



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

<i>Programme Title</i>	<i>UCAS Code</i>	<i>GU Code</i>
MA Hons English Literature (Single)		Q301-2000

2. Academic Session:

2018-19

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 critical and creative study of literature in the Anglophone world, from the medieval period to the present day.

English Literature allows students to develop skills in critical argument, and involves imaginative engagement with literary texts from all periods; exploration of poetry and poetics, fiction and narrative form, drama, life-writing and the essay; and consideration of literature in all its modes of transmission, from traditional oral,

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.

manuscript, and book, to contemporary digital cultures. The subject also demands an understanding of how such texts function within cultures. Students are encouraged to take account of the socio-cultural setting of texts and to develop an awareness of their historical, socio-political, ethnic, gender and geographical contexts.

The programme aims to:

- encourage wide and varied reading
- enable students to develop independent skills in critical and creative thinking and writing
- engage students imaginatively, and with theoretical and cultural sensitivity, in the process of reading, analysing and making literary texts in English
- help students understand the organisation and history of the language through which such texts are mediated
- help students develop a range of subject-specific and transferable skills, including sophisticated conceptual, analytic, creative and communicative skills valuable for their future careers

9. Intended Learning Outcomes of Programme:

The 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 critical and theoretical terminology accurately;
- put into practice a variety of approaches to literary study, including critical theory and creative practice;
- reflect on 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 Literature;
- 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 rhetoric 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 persuasively using advanced critical skills;
- 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 deploy relevant specialist 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
- Autonomous Learning Groups
- Essays
- Oral presentations and contributions
- Workshops
- Creative writing
- Research tasks
- Reflective journals
- Library, museum and archive visits
- Reading groups attended by staff and students
- Field trips
- Symposia and conferences
- Attending writers' talks, performances, film screenings and other related events

11. Typical Assessment Methods:

Essays
Examinations
Creative writing portfolios
Research dissertations
Oral presentations and contributions
Annotated bibliographies
Dictionary and encyclopaedia entries
Reflective journals
Course symposium

12. Programme Structure and Features:

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

Year	Courses	Credits	Possible Exit Points
1	English Literature 1A	20	Certificate of Higher Education
	English Literature 1B	20	
	English Language and Linguistics 1A	20	120 credits
	English Language and Linguistics 1B	20	
	Or 40 credits at Level 1 in another subject	40	
	40 credits at Level 1 in another subject	40	

	2	English Literature 2A English Literature 2B 40 credits at Level 2 in another subject English Language and Linguistics 1A and 1B if not already taken Or 40 credits at Level 1 or 2 in another subject	20 20 40 40 40	Diploma of Higher Education 240 credits
	3 Junior Hons	English Literature Honours Core Course 1 English Literature Honours Core Course 2 4 Honours option courses drawn from those offered in that session (20 credits each)	20 20 80	MA (General) 360 credits
	4 Senior Hons	Dissertation (ENGLIT4117P or 4118P) 4 Honours option courses drawn from those offered in that session (20 credits each).	40 80	MA with Honours 480 credits

Features

To be admitted to Honours study you must satisfy subject and College of Arts requirements and obtain an average GPA of 14.5 or above in English Literature 2A and 2B in the first sitting, with neither course obtaining a grade below C3. In addition you must also obtain a D3 or above in English Language & Linguistics 1A and 1B. Junior Honours is weighted at 40% and Senior Honours at 60% in the final calculation of the classification of this degree.

Regulations

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

Award of the degree

Progress

Early exit awards

www.gla.ac.uk/services/senateoffice/policies/calendar/

13. Programme Accredited By:

Not applicable

14. Location(s):

Glasgow

15. College:

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 LEADS (www.gla.ac.uk/myglasgow/leads/), 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. Online Learning:

No

25. Date of approval:

28/02/2019