Programme Title:

Queen Mary
University of London

Programme Specification (UG)

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 Literature and Linguistics
Name of interim award(s):	
Duration of study / period of registration:	3 years
QMUL programme code / UCAS code(s):	QQ13
QAA Benchmark Group:	English; Linguistics
FHEQ Level of Award :	Level 6
Programme accredited by:	
Date Programme Specification approved:	
Responsible School / Institute:	School of English & Drama

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

School of Languages, Linguistics & Film

Collaborative institution(s) / organisation(s) involved in delivering the programme:

International Exchange Partners in cases where students spend a semester abroad.

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. Queen Mary's work in both English and Linguistics is internationally renowned, and students have the opportunity to work with some of the world's leading teachers and researchers.

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.

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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?

Students completing this programme of study will be able to (see list of Learning Outcomes below):

Please note that the following information is only applicable to students who commenced their Level 4 studies in 2017/18, or 2018/19

In each year of undergraduate study, students are required to study modules to the value of at least 10 credits, which align to one or more of the following themes:

- networking

- multi- and inter-disciplinarity

- international perspectives

- enterprising perspectives.

These modules will be identified through the Module Directory, and / or by your School or Institute as your studies progress.

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.

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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.
B 6	Demonstrate mature and confident styles for writing and other forms of presentation, appropriate to the communication of ideas, arguments and critical thought.
B 7	Make informed distinctions between different critical approaches and positions to identify the ideologies implicit in your own position.

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.
C 2	To follow coherent arguments. In addition, to critique such arguments, and to develop new ones.
C 3	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.
C 4	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.
C 5	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.
C 6	Demonstrate respect for the opinions of others and a willingness to act inclusively.

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:

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- Lectures, including team-delivered lectures
- Seminars, involving a variety of forms of group work
- Small-group tutorials (normally with adviser)
- Field trips, performance and gallery visits;
- Individual guidance and feedback on written work
- Group discussion of written work
- Individual supervision of dissertations;
- Writing retreats, workshops and student-led review sessions.
- Individual feedback on written work including examinations.

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:

- Critical and research essays;
- Close-reading exercises and critical commentaries;
- Written exercises (e.g. blog posts, blurbs, walking journals, creative non-fiction, reviews, imitations, bibliographical exercises, research diaries);
- Unseen examinations (open and closed book), which may take the form of essay questions, or sequence analysis
- Translation exercises;
- Presentations (group and individual), posters;
- Portfolios (written and e-portfolios), log books and learning journals;
- Multi-media (e.g. podcasts, annotated videos, websites);
- Oral presentations, suitably monitored, or in-class quizzes;
- Dissertation

How is the programme structured?
Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

Students take 120 credits in each year.

Year 1 / Level 4
Students take 60 credits ESH modules (all compulsory):
- ESH126 London Global (30 credits)
- ESH129 Literatures in Time (15 credits);
- ESH124 Poetry (15 credit)

And in Linguistics:
60 credits of LIN modules, including two compulsory modules:
- LIN4208 Foundations of Language (30 credits)
- LIN4211 Sociolinguistics: English in Use (15 credits)
In addition, 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 you must meet the overall credit requirements for progression under the Academic Regulations which apply to you.

Year 2 / Level 5
Students take a total of 120 credits. Minimum 90 credits at level 5, maximum 30 credits at level 6, normally 60 credits in each semester. Minimum 45 credits/Maximum 75 credits of ESH-prefixed modules; Minimum 45 credits/Maximum 75 credits of LIN-prefixed modules.

In English, students choose modules from four Lists.
- List 1: a list of modules in the Medieval and Early Modern Subject Area;
- List 2: a list of modules in the Eighteenth Century, Romantic, and Nineteenth Century Subject Area;
- List 3: a list of modules in the Modern, Contemporary and Postcolonial Studies Subject

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• List 4 Special Options: 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 English, students normally choose 60 credits from at least two different lists, and including at least 30 credits from List 1 or List 2.

In Linguistics, students normally choose 60 Credits optional LIN-coded modules at level 5.

Minimum 0 credits/ Maximum 30 credits optional modules to be chosen from all modules offered in the Faculty of Humanities and Social Sciences and for Linguistics students suitable modules within Psychology and Computer Science (subject to space available on modules and with the guidance of the student's advisor).

Up to 30 credits may be taken at level 6 with the advisor's agreement.

Normally Year 2 students may not take any modules at level 4 with the exception of level 4 language modules in the School of Languages, Linguistics and Film (30 credits maximum) and level 4 BSc/LMM modules (15 credits maximum).

You may not take more than 30 credits outside ESH- or LIN prefixed modules.

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/ Level 6
Students take the equivalent of 120 credits (minimum 90 credits at level 6, maximum 30 credits at level 5), normally 60 credits in each semester, taking an equal number of credits from both English and Linguistics. Final Year students may not take credits at level 4.

Students take either:
1. English (ESH6000 English Research Dissertation), and normally 30 credits of ESH-prefixed modules, and 60 credits of LIN-prefixed modules.
or
2. Linguistics (LIN042 English/Linguistics Research Project), and normally 30 credits of LIN-prefixed modules, and 60 credits of ESH-prefixed modules, including at least one 30-credit ESH module.

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 at level 5 or 6 offered in the Faculty of Humanities and Social Sciences and for Linguistics students suitable modules within Psychology and Computer Science (subject to space available on modules and with the guidance of the student's advisor).

You may not take more than 30 credits outside ESH- or LIN-prefixed modules.

Academic Year of Study

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

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What are the entry requirements?

The entry requirements are as stated in the Queen Mary prospectus for current entry, and on the Queen Mary website http://www.qmul.ac.uk/undergraduate/coursefinder/index.html

How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

Each School operates a Learning and Teaching Committee, or equivalent, which advises the School Director of Education 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.

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.

Student views are incorporated in this Committee's work in a number of ways, such as through student membership, or consideration of student surveys.

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The School hosts a dedicated 'Your Voice' page on its online learning environment, designed to highlight the profiles of student representatives, bring together information about student representations and feedback on surveys etc., and forums for updates and consultations.

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What academic support is available?

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 advisors.

Each student's academic progress and personal welfare is monitored by an advisor 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 drop-in 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 advisors are able to refer students, where appropriate to relevant professional service departments in Queen Mary, 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 QMUL Thinking Writing team and Language Centre to support students in the development of their writing skills. Additional support is regularly provided by professional writers (Royal Literary Fund Fellows).

How inclusive is the programme for all students, including those with disabilities?

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.

Programme-specific rules and facts

N/A

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

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

Programme Specification Approval

Person completing Programme Specification:

Professor Markman Ellis

Person responsible for management of programme:

Professor Rachael Gilmour

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

18.11.20

Date Programme Specification approved by Taught Programmes Board:

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