



1. Programme Title(s) and Code(s):

| <i>Programme Title</i> | <i>UCAS Code</i> | <i>GU Code</i> |
|------------------------------------|------------------|----------------|
| MA Hons English Literature (Joint) | | Q320-2000H |

2. Academic Session:

2016-17

3. SCQF Level (see [Scottish Credit and Qualifications Framework Levels](#)):

10

4. Credits:

480

5. Entrance Requirements:

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

6. ATAS Certificate Requirement (see [Academic Technology Approval Scheme](#)):

ATAS Certificate not required

7. Attendance Type:

Both Full Time and Part Time

8. Programme Aims:

The English Literature programme at Glasgow deals with the rigorous, critical and creative study of literature in the Anglophone world, from the medieval period to the present day. English Literature is a broad discipline dealing with the production, reception and interpretation of written text and the spoken word in all varieties of English, and in all genres and forms.

English Literature is an exciting subject which allows students to develop skills in critical argument, and involves

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.

imaginative engagement with literary texts from both past and present; exploration of most forms of poetry, fiction and drama as well as life-writing and the essay; and consideration of literature in all its modes of transmission, from traditional oral, manuscript, and book, to contemporary digital cultures. 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 and an awareness of their historical, socio-political, ethnic, gender and geographical contexts.

The aims of the English Literature programme at Glasgow are: to encourage wide and varied reading; to enable students to develop independent skills in critical and creative thinking and writing; to engage students imaginatively, and with theoretical and cultural sensitivity, in the process of reading, analysing and making 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, creative and communicative skills valuable for their future careers. 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 teaching, journalism, publishing, the creative industries, public service, administrative and corporate work, etc. Many graduates continue their studies at postgraduate level.

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>

9. Intended Learning Outcomes of Programme:

The English Literature programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, and other attributes as described below.

Knowledge and Understanding

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

- analyse the work of a substantial number of authors and texts from different periods of literary history, including writing from periods before 1800;
- identify the distinctive characteristics of texts written in the principal literary genres (fiction, poetry, drama);
- consider the role of critical traditions in literary history;
- reflect on historical and current practices of literary and linguistic creativity;
- describe the changing literary, cultural and socio-historical contexts of literary texts, and the relationship of literary works to other forms of cultural production;
- use literary and linguistic terminology accurately;
- put into practice a range and variety of approaches to literary study, including critical theory, creative writing, and research through creative practice;
- discuss the multi-faceted and changing nature of the discipline.

Skills and Other Attributes

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

Subject-specific/practical skills

- deploy varied critical skills in the description and analysis of literary texts in varieties of English;
- identify and analyse writerly and creative skills in the making of literary and critical texts;
- articulate their knowledge and understanding of concepts and theories relating to English studies;
- write with sensitivity and understanding on the role of genre, convention and historical/cultural circumstances in the shaping of texts;
- understand the complex role of language in the creation of literary texts and engage with examples of stylistic complexity;
- communicate and argue effectively while commanding an appropriate critical/analytic vocabulary;
- use bibliographic skills appropriate to the discipline.

Intellectual skills

- communicate using advanced skills in literacy, and persuasiveness as well as creativity and imagination;
- harness these skills in appropriate contexts through oral presentation, writing and project work;
- analyse diverse forms of discourse;
- synthesise and summarise substantial quantities of complex information in a critical, structured and systematic way;
- deploy skills in critical reasoning from a variety of theoretical perspectives;
- carry out independent analysis and judgement in the context of critical and creative practice.

Transferable/key skills

- work with others to discuss, debate and present ideas as well as to negotiate collective solutions;
- handle information and arguments in a critical, imaginative, and self-reflective manner;
- carry out complex research involving information retrieval and sifting, organising and evaluating material from diverse sources;
- access, evaluate and use electronic resources;
- present clear ideas and persuasive arguments both verbally and on paper;
- manage time and use planning skills to achieve set tasks and meet deadlines.

10. Typical Learning and Teaching Approaches:

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

- Lectures
- Guided reading of books and articles, and of web-based materials
- Tutorials and seminars
- Essays
- Oral presentations and contributions
- Workshops
- Creative Writing
- Research tasks
- Field Trips
- Autonomous Learning Groups
- Symposia and conferences

11. Typical Assessment Methods:

Essays (formative and summative)
 Unseen written examinations (summative)
 Creative writing portfolios (formative and summative)
 Research dissertations (summative)
 Oral presentations and contributions (formative and summative)
 Annotated bibliographies (summative)
 Dictionary and encyclopaedia entries (summative))

12. Programme Structure and Features:

Structure: A typical joint honours curriculum in English Literature will be constructed as follows:

| Year | Courses | Credits | Possible Exit Points |
|------|--|----------|---------------------------------|
| 1 | English Literature 1A English Literature 1B | 20 20 | Certificate of Higher Education |
| | 40 credits in joint subject | 40 | 120 credits |

| | | | | |
|--------------------|--|--|----------|-----------------------------|
| | | 40 credits at Level 1 in another subject | 40 | |
| 2 | | English Literature 2A English Literature 2B | 20 20 | Diploma of Higher Education |
| | | 40 credits at Level 2 in joint subject | 40 | 240 credits |
| | | 40 credits at Level 1 or 2 in another subject | 40 | |
| 3 | | 2 Honours option courses drawn from those offered in that session (30 credits each) | 60 | MA (ordinary) |
| Junior Hons | | 60 credits in joint Honours subject | 60 | 360 credits |
| 4 | | Either: Dissertation | 30 | MA Honours 480 credits |
| Senior Hons | | 1 Honours option course drawn from those offered in that session | 30 | |
| | | Or: 2 Honours option courses (30 credits each) (In this case the student must do a dissertation in their other joint subject) | 60 | |
| | | 60 credits in Joint Honours subject | 60 | |

Regulations

This programme will be governed by the relevant regulations published in the University Calendar. These regulations include the requirements in relation to:

- (a) Award of the degree
- (b) Progress
- (c) Early exit awards
- (d) Entry to Honours (For undergraduate programmes, where appropriate)

<http://www.gla.ac.uk/services/senateoffice/calendar/>

13. Programme Accredited By:

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14. Location(s):

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| Glasgow |
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15. College:

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|-----------------|
| College of Arts |
|-----------------|

16. Lead School/Institute:

Critical Studies [REG10200000]

17. Is this programme collaborative with another institution:

No

18. Awarding Institution(s):

University of Glasgow

19. Teaching Institution(s):

University of Glasgow

20. Language of Instruction:

English

21. Language of Assessment:

English

22. Relevant QAA Subject Benchmark Statements (see [Quality Assurance Agency for Higher Education](http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-English.aspx)) and Other External or Internal Reference Points:

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

23. Additional Relevant Information (if applicable):

Support for students is provided by the Postgraduate/Undergraduate Adviser(s) of Studies supported by University resources such as the Student Learning Service (www.gla.ac.uk/services/sls/), Counselling & Psychological Services (www.gla.ac.uk/services/counselling/), the Disability Service (www.gla.ac.uk/services/studentdisability/) and the Careers Service (www.gla.ac.uk/services/careers/).

24. Date of approval: