

Programme Title: English Literature and Linguistics



Programme Specification

Awarding Body/Institution	Queen Mary University of London
Teaching Institution	Queen Mary University of London
Name of Final Award and Programme Title	English Literature and Linguistics
Name of Interim Award(s)	
Duration of Study / Period of Registration	3 years
QM Programme Code / UCAS Code(s)	QQ13
QAA Benchmark Group	
FHEQ Level of Award	Level 6
Programme Accredited by	
Date Programme Specification Approved	
Responsible School / Institute	School of English & Drama

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

School of Languages, Linguistics & Film

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

N/A

Programme Outline

A degree in Literature and Linguistics enables students to understand how language works, and of some of the ways it has been used to persuade, inspire, and entertain people. The programme provides a unique perspective on English. On the one hand, students learn about how language is structured, and the ways in which it conditions our responses to the world. On the other, they look at some of the most interesting and profound ways language has been used by poets, novelists, and dramatists.

Aims of the Programme

The programme aims to:

1. provide a coherent, intellectually challenging programme with a focus on linguistic and literary aspects of English.
2. provide a programme which delivers to students knowledge and understanding of the organizing principles underlying:

- a. The structure of English (phonological, morphological, syntactic and semantic);
 - b. The history of the English language, both linguistic and literary;
 - c. The sociocultural and sociolinguistic dimensions of English;
 - d. Different approaches to the analysis of literary texts and genres.
3. provide students with the opportunity to critically engage with current theoretical perspectives on topics in English which are of particular interest to them.
4. provide an opportunity to develop skills in argumentation, communication, and study.

What Will You Be Expected to Achieve?

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Academic Content:	
A 1	To demonstrate a knowledge of the core linguistic, literary and cultural concepts in the study of English. In addition, to demonstrate an ability to evaluate different theoretical perspectives on these concepts.
A 2	To illustrate the core analytical ideas relevant to the above concepts. In addition, to specify, and apply these core analytical ideas.
A 3	To demonstrate an understanding of evaluations of different analyses. In addition, to develop informed evaluations of different analyses.
A 4	To demonstrate a knowledge of appropriate terminology in Linguistics and English literature.
A 5	To identify the character of texts in English (influence of genre, history and function). In addition, to critically evaluate the character of such texts.

Disciplinary Skills - able to:	
B 1	To identify issues (including ethical) in collecting reliable data/texts relevant to the study of English. In addition to be able to discuss these issues in an informed way.
B 2	To be able, with training and guidance, to collect typical sorts of data using appropriate fieldwork methods. To do this with minimal guidance.
B 3	To demonstrate an understanding of the issues involved in data analysis, and an ability to use analytical techniques under supervision. In addition, to evaluate and choose appropriate analytical techniques, and use them with minimal guidance.
B 4	To bring critical skills to bear on the analysis of texts. In addition, to compare the effectiveness of different critical techniques.
B 5	To understand the socio-historical contexts of literary and linguistic aspects of English. In addition, to engage with theoretical models of such contexts.

Attributes:	
C 1	To demonstrate an understanding of the relationship between theory and data (in particular the role of hypothesis testing in developing analyses). In addition, to be able to exploit this understanding in analysis.

C2	To follow coherent arguments. In addition, to critique such arguments, and to develop new ones.
C3	To communicate ideas in a structured fashion both by writing and orally, using relevant IT tools. To communicate effectively and to develop the ability to create complex, well structured documents.
C4	To search out and synthesize relevant information from a range of media, with appropriate citation. In addition, to provide a persuasive synthesis of the leading ideas in such information.
C5	To use IT skills to present and communicate using electronic means, to find and lodge information in the internet, to search databases and to produce electronic documents.

How Will You Learn?

The programme is taught in accordance with Teaching, Learning and Assessment Strategies of the School of English and Drama and the School of Languages, Linguistics and Film. Teaching will be led by research-oriented staff. These strategies aim to:

- Foster a sense of community amongst students and staff in the pursuit of teaching and learning;
- Promote the relationship between staff research, teaching and student learning;
- Provide a flexible curriculum which maximizes student choice;
- Expose students to a diverse set of approaches to the study of both English and Linguistics;
- Encourage students to take responsibility for their own learning and progress and to develop qualities of self-discipline and self-direction;
- Inspire intellectual independence in students;
- Employ a variety of assessment methods;
- Prepare graduates for training and/or employment, or further academic study through the acquisition of transferable skills.

Teaching takes a number of forms, which may include:

- Lectures;
- Seminars, including a variety of group work;
- Small group tutorials (with Advisers);
- Writing intensive courses;
- Field trips;
- Individual supervision of projects and dissertations;
- Individual feedback on written work including examinations.

How Will You Be Assessed?

Assessment is typically by a combination of examination and coursework, or of different kinds of coursework. The kind of examination or coursework will vary with the content of the modules. Examinations may take the form of essay questions, or sequence analysis. Coursework may consist of essays, longer research projects, textual commentaries, critical reviews, diaries of your own research, poster presentations. Oral presentations, suitably monitored, or in-class quizzes may also be used.

How is the Programme Structured?

Please specify the full time and part time programme diets (if appropriate).

Year 1

In the first year students take two 30 credit compulsory modules (level 4) specially designed to give them a thorough training in the key concepts that have informed recent debates in literary studies and linguistics, one 15-credit compulsory module in Linguistics designed to give them an introduction to the study of language in society, and one 0-credit compulsory module aimed to facilitate the transition to the university-level study of English:

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ESH102 Reading, Theory and Interpretation (30 credits)
LIN4200 Foundations of Linguistics (30 credits)
LIN102 English in Use (15 credits)
ESH125 English in Practice

Students will also be given the chance to specialise by choosing options. In English students choose 30 credits from the following list:

ESH101 Shakespeare 30 credits, OR
ESH110 Literatures in Time: Texts and Contexts from the Eighth to the Sixteenth Century 30 credits, OR
ESH124 Poetry 15 credits AND ESH123 Narrative 15 credits
In Linguistics students choose 15 credits from LIN-coded modules at level 4.

Progression requirements to Year 2

To successfully progress from Year 1 to Year 2 students must meet the overall credit requirements for progression under the Academic Regulations which apply to them.

Year 2

In English, students choose modules from four Lists. Lists 1-3 correspond to the following subject areas: Medieval and early Modern; Eighteenth century, Romanticism, and Nineteenth century; Modern, Post-colonial, and Contemporary. List 4 contains options from all subject areas.

Students choose 1 x 30 credit module from List 1 or List 2, and 30 credits from either List 3 or List 4.

List 1: a list of up to three modules in the Medieval and Early Modern Subject Area;

List 2: a list of up to three modules in the Eighteenth Century, Romantic, and Nineteenth Century Subject Area;

List 3: a list of up to three modules in the Modern, Contemporary and Postcolonial Studies Subject

List 4: this list includes all level 5 modules not already included in Lists 1 to 3 above. List 4 provision is amended and expanded as modules are proposed, amended, withdrawn and approved through the Queen Mary Quality Assurance processes.

In Linguistics, students choose:

Minimum 45 Credits / Maximum 60 Credits optional LIN-coded modules at level 5

Minimum 0 Credits / Maximum 15 Credits optional modules at level 5 or 6 to be chosen from all modules offered in the Faculty of Arts subject to space available on modules, and with the guidance of the students' adviser.

Minimum 0 Credits / Maximum 15 Credits optional modules at level 4 to be chosen from all modules offered in the School of Languages, Linguistics and Film with the guidance of the students' adviser.

Progression requirements to Final year

To successfully progress to the final year students must meet the overall credit requirements for progression under the Academic Regulations which apply to them.

Final Year

Minimum 45 Credits / Maximum 75 Credits optional modules to be chosen from ESH-coded modules at Level 6

Minimum 45 Credits / Maximum 75 optional modules to be chosen from LIN-coded modules at level 6

Minimum 0 Credits / Maximum 30 Credits optional modules to be chosen from all modules offered in the the Faculty of Arts subject to space available on modules with the guidance of the students' adviser. These modules may be at level 5 or level 6 with the advisers' agreement.

Students are not allowed to take level 4 modules in their final year.

Academic Year of Study

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester

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 Student Staff 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 in each Department, 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 are dedicated student support administrators in both Schools, who work with academic staff to assist students in need of support.

Both the student support administrators 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 of English and Drama and the School of Language, Linguistics and Film collaborate with the College's Thinking

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Writing team and Language Centre to support students in the development of their writing skills. Additional support is regularly provided by professional writers working in the College 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

This degree uniquely combines the social sciences perspective of linguistics with the humanities approach that is typical of the study of literature, giving students a solid training in these two ways of problem solving and of thinking about the world. A BA in English Literature and Linguistics encourages students to develop a life-long love for learning and equips them with a set of rigorous analytical and communication skills. This gives 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 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.

Graduates of English Literature and Linguistics programme 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 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 Departments see a number of students progress to take higher degrees, both at Queen Mary and elsewhere.

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Students are regularly notified of placement opportunities via our link with QProjects (part of QM Careers Service).

Programme Specification Approval

Person completing Programme Specification

Dr Matthew Rubery

Person responsible for management of programme

Professor David Colclough; Dr Erez Levon

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

27 Jan 2016

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