

Programme Title: BA English



## Programme Specification

Awarding Body/Institution	Queen Mary, University of London
Teaching Institution	Queen Mary, University of London
Name of Final Award and Programme Title	BA (Hons) English
Name of Interim Award(s)	
Duration of Study / Period of Registration	3 years
QM Programme Code / UCAS Code(s)	Q300
QAA Benchmark Group	n/a
FHEQ Level of Award	Level 6
Programme Accredited by	N/A
Date Programme Specification Approved	18 Feb 2013
Responsible School / Institute	School of English & Drama

Schools which will also be involved in teaching part of the programme

N/A

Institution(s) other than Queen Mary that will provide some teaching for the programme

N/A

### Programme Outline

The English degree at Queen Mary asks students to consider a series of challenging questions about what literature is (and why people write it), about how the processes of reading are shaped by factors within and beyond our individual control, and about how texts written in the past have meaning for us today. The programme's combination of structure and flexibility is designed to provide a solid grounding in reading, researching, and writing about English, while offering the freedom to develop individual interests. Modules are taught by an experienced body of academic staff, which has an international reputation for its teaching and research.

### Aims of the Programme

The programme aims to:

provide a coherent, wide-ranging and intellectually stimulating programme with a focus on literary and historical aspects of texts in English and related languages from a variety of historical periods;

provide a programme which offers knowledge and understanding of:

- The history of English as a literary language.
- The specific properties of key literary genres.
- The wider historical contexts of literary texts.
- Different approaches to the analysis of literary texts.
- Recent research in the field of English Studies;

develop advanced skills of literary and cultural analysis, with attention to genre and period;

encourage engagement with a wide variety of critical and theoretical modes of inquiry;

enable students to develop independent critical thinking and judgement and to undertake independent research tasks;

develop a range of skills necessary to the effective communication of ideas and arguments;

provide a basis for further study in English or related disciplines.

### What Will You Be Expected to Achieve?

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#### Academic Content:

A 1	To demonstrate a familiarity with the nature and the history of a range of literary genres. In addition, to reflect critically on the nature and the history of a range of literary genres.
A 2	To understand the social and historical contexts for the emergence and the development of a range of literary forms of writing. In addition, to develop a complex model of the relations between literary form and social and historical contexts.
A 3	To deploy accurately established techniques of analysis in relation to literary texts. In addition, to compare the effectiveness of different techniques of analysis of literary texts.
A 4	To have studied a substantial range of authors, texts and genres from different historical periods or cultures. In addition, to demonstrate an ability to make connections and comparisons across the range of reading.
A 5	To show awareness of the range and variety of approaches to literary study, and also of a range of theoretical writings relevant to English studies. In addition, to understand the critical and theoretical significance of such different approaches, and to understand their limited or partial nature.

#### Disciplinary Skills - able to:

B 1	To demonstrate familiarity with bibliographic skills relevant to English studies, including accurate citation of sources and consistent use of scholarly conventions. In addition, to follow such conventions consistently in all written work.
B 2	To demonstrate research skills including the identification and design of a viable research project and the gathering of relevant research materials. In addition, to show awareness of the significance of this research within the wider discipline and to evaluate the significance of research undertaken.

#### Attributes:

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C 1	To show evidence of effective communication skills, both orally and in written forms of work. In addition, to develop a mature and confident critical writing style and a clear and coherent style of oral presentation.
C 2	To participate effectively in group discussions and group assessments. In addition, to respond creatively to varieties of opinion and approach within a group.
C 3	To present written work clearly, drawing on information technology as appropriate. In addition, to handle word-processing and information-retrieval software confidently and effectively.
C 4	To work independently, demonstrating clarity, initiative, self-organisation and time management
C 5	To exercise critical judgement and self-reflection, and to use this to adapt to new situations in professional settings

### How Will You Learn?

Teaching takes a number of forms, including:

- o Lectures
- o Seminars, involving a variety of forms of group work
- o Small-group tutorials (normally with adviser)
- o Field trips
- o Individual guidance and feedback on written work
- o Group discussion of written work (particularly in 'writing intensive' modules)

Learning is supported by:

- o Coherently designed and effectively delivered modules
- o The provision of detailed guidance about reading for each module
- o The provision of key materials, either in libraries, in the bookshop, or as module-packs
- o The design of an appropriate range of assessment exercises and projects within each module
- o Encouraging active participation by all students in seminar discussions and other group work
- o Encouraging the use of learning journals and portfolios
- o Regular review of individual student progress by advisers, and detailed guidance in relation to this

### How Will You Be Assessed?

Assessment takes a number of forms within the programme. The nature of the assessment is closely connected to the desired learning outcomes and the mode of teaching within each module. Forms of assessment include:

- o Unseen examinations
- o Critical essays (from 1,500 words to 6,000 words)
- o Research projects
- o Close-reading exercises and critical commentaries
- o Translation exercises
- o Reviewing exercises
- o Bibliographical exercises
- o Posters
- o Log books and journals
- o Portfolios of essays and related written work
- o Seminar presentations

### How is the Programme Structured?

Year 1

In the first year of study students are provided with a linguistic, historical and critical framework for the study of English. All students take the 30 credit modules (level four) ESH102 Reading, Theory and Interpretation: approaches to the study of English Literature, ESH101 Shakespeare and ESH110 Literatures in Time: Texts and Contexts from the Eighth to the Sixteenth Century. In

Programme Title: BA English

addition, they take the 15 credit (level 4) modules ESH124 Poetry and ESH123 Narrative.

Progression requirements to Year 2

To successfully progress from Year 1 to Year 2 students must pass a minimum of 90 credits.

Progression requirements to Final year

To successfully progress to the final year students must pass a minimum of 180 credits from their first and second years.

Years 2 and 3

In the second and final years students develop a programme of study in consultation with their academic adviser. Student pathways through the degree are structured in relation to the following specializations: Classical and Medieval; Renaissance; Eighteenth Century; Romantic and Nineteenth Century; Twentieth Century and Contemporary Writing; Colonial and Postcolonial Studies; Interdisciplinary and Theoretical Studies. Students select a total of 120 credits in each year.

In year two all students take the 15 credit level 5 module ESH276 English, Literary Criticism and the Essay and the 15 credit level 5 module ESH265 Advanced Research Skills. They select at least a further 60 credits at level five. They may select a maximum of 30 credits at level 6. The programme currently includes the following modules at level 5 (modules will be taught in different semesters in each academic year depending on staff availability). This list is not exhaustive, and is amended and expanded as modules are proposed, amended and approved:

ESH201 Imagination and Knowledge 30 credits  
ESH204 Argument and Address 15 credits  
ESH205 Black Writing in Britain 15 credits  
ESH213 Modernism 30 credits  
ESH214 Nineteenth Century Aesthetic prose 15 credits  
ESH218 Postcolonial Literatures in English 30 credits  
ESH219 Representing London: The Eighteenth Century 30 credits  
ESH223 Satire, Scandal and society 15 credits  
ESH227 Text, Art and Performance 15 credits  
ESH230 Women Writing in the Romantic Period 30 credits  
ESH231 Writing Medieval Lives 15 credits  
ESH241 The Dickens City 30 credits  
ESH243 Architexts 30 credits  
ESH246 Pastoral, Poetry, Protest 15 credits  
ESH249 Art Histories 15 credits  
ESH250 Chaucer 30 credits  
ESH253 Introduction to Old English 15 credits  
ESH255 American Romanticism 15 credits  
ESH258 Early Modern Drama and Social Process 30 credits  
ESH264 Terror, Transgression and Astonishment 15 credits  
ESH266 World Travellers 15 credits  
ESH267 Renaissance Literary Culture 30 credits  
ESH268 Seducing Narratives: The Novel in the Eighteenth Century 15 credits  
ESH270 Crisis of Culture: Literature and Politics, 1918-1948 15 credits  
ESH271 James Baldwin and American Civil Rights 15 credits  
ESH272 The Court of Henry VIII: Then and Now 15 credits  
ESH273 British Drama from the 1950s to the Present 15 credits  
ESH274 Writing Now 15 credits  
ESH275 Queering Utopia  
ESH277 The Invention of America: American Literature, 1630 to the Early Twentieth Century  
ESH278 Victorian Fiction

In the final year students are required to take a minimum of 90 credits at level 6. Students are required to develop their independent research skills by taking the 30 credit ESH365 English Dissertation (level 6). The programme currently includes the following modules at level 6 (modules will be taught in different semesters in each academic year depending on staff availability). This list is not exhaustive and is amended and expanded as modules are proposed, amended and approved::

ESH300 Thomas Hardy and the Victorian Modern 15 credits

Programme Title: BA English

ESH311 Crises of Consciousness: American Writing 1880-1915 15 credits  
ESH314 James Joyce's Ulysses 15 credits  
ESH315 Late Victorian Literature 15 credits  
ESH318 Medieval Troy 15 credits  
ESH319 Michel Foucault 15 credits  
ESH322 Poetic Ideology and Practice in English Romanticism 15 credits  
ESH324 The Revolution Controversy 15 credits  
ESH330 Virginia Woolf 15 credits  
ESH331 Vision and Sexuality in Victorian Poetry 30 credits  
ESH334 Writing and Vision in the Romantic Period 15 credits  
ESH338 Critical Aesthetics 15 credits  
ESH345 The Bible as/and Literature 30 credits  
ESH348 Ancient Myth, Modern Theory 15 Credits  
ESH350 Modernism and Democracy 15 credits  
ESH351 Reading William Blake 15 credits  
ESH354 Transatlanticism, 1776-1934 15 credits  
ESH358 Palestine-Israel, Israel-Palestine 30 credits  
ESH359 Representing Victorian London 30 credits  
ESH360 Early Modern Fantasies 15 credits  
ESH362 The New York Century 30 credits  
ESH366 Shakespeare: the Play, the Word and the Book 30 credits  
ESH368 Modern Irish Writing 15 credits  
ESH370 Reading Psychoanalysis, Reading Literature 30 credits  
ESH376 Gender, Race and Empire 15 credits  
ESH377 Narratives of Magic and Witchcraft 15 credits  
ESH379 Writing South Africa: Race, Nation, and Text 15 credits  
ESH380 Victorian Sensation Fiction 15 credits  
ESH381 D H Lawrence: Controversy and Legacy 15 credits  
ESH382 Reading Childhood/Writing Children 15 credits  
ESH384 Serializing the Victorian Novel 15 credits  
ESH387 Time, Narrative and Culture 15 credits  
ESH390 Milton: Revolutions in Writing 15 credits  
ESH391 Writing Sixteenth-Century Lives 15 credits  
ESH392 Renaissance Performance and the Lyric Voice 15 credits  
ESH393 Feminism(s) 30 credits  
ESH394 Writing Modern London 30 credits  
ESH395 Topic and Intention in Lyric Poetry: Madness, Immortality & Just Walking Around 15 credits  
ESH396 Romantic Travellers in Europe 15 credits  
ESH6001 Samuel Beckett  
ESH6002 Iraqi Literature in English/ English Translation  
ESH6003 High and Low Moderns  
ESH6004 Britain's Cultural Cringe: Inventing English Culture, 1700-1800  
ESH6005 The Contemporary American Novel  
ESH6006 Modern Realisms  
ESH6007 Translation as Literature, Literature as Translation  
ESH6008 Solitude in Life and Letters in Enlightenment Britain  
ESH6009 The Lives of Letters in Eighteenth Century Culture  
ESH6010 Writing Modern London: 1900 to the present  
ESH6011 Thomas Hardy: Public and Personal Histories  
ESH6012 Victorian Poetry and Ideas of Culture  
ESH6013 Seducing Narratives: Inventing the English Novel

Academic Year of Study 2

Programme Title: BA English

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
English, Literary Criticism and the Essay	ESH276	15	5	Compulsory	2	Semester 1

### What Are the Entry Requirements?

We typically require 320-340 UCAS points from three A2 Levels, with an A in English Literature / English Language and Literature. In addition, we welcome well-motivated candidates with non-standard qualifications who demonstrate achievement in literary study.

### How Do We Listen and Act on Your Feedback?

The Staff-Student Liaison Committee provides a formal means of communication and discussion between Schools and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

Each school operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in this Committee's work in a number of ways, such as through student membership, or consideration of student surveys.

All schools operate an Annual Programme Review of their taught undergraduate and postgraduate provision. The process is normally organised at a School-level basis with the Head of School, or equivalent, responsible for the completion of the school's Annual Programme Reviews. Schools/institutes are required to produce a separate Annual Programme Review for undergraduate programmes and for postgraduate taught programmes using the relevant Undergraduate or Postgraduate Annual Programme Review pro-forma. Students' views are considered in this process through analysis of the NSS and module evaluations.

### Academic Support

All students beginning study on the programme participate in a series of Welcome Week activities, which involve introductions to the programme and specific inductions in the use of the online learning environment. These events also include opportunities for social interaction, and scheduled small group and individual meetings with personal advisers.

Each student's academic progress and personal welfare is monitored by an adviser, with whom regular meetings are scheduled. Advisers are the designated members of staff with whom students can raise issues and problems, and from whom they can seek advice and guidance.

All teaching staff hold regular office hours in which students are actively encouraged to discuss their work and their progress.

There is a dedicated Student Support Administrator in the School of English and Drama, who works with academic staff to assist students in need of support.

Both the Student Support Administrator and all advisers are able to refer students, where appropriate to relevant professional service departments in the College, including Disability and Dyslexia, Welfare, and Counselling.

A dedicated post of E-Strategy Manager supports students in their use of the online learning environments used on all modules.

The School collaborates with the College's Thinking Writing team and Language Learning Unit to support students in the development of their writing skills. Additional support is regularly provided by professional writers working in the School of English and Drama as Royal Literary Fund Fellows.

## Programme-specific Rules and Facts

## Specific Support for Disabled Students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one "study skills" tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

## Links With Employers, Placement Opportunities and Transferable Skills

A BA in English encourages students to develop a life-long love for learning and equips them with a set of rigorous analytical and communication skills. This gives English graduates some particularly sought-after qualities in the workplace. Whether they choose to go into the world of business, media, or journalism, to enter the public or not-for-profit sectors, or to pursue further academic study or professional training, graduates of the English programme can expect to have developed:

- o communication skills, as students are challenged to express themselves in both speech and writing.
- o presentation skills, as students are asked to introduce seminars, make points clearly and effectively, maintain discussion, and field questions.
- o reading skills, using a range of approaches to tackle different kinds of texts.
- o analytical abilities, as students respond to and assess their underlying agendas and meanings.
- o writing abilities, through preparing a range of assignments (including reports, learning journals, and research essays).
- o research skills, locating, sifting, and interpreting a range of sources (from printed books to electronic journals).
- o time-management skills and the ability to work under pressure, as students organise and fulfill extensive reading commitments and written assessments.
- o team-working skills, as students participate with peers in seminars and group research presentations.

English graduates are successful in the huge range of careers that seek out candidates with these attributes. Publishing, print journalism, and the broadcast media are all popular choices for English students who want to use their communication skills. Others use their ability to write critically and persuasively to go into public relations, marketing, and advertising. In addition, many of our graduates embark upon professional careers in finance, management, law, and teaching; whilst every year the Department sees a number of students progress to take higher degrees, both at Queen Mary and elsewhere.

Programme Title: BA English

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## Programme Specification Approval

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**Person completing Programme Specification**

Professor Paul Hamilton

**Person responsible for management of programme**

Professor Paul Hamilton

**Date Programme Specification produced/amended  
by School Learning and Teaching Committee**

28 Jan 2013

**Date Programme Specification approved by  
Taught Programmes Board**

18 Feb 2013