University of Glasgow

Programme Specification[1]

1. Programmes:

Programme Title	UCAS GU Code Code
MA Hons English Language (Joint)	Q310-2000H

2. Attendance Type:

Both Full Time and Part Time

2.1 SCQF Level:

10

2.2 Credits:

480

3. Awarding Institution:

University of Glasgow

4. Teaching Institutions:

University of Glasgow

5. College:

College of Arts

6. School/Institute:

Critical Studies [REG10200000]

7. Programme Accredited By:

[1] This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if full advantage is taken of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each course can be found in course handbooks and other programme documentation and online at www.gla.ac.uk

The accuracy of the information in this document is reviewed periodically by the University and may be checked by the Quality Assurance Agency for Higher Education.

Not applicable

8. Entrance Requirements:

Please refer to the current undergraduate prospectus at: http://www.gla.ac.uk/undergraduate/prospectus/

8.1 ATAS Certificate Requirement:

ATAS Certificate not required

9. Programme Aims:

The English Language programme at Glasgow delivers that component of English studies that deals with the past and present states of the English language, with Scots and English in Scotland, and with medieval English literature. English studies is a broad discipline dealing with the production, reception and interpretation of written texts in all varieties of English, and with the history and structure of the English language. (It also involves the rigorous and critical study of literature and language in the Anglophone world, both in the past and in the present day; such study is delivered through the English Literature programme.)

English studies is an exciting subject which allows students to develop skills in critical argument, and involves imaginative engagement with literary texts from both past and present. The subject also demands an understanding of how such texts function within the cultures of which they are part; thus students need to take account of the socio-cultural setting of texts. An important part of this setting is linguistic, and students of English studies should also be aware not only of the formal characteristics of the language – its grammar and vocabulary, its sound- and writing-systems – but also the ways in which these formal characteristics have developed over time and through geographical space. All students of English studies should also be aware of the role of historical, socio-political, ethnic, gender and geographical contexts on the materials with which they work.

Glasgow's subject areas of English Language and English Literature form, with the subject areas of Scottish Literature and Theology & Religious Studies, the School of Critical Studies (SCS). SCS is one of the largest units of its kind in the UK, with a comprehensive coverage of all aspects of the subjects within its remit. A wide range of teaching methods is used, from traditional seminars and lectures to computer-assisted learning and Virtual Learning Environments (VLEs), such as Moodle. Our graduates go on to a wide range of careers, in such areas as management and public service, teaching, journalism, publishing etc. Many graduates continue their studies at postgraduate level.

The aims of the English studies programmes at Glasgow are: to encourage wide and varied reading; to enable students to develop independent skills in critical thinking; to engage students imaginatively, and with theoretical and cultural sensitivity, in the process of reading and analysing literary texts in English; and to help students understand the organisation and history of the language through which such texts are mediated. We also aim to help students develop a range of subject-specific and transferable skills, including sophisticated conceptual, analytic and communicative skills valuable for their future careers.

Our aims accord with those outlined by the Quality Assurance Agency for Higher Education (QAA), for which see Section 1.3 of the following document:
http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-English.aspx

10. Intended Learning Outcomes of Programme:

The English Language programme at Glasgow provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas.

Knowledge and Understanding
By the end of this programme, students will be able to demonstrate their knowledge and understanding of:

(1) a substantial number of authors and texts from the medieval period

(2) the history and development of regional and global varieties of the English language from the earliest times to the present day

(3) the distinctive characteristics of texts written in the principal literary genres of the medieval period

(4) the structure and discourse functions of the English language

(5) the role of critical traditions in literary history, with special reference to the medieval period

(6) the changing linguistic, literary, cultural and socio-historical contexts of literary texts of the medieval period, and the relationship of medieval literary works to other forms of cultural production

(7) the precise use of literary and linguistic terminology

(8) the range and variety of approaches to the literary study of medieval texts, including critical theory

(9) linguistic theory underpinning the study of the English language

(10) the multi-faceted and changing nature of the discipline

Skills and Other Attributes

By the end of this programme, students will be able to demonstrate:

Subject-specific/practical skills

(1) critical skills in the description and analysis of medieval English literary texts

(2) an ability to demonstrate knowledge and understanding of concepts and theories relating to English studies, with special reference to those in the domain of English Language

(3) sensitivity to the role of genre, convention, historical/cultural circumstances in the shaping of medieval English texts

(4) responsiveness to the central role of language in the creation of medieval literary texts, and an understanding of its stylistic complexity

(5) awareness of the socio-cultural contexts which affect linguistic structure and development

(6) skills in effective communication and argument, and a command of appropriate critical/analytic terminology and vocabulary

(7) bibliographic skills appropriate to the discipline

Intellectual skills

(1) advanced literacy and communication skills, notably in terms of clarity and persuasiveness, and the ability to harness these skills in appropriate contexts through oral presentation, writing and project work

(2) the capacity to analyse and critically examine diverse forms of discourse

(3) the ability to acquire substantial quantities of complex information in a critical, structured and systematic way

(4) skills in critical reasoning and analysis from a variety of theoretical perspectives

(5) skills in independent thought and judgement demonstrated through critical practice

Transferable/key skills

(1) the ability to work with and in relation to others through the presentation of ideas and information and the collective negotiation of solutions

(2) the ability to handle information and arguments in a critical and self-reflective manner

(3) research skills, including the ability to gather, sift, organise and evaluate material from various sources

(4) IT skills broadly understood, including the ability to access, use and evaluate electronic resources

(5) time management and organisational skills

11. Assessment Methods:

Essays (formative and summative)

Language exercises (formative and summative)

Unseen written examinations (summative)

Research dissertations (summative)

Oral presentations and contributions (formative and summative)

Completion of (or formal Exemption from, on the basis of equivalent qualification) Certificate of Basic IT

Competence

12. Learning and Teaching Approaches:

A range of Learning and Teaching approaches will be used and includes:

(1) Lectures

(2) Guided reading of books and articles, and of web-based materials

(3) Tutorials and seminars

(4) Essays

(5) Oral presentations and contributions

(6) Language exercises

(7) Research tasks

13. Relevant QAA Subject Benchmark Statements and Other External or Internal Reference Points:

http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-English.aspx

14. Programme Structure and Features:

The Joint Honours degree programme extends over four years of full-time study.

A candidate for the Honours degree must obtain a minimum of 480 credits, 240 of which must be awarded for Honours courses. The four years of study are divided into two pre-Honours years, in which introductory courses are studied, followed by two Honours years in which the student specialises in English Language as part of a Combined or Joint Honours degree. In all cases, students must take a minimum of 120 credits in each of the first two years.

Year 1

Level 1 English Language (40 credits), and other subjects (amounting to 80 credits)

Year 2

Level 2 English Language (40 credits)* and other subjects (amounting to 80 credits)

*At the discretion of the Head of Subject applicants who have achieved an A in A Level English Language (at the first attempt) may be granted direct entry into Level 2 English Language.

Years 3 and 4

Entry to the Honours years of the programme is at the discretion of the Head of English Language. The College of Arts has minimum levels of performance that must be met before a student may enter any Honours course in that college; see the University Calendar, Degree of MA, Arts.10(UG), 3.3, http://www.gla.ac.uk/media/media_238046_en.pdf

In addition, in order to guarantee entry to Joint Honours in English Language a B and a C in Level 2A/2B English Language are needed.

15. Additional Relevant Information:

Support for students is provided by the Postgraduate/Undergraduate Adviser(s) of Studies supported by

University resources such as the Effective Learning Adviser located in the Student Learning Service (www.gla.ac.uk/services/tls/sls/), the Student Counselling and Advisory Service (www.gla.ac.uk/services/counselling/), the Student Disability Service (www.gla.ac.uk/services/studentdisability/) and the Careers Service (www.gla.ac.uk/services/careers/).

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16. Academic Session:

2013-14

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