; D.1–4, 8
CAC2055 (20) Comprehending the Universe   A.2–3; B.1–5; C.1–3; D.1–4, 6, 8
      Ancient theories of knowledge and reality
CAC2046 (20) Poet and King: Virgil's *Aeneid* and   A.2–3; B.1–5; C.1–3; D.1–4, 6
      the Age of Augustus
CAC2048 (20) The Greeks and their Gods   A.2–3; B.1–5; C.1–3; D.1–4, 6, 8
CAC2011 (20) Horace, *Odes* (in translation)   A.2–3; B.1–3, 5–6; C.1–3; D.1–4, 8

CAC2012 (20) Ovid, *Metamorphoses* (in translation)   A.2–3; B.1–3, 5–6; C.1–3; D.1–4, 8

CAC2037 (20) Children of Hellas: Greek Literature   A.2–3, 5; B.1–8; C.1–3; D.1–8
      and the Classical Tradition

CAC2047 (20) Body, Mind and Spirit in Greek Thought   A.2–3; B.1–5; C.1–3; D.1–4, 6, 8

CAC2049 (20) Happiness and Responsibility in Greek   A.2–3; B.1–5; C.1–3; D.1–4, 6, 8
      Thought

CAC2053 (20) Greek Myth   A.2–3; B.1–5; C.1–3; D.1–8

Ancient Greek

CAG1001 (20) Greek in Action A: B.1, 5; C.1, 3; D.1–2, 4–6, 8
      Pass

CAG1002 (20) Greek in Action B   B.1, 5; C.1, 3; D.1–2, 4–6, 8
      Pass

CAG1011 (20) Greek in Action C   A.1, 3; B.1, 5; C.1, 3; D.1–2, 4–6, 8
      Pass

CAG1012 (20) Greek Language and   A.2–3; B.1–2, 5; C.1, 3; D.1–2, 4–6, 8
      Pass
      Literature I

CAG2001 (20) Level 2 Greek: Interpretation of Texts   A.1–3; B.1-2, 5; C.1–3; D.1–2, 4–8

CAG2002 (20) Level 2 Greek: Special Study: Stage 2   A.2–3; B.1-3, 5; C.1–3; D.1–2, 4–8

Latin

CLA1001 (20) Beginners' Latin, Part I   B.1, 5; C.1, 3; D.1–2, 4, 6, 8
      Pass

CLA1002 (20) Beginners' Latin, Part II   B.1, 5; C.1, 3; D.1–2, 4, 6, 8
      Pass

CLA1011 (20) Latin Level I: Intermediate   A.1–3; B.1–2, 5–6; C.1, 3; D.1–2, 4, 6, 8
      Pass
      Language and Literature 1

CLA1012 (20) Latin Level I: Intermediate   A.1–3; B.1–2, 5–6; C.1, 3; D.1–2, 4, 6, 8
      Pass
      Language and Literature 2

CLA2001 (20) Level 2 Latin: Interpretation of Texts   A.1–3; B.1-2, 5; C.1–3; D.1–2, 4–8

CLA2002 (20) Level 2 Latin: Special Study Stage 2   A.2–3; B.1–2, 4–5; C.1–3; D.1–2, 4–8

Ancient History

CAH2006 (20) In Alexander's Footsteps: A.2–3; B.2–4; C.1–3; D.1–2, 4–8
      Greeks and Macedonians 400–200 BC

CAH2007 (20) Caesar's Gift: the Roman Emperors   A.2–3; B.2–4; C.1–3; D.1–2, 4–8

CAH2010 (20) Women in History and Culture   A.2; B.3–5; C.1–2; D.1–2, 4–8

CAH2011 (20) Celluloid History: the Past on Film   A.4; B.3–4, 6, 8; C.1–2; D.1–2, 4–8

STAGE 3

Compulsory (core):

CLA3099 (20) Special Study on an aspect of classical   A.2, 5; B.1–8; C.1–3; D.1, 4–8   Pass

influence in English literature, Stage 3

Optional:

The progression requirement for all optional modules is a pass, except as covered by provisions set out in the University Examination Conventions.

ENGLISH

As for Stage 2 except:

       Stage 2 only: FMS 203   **Stage 3 only:** Modules in Band 11

All modules are 20 credits unless otherwise stated. Key skills D1-8 are practised in all modules.

BAND 11   EXTENDED STUDY – STAGE 3 ONLY

SEL250 Extended Study 2   Opt   A3, A4, B1, B2, B3, C1, C2, C3

SEL251 Extended Study 3   Opt   A3, A4, B1, B2, B3, C1, C2, C3

SEL252 File of Original Literary Work   Opt   A4, B3, C1, C2

CLASSICS

Ancient Culture

CAC3044 (20) Building for the Gods: the Archaeology   A.2; B.1, 3–5; C.1–3; D.1–2, 4–6

and Art of Greek Religion

CAC3045 (20) History of Greek and Roman Medicine   A.2–3; B.1–5; C.1–3; D.1–2, 4

CAC3046 (20) Poet and King: Virgil's *Aeneid* and   A.2–3; B.1–5; C.1–3; D.1–4, 6

the Age of Augustus

CAC3050 (20) The Historians of Antiquity: Shaping the Past   A.2–3; B.1–5; C.1–3; D.1–8

CAC3052 (20) Foundations of European Drama: Tragedy in   A.2–3; B.1–2, 5–6; C.1–3; D.1–4, 8

Greece and Rome

CAC3054 (20) Epic Journeys: the *Odyssey* and Homeric epic A.2–3; B.1–2, 5–6; C.1–3; D.1–4, 6–8

CAC3055 (20) Comprehending the Universe   A.2–3; B.1–5; C.1–3; D.1–4, 6, 8

Ancient theories of knowledge and reality

CAC3003 (20) Special Study   A.2; B.1–2, 5; C.1–3; D.1, 4–8

CAC3099 (20) Dissertation   A.2; B.1–2, 5; C.1–3; D.1, 4–8

CAC3011 (20) Horace, *Odes* (in translation)   A.2–3; B.1–3, 5–6; C.1–3; D.1–4, 6, 8

CAC3012 (20) Ovid, *Metamorphoses* (in translation)   A.2–3; B.1–3, 5–6; C.1–3; D.1–4, 8

CAC3037 (20) Children of Hellas: Greek Literature   A.2–3, 5; B.1–8; C.1–3; D.1–8

and the Classical Tradition

CAC3047 (20) Body, Mind and Spirit in Greek Thought   A.2–3; B.1–5; C.1–3; D.1–4, 6, 8

CAC3048 (20) The Greeks and their Gods   A.2–3; B.1–5; C.1–3; D.1–4, 6, 8

CAC3049 (20) Happiness and Responsibility in Greek   A.2–3; B.1–5; C.1–3; D.1–4, 6, 8

Thought

CAC3053 (20) Greek Myth   A.2–3; B.1–5; C.1–3; D.1–8

Ancient Greek

CAG1011 (20) Greek in Action C   A.1, 3; B.1, 5; C.1, 3; D.1–2, 4–6, 8

Pass
CAG1012 (20) Greek Language and   A.2–3; B.1–2, 5; C.1, 3; D.1–2, 4–6, 8
        Pass
                    Literature I
CAG2001 (20) Interpretation of Greek Texts (level II)   A.1–3; B.1-2, 5; C.1–3;
D.1–2, 4–8
CAG2002 (20) Special Study in Greek: Stage 2   A.2–3; B.1-3, 5; C.1–3;
D.1–2, 4–8
CAG3001 (20) Level Latin: Interpretation of Texts   A.1–3; B.1-2, 5; C.1–3;
D.1–2, 4–8
CAG3002 (20) Level 2/3 Greek: Special Study Stage 3   A.2–3; B.1-3, 5; C.1–3;
D.1–2, 4–8

Latin
CLA1011 (20) Latin Level I: Intermediate   A.1–3; B.1–2, 5–6; C.1, 3; D.1–2, 4, 6, 8
        Pass
        Language and Literature 1
CLA1012 (20) Latin Level I: Intermediate   A.1–3; B.1–2, 5–6; C.1, 3; D.1–2, 4, 6, 8
        Pass
        Language and Literature 2
CLA2001 (20) Interpretation of Latin Texts (Level II)   A.1–3; B.1-2, 5; C.1–3; D.1–
2, 4–8
CLA2002 (20) Special Study in Latin: Stage 2   A.2–3; B.1–2, 4–5; C.1–3; D.1–
2, 4–8
CLA3001 (20) Level 3 Latin: Interpretation of Texts   A.1–3; B.1-2, 5; C.1–3; D.1–
2, 4–8
CLA3002 (20) Level 2/3 Latin: Special Study Stage 3   A.2–3; B.1–2, 4–5; C.1–
3; D.1–2, 4–8
Available by agreement with the Degree Programme Director:
Ancient History
CAH3008 (20) Rome and the Rise of Christianity   A.2–3; B.1–5; C.1–3;
D.1–2, 4, 6–8
CAH3009 (20) The Emperor and the Empire   A.2–3; B.1–5; C.1–3; D.1–2, 4,
6–8
CAH3023 (20) Women in History and Culture Stage 3   A.2; B.3–5; C.1–2; D.1–2,
4–8
CAH3026 (20) Sport in the Ancient World   A.2; B.3–5; C.1–2; D.1–2,
4–8
CAH3030 (20) Jews in the Hellenistic and Roman World   A.2; B.3–5; C.1–2; D.1–2,
4–8
CAH3015 (20) The Persian Empire 560-330 BC   A.2–3; B.1–5; C.1–3;
D.1–4, 6–8
CAH3022 (20) The Emperor Hadrian   A.2–3; B.1–5; C.1–3; D.1, 4, 7
CAH3025 (20) Celluloid History: the Past on Film Stage 3 A.4; B.3–4, 6, 8; C.1–2;
D.1–2, 4–8