UNIVERSITY OF LONDON

Programme Regulations 2022–2023

English

BA
Diploma of Higher Education
Certificate of Higher Education
Individual courses

Important document – please read
This document contains important information that governs your registration, assessment and programme of study

Contents

Important information regarding the Programme Regulations 1
Alternative assessments during the Coronavirus (COVID-19) outbreak 2
1 Structure of the programmes 3
2 Registration 5
3 Recognition of prior learning and credit transfer 5
4 Assessment for the programme 6
5 Number of attempts permitted at an assessment 7
6 Progression within the programme 8
7 Schemes of award 10
8 Transfer of registration 13
9 Individual courses offered under this programme 13
Appendix A – Syllabuses and Course outlines 15
CertHE English, DipHE English and BA English Level 4 courses 15
BA English Level 6 courses 21
Appendix B – Assessment criteria 25
Assessment criteria for the BA English 25
Assessment criteria for the DipHE English 26
Assessment criteria for the CertHE English 27

Important information regarding the Programme Regulations

Last revised 22 August 2022

As a student registered with the University of London you are governed by the current General Regulations and Programme Regulations associated with your programme of study.

These Programme Regulations are designed and developed by Goldsmiths, University of London which is responsible for the academic direction of the programme. The regulations take account of any associated arrangements at Goldsmiths, University of London. Programme Regulations, together with the Programme Handbook, will provide the detailed rules and guidance for your programme of study.

In addition to Programme Regulations you will have to abide by the General Regulations. These regulations apply to all students registered for a programme of study with the University of London and provide the rules governing registration and assessment on all programmes; they also indicate what you may expect on completion of your programme of study and how you may pursue a complaint, should that be necessary. Programme Regulations should be read in conjunction with the General Regulations.

The relevant General Regulations and the Programme Regulations relating to your registration with us are for the current year and not the year in which you initially registered.

On all matters where the regulations are to be interpreted, or are silent, our decision will be final.

Further information about your programme of study is outlined in the Programme Specification which is available on the relevant programme page of the website. The Programme Specification gives a broad overview of the structure and content of the programme as well as the learning outcomes students will achieve as they progress.

Terminology

The following language is specific to the English programme:

Course: Individual units of the programme are called courses. Each course is a self-contained, formally structured learning experience with a coherent and explicit set of learning outcomes and assessment criteria.

Throughout the Regulations, ‘we’ ‘us’ and ‘our’ mean the University of London; ‘you’ and ‘your’ mean the student, or where applicable, all students.

If you have a query about any of the programme information provided please contact us. You should use the ‘*ask a question’* tab in the student portal.

Changes to English Regulations 2022-2023

Programme Regulations are reviewed annually and revised if necessary. Where there are changes which may impact on continuing students, these are listed below.

No significant changes

Alternative assessments during the Coronavirus (COVID-19) outbreak

In line with our current General Regulations, the University may offer you alternative assessments where necessary. This includes holding online timed assessments in place of written examinations, which are usually held at examination centres. Please note that this statement replaces any published information relating to assessments or written examinations in any of our materials including the website. Previously published materials relating to examinations should therefore be read in conjunction with this statement.

The University of London continues to work towards supporting the academic progression of all its students. The University also continues to be mindful of the health and wellbeing of its students during this pandemic, whilst protecting the academic standards of its awards.

1 Structure of the programmes

[Appendix A] gives the syllabuses and course outlines.

Qualifications

1.1

The following qualifications are offered under the English programme:

- BA English
- Diploma of Higher Education in English (DipHE)
- Certificate of Higher Education in English (CertHE)

Qualification structure

1.2

The **BA English** consists of twelve full courses as follows:

- Four FHEQ Level 4 courses plus
- Four FHEQ Level 5 courses plus
- Four FHEQ Level 6 courses

The **DipHE English** consists of eight full courses as follows:

- Four FHEQ Level 4 courses plus
- Four FHEQ Level 5 courses

The **CertHE English** programme consists of four FHEQ Level 4 courses

LEVEL 4 (120 credits)	*Explorations in Literature* 30 credits (compulsory course)	*Approaches to Text* 30 credits (compulsory course)	60 credits (two courses) from: *Renaissance Comedy: Shakespeare and Jonson*, 30 credits *Introduction to Creative and Life Writing**, 30 credits *Introduction to English Language*, 30 credits

LEVEL 5 (120 credits)	60 credits (two courses) from the following list (designated by the Member Institution as encompassing pre-1800 literature): *Literature of the Later Middle Ages*, 30 credits *Renaissance and Restoration*, 30 credits *Augustans and Romantics*, 30 credits	60 credits (two courses) from: *Victorians*, 30 credits *Moderns,* 30 credits *Varieties of English*, 30 credits *Creative and Life Writing***,* 30 credits

LEVEL 6 (120 credits)	120 credits (four courses) from: *American Literature*, 30 credits *Drama Since 1860*, 30 credits *Language and Gender*, 30 credits *Language and the Media*, 30 credits *The Novel*, 30 credits *Postcolonial Literatures in English*, 30 credits *Shakespeare*, 30 credits

* Introduction to Creative and Life Writing [EN1022-03] has replaced Introduction to Creative Writing [EN1022]. This course has been withdrawn; resit examinations will be offered for the final time in 2022.

** This course has a prerequisite. See Appendix A for details.

For details on how to progress through the programme, see Section 6.

1.3

You may apply to change your choice of course at any stage in your studies until you enter the assessment for the course concerned. An application from a student who has entered the assessment for the course concerned will not be considered until after the assessment results for that session have been published.

Also see Section 5, regulations 5.2 and 5.3

Individual courses

1.4

The following credit-bearing courses are available for study on a stand-alone basis:

- Explorations in Literature [EN1021]
- Approaches to Text [EN1010]
- Renaissance Comedy: Shakespeare and Jonson [EN1020]
- Introduction to Creative and Life Writing [EN1022]
- Introduction to English Language [EN1023]

1.5

You may take a maximum of three full courses on a stand-alone basis without being registered for any qualification.

2 Registration

Effective date of registration

2.1

Your effective date of registration will be 30 November in the year that you initially registered. This allows you to sit your first examinations in the following May.

For this programme, the initial registration deadline is **9 October,** in time for commencement of VLE tutor groups for all Level 4 courses and the Level 5 course, Creative and Life Writing.

Period of registration

2.2

If you transfer from the CertHE or DipHE to the DipHE or BA respectively, you will have the maximum period to complete counted from the effective date of registration for the CertHE or DipHE.

2.3

If you start by taking Individual courses and then register for the CertHE, DipHE or BA, we will give you a new maximum period of registration.

Details of the minimum and maximum periods of registration can be found in the Programme Specification.

3 Recognition of prior learning and credit transfer

To be read in conjunction with the General Regulations, Section 3.

Recognition of prior learning

3.1

You may apply for Recognition of Prior Learning (RPL) for up to four Level 4 courses for the BA English or you may apply for RPL for up to three Level 4 courses for DipHE English.

3.2

You may not apply for RPL for Level 5 and Level 6 courses.

3.3

You may not apply for RPL or credit transfer for the CertHE English. See Section 7, Scheme of Award, for further information about RPL.

4 Assessment for the programme

In line with our current General Regulations, the University may offer you alternative assessments where necessary. This includes holding online timed assessments in place of written examinations, which are usually held at examination centres. Please refer to Programme Specifications for details on equipment that may be required for alternative assessments.

4.1

With the exception of *Introduction to Creative and Life Writing, Introduction to Creative Writing* (resit course) and *Creative and Life Writing* (which are assessed by coursework), each course of the BA English, DipHE English and CertHE English will normally be examined by one three-hour unseen written examination.

Some examinations have 15 minutes' reading time; please see Appendix A or check the examination timetable on our website for further information.

4.2

For all Level 4 courses and one Level 5 course, there is a requirement to submit a piece of formative assessment. For all Level 4 courses except *Introduction to Creative and Life Writing* (and in the case of resits for *Introduction to Creative Writing*), this will be in the form of an essay.

For *Introduction to Creative and Life Writing* (and in the case of resits for *Introduction to Creative Writing*), and for the Level 5 course *Creative and Life Writing*, this will be in the form of a creative piece. This requirement is to help you prepare for examinations and final assessment.

4.3

The piece of formative assessment is compulsory and to be undertaken in the same year as the examination/final assessment for the Level 4 course(s) and the Level 5 *Creative and Life Writing* course. You should observe the requirements of that year's formative assessment. You must make a valid attempt at the compulsory assessment, and gain a mark of at least 10%, although the mark does not contribute to your overall course result. Details about submitting formative assessments will be posted on the relevant course page on the English VLE.

All students submitting Level 4 formative assessment will be required to submit a statement confirming that they have completed the online plagiarism quiz, as directed in the instructions on the VLE that accompany formative assessment details.

Date of examinations

4.4

Written examinations take place in May each year.

See General Regulations Rules for taking written examinations

4.5

The coursework for *Introduction to Creative and Life Writing, Introduction to Creative Writing* (resit course) and *Creative and Life Writing* is due on **3 May**. Further details about submission are available on the relevant course forum on the English VLE.

4.6

The formative assessment for Level 4 courses is due on **15 February** in the year of examination in those courses. Further details about submission are available on the relevant course forum on the English VLE.

4.7

The formative assessment for the Level 5 course, *Creative and Life Writing*, is due on **1 March** in the year of final assessment for that course. Further details about submission are available on the relevant course forum on the English VLE.

Mitigating circumstances

See the mitigating circumstances page on the Student Portal for details of what mitigating circumstances are and how to submit a request to us.

4.8

If you enter one or more assessment(s) and experience difficulties immediately before or during the assessment period through illness or other adequate cause, you should immediately inform the University of London, and provide a supporting medical certificate or other official documentation for the courses affected.

The documentation must be received within three weeks of the last written examination, or before the final submission date for coursework (see 'Mitigating circumstances' in Section 12 of the General Regulations).

4.9

If, despite difficulties as described in 4.8 above, you have attempted and passed your assessment(s), the pass received will stand.

4.10

If you have attempted but failed an assessment because of difficulties as described in 4.8 above, and the documentation you provided is accepted by the Board of Examiners, you may be given a result of *Attempt not to count* for that assessment. The attempt will not count and you will be permitted to take the paper again without academic penalty. The attempt will not count towards the maximum number of attempts permitted.

5 Number of attempts permitted at an assessment

5.1

The maximum number of attempts permitted at any assessment of the BA English, DipHE English or CertHE English is **three**.

5.2

If your effective date of registration is 30 November 2016 or later and you fail the assessment for a course, you may not withdraw and take an alternative course in its place.

5.3

If your effective date of registration for the BA English or the DipHE English is 30 November 2015 or before and you fail the assessment for a course at Level 5 or 6 at the first or second attempt, you may apply to change to another course at Level 5 or 6.

5.4

If you receive a mark between 35% and 39% and your mean average mark for the level is 45% or above, you may be awarded a 'compensated fail' for that course when you enter to complete the qualification. This means that although the course has not been passed it will be treated as if it has been passed for the purposes of degree classification. You may, however, resit the course providing you have not exhausted the permitted number of attempts. The BA may include 60 compensated credits with no more than 30 credits compensated at a single level. The DipHE may include 30 compensated credits.

5.5

If you have an effective date of registration of 30 November 2016 or after, the mark awarded for a course which you resit and pass will be subject to a resit penalty (unless there are extenuating circumstances deemed acceptable by the Board of Examiners). The mark awarded will be the arithmetic mean of the mark achieved and the pass mark of 40%.

5.6

If you are registered for the **BA English** and fail a course for the third time, your registration for the degree will end unless the fail can be compensated, or there is a possibility it will be compensated in the future once other courses have been attempted. If, at the first attempt, you achieve a compensatable fail mark for a course and in subsequent attempts to redeem the failure achieve further compensatable fail marks, the highest mark obtained will be used for the purposes of classification and you may be permitted to proceed to the remaining courses of the degree. Our decision is final.

5.7

If you are registered for the **DipHE English** and fail a course for the third time, your registration for the DipHE will end unless the fail can be compensated, or there is a possibility it will be compensated in the future once other courses have been attempted. If, at the first attempt, you achieve a compensatable fail mark for a course and in subsequent attempts to redeem the failure achieve further compensatable fail marks, the highest mark obtained will be used for the purposes of classification and you may be permitted to proceed to the remaining courses of the DipHE. Our decision is final.

5.8

If you are registered for the **CertHE** and fail a course for the third time, your registration for the CertHE will end. Compensation will not apply to this qualification.

See Section 4 for method of assessment.

6 Progression within the programme

6.1

Within the limits given below, and the minimum and maximum periods of registration, you may decide when you are assessed, the number of courses you attempt each year and the order in which courses are examined. You do not have to enter to be examined every year.

6.2

If you choose to be assessed, you may attempt examinations or the final assessment in a minimum of one course and a maximum of four courses, excluding re-sits.

6.3

If you are registered for the **BA English** and:

You have attempted **three** Level 4, 30 credit courses (that is attempted 90 credits at Level 4) and passed or been awarded credit (through RPL or credit transfer) for all three, you will be permitted to commence up to two Level 5 courses. You must attempt the fourth Level 4 course before attempting further Level 5 courses.

or

If you have attempted **four** Level 4, 30 credit courses (that is attempted 120 credits at Level 4) but have only passed or been awarded credit (through credit transfer or RPL) for three Level 4 courses (e.g. gained 90 credits), you will be allowed to take four Level 5 courses, alongside the resit for the failed Level 4 course.

6.4

If you are registered for the **BA English** and:

You have attempted **three** Level 5, 30 credit courses (that is attempted 90 credits at Level 5) and passed or been awarded credit (through credit transfer or RPL) for all three, you will be permitted to commence up to two Level 6 courses. You must attempt the fourth Level 5 course before attempting further Level 6 courses.

or

If you have attempted **four** Level 5, 30 credit courses (that is attempted 120 credits at Level 4) but have only passed or been awarded credit (through credit transfer or RPL) for three Level 5 courses (that is gained 90 credits), you will be allowed to take four Level 6 courses, alongside the resit for the failed Level 5 course.

6.5

If you are registered for the **DipHE English** and

You have attempted **three** Level 4, 30 credit courses (that is attempted 90 credits at Level 4) and passed or been awarded credit (through credit transfer or RPL) for all three, you will be permitted to commence up to two Level 5 courses. You must attempt the fourth Level 4 course before attempting further Level 5 courses.

or

If you have attempted **four** Level 4, 30 credit courses (that is attempted 120 credits at Level 4) but have only passed or been awarded credit (through credit transfer or RPL) for three Level 4 courses, you will be allowed to take four Level 5 courses, alongside the resit for the failed Level 4 course.

Progression between the CertHE, the DipHE and BA

6.6

Progression from the CertHE English to the DipHE English or DipHE English to the BA English is permitted provided:

- you have met the requirements for the award of the CertHE or DipHE *or*
- you already satisfy the entrance requirements for the DipHE or BA English

If you already satisfy the entrance requirements for the DipHE or BA English and progress before satisfying the requirements for the lower qualification, you must follow the progression rules in regulations 6.3, 6.4 and 6.5 to attempt Level 5 and/or Level 6 courses.

6.7

If you are permitted to progress to the DipHE English or BA English, you will be credited with respective Level 4 and Level 5 courses passed.

6.8

Previous attempts at the assessments for the CertHE English or DipHE English will count towards the number of attempts permitted at Level 4 or 5 courses of the BA English.

6.9

If you successfully complete the CertHE or DipHE English and decide to progress to the DipHE or the BA English, you will not receive the intermediate qualification.

If you fail a module three times or are unable to complete your qualification for personal or academic reasons, you may decide to end your studies and accept an exit qualification for which you are eligible.

6.10

Exit qualifications are granted at the discretion of the Board of Examiners and once a student has accepted an exit qualification they will not be permitted to continue their study towards a higher qualification on the same programme.

Prerequisites

6.11

We will not permit you to register for any course that has a prerequisite unless you have passed the assessment for the prerequisite course.

The exception to this is where you have had prior learning recognised and accredited by the Programme Director. See Appendix A for details of the prerequisites that apply. Students who have passed *'Introduction to Creative Writing [EN1022]'* will have their pass in this subject counted as a pre-requisite.

7 Schemes of award

BA English

7.1

Courses are marked according to the following scale:

Mark range (%)	Class equivalent
70 and over	First Class Honours
60–69	Second Class Honours (Upper Division)
50–59	Second Class Honours (Lower Division)
40–49	Third Class Honours
0–39	Fail

7.2

In order to be awarded an honours degree, you are required to have been assessed in, and to have completed to the satisfaction of the Board of Examiners **twelve** full courses, or the equivalent, totalling 360 credits. This may include accreditation of prior learning for Level 4 courses and/or compensated fails where permitted. You must make a valid attempt at each course.

7.3

If you fail a course (that is, receive a mark of less than 40%), you are allowed two further attempts to pass it. If you receive a mark between 35% and 39% for a course and your mean average mark for the level is 45% or above, you may be awarded a 'compensated fail' for that course. This means that, although the course has not been passed, it will be treated as if it has been passed for the purposes of the award of the degree. Compensation may only be applied if you are entering the assessments to complete your qualification. You may, however, resit the course providing you have not exhausted the permitted number of attempts. No more than 30 credits can be compensated at a single level and no more than 60 credits across the whole degree.

7.4

If you have used up all of your permitted further attempts to pass a course or courses, and have passed courses to a total value of less than 360 credits but of at least 300 credits but are not eligible for compensation, you will be awarded a 'Pass degree'.

7.5

If are registered for BA English and you have passed courses to a total value of less than 300 credits, you may be eligible for the exit qualification of a CertHE English (120 credits) or a DipHE English (240 credits) if you are unable to complete your qualification for personal or academic reasons.

7.6

The class of degree awarded will normally be based on the marks obtained in the best three Level 4 courses plus the best seven courses at Levels 5 and 6. A relative weighting of the best three marks from the Level 4 courses and the best seven marks from courses at Levels 5 and 6 will be applied. Level 4 courses are given less weight than courses at Levels 5 and 6. If necessary, marks for courses awarded a 'compensated fail' shall be included.

7.7

If your final weighted average falls within 2% below the borderline **either** between two classes of Honours **or** the borderline between an Honours degree and failure, and you have obtained marks in the higher classification in courses totalling **at least four** courses at Levels 5 and 6, you must be awarded the higher classification. If you meet these conditions but have only obtained marks in the higher classification in **three** courses at Levels 5 and 6, the Board of Examiners may consider mitigating circumstances not previously taken into account by examiners, and the higher classification may be awarded.

7.8

If any prior learning has been recognised for any course, the examiners will assess your class of Honours only upon the grades received for the courses you have undertaken for this programme.

7.9

If any prior learning has been recognised, the number of marks to be considered will be adjusted accordingly. For example, if you have been accredited for one Level 4 course, the class of degree will normally be based on the marks obtained in the best two Level 4 courses (rather than the best three), plus the best seven courses at Levels 5 and 6 (that is, a total of nine marks will be considered). If you have been accredited for two Level 4 courses, the class of degree will normally be based on the mark obtained in the best Level 4 course (rather than the best three), plus the best seven courses at Levels 5 and 6 (that is, a total of eight marks will be considered).

If you have been accredited for three or more Level 4 courses, the class of degree will normally be based on the best seven courses at Levels 5 and 6 (that is, a total of seven marks will be considered). Level 4 courses are given less weight than courses at Levels 5 and 6. If necessary, marks for courses awarded a 'compensated fail' shall be included.

DipHE English

7.10

In order to obtain a DipHE English, you must be assessed in, and complete to our satisfaction, courses to the value 240 credits at Levels 4 and 5. This may include the recognition of prior learning for Level 4 courses and/or 30 compensated credits where permitted. If you have reached this stage, you will **not** be permitted to make any further attempts at any failed courses.

7.11

If you fail a course (i.e. receive a mark of less than 40%), you will be allowed two further attempts to pass it. If you receive a mark between 35% and 39% for a course and your mean average mark for the Level is 45% or above, you may be awarded a 'compensated fail' for that course. This means that, although the course has not been passed, it will be treated as if it has been passed for the purposes of the award of the diploma. Compensation may only be applied if you are entering the assessments to complete your qualification. You may, however, resit the course providing you have

not exhausted the permitted number of attempts. No more than 30 credits can be compensated at a single Level and no more than 30 credits across the whole diploma.

7.12

If you have passed courses to a total value of less than 240 credits, you may be eligible for the exit qualification of a CertHE English (120 credits).

7.13

The DipHE English will be awarded with a grading of Credit, Merit or Pass. The final mark is determined by an average of all eight marks obtained from each of the eight courses studied.

Mark range	Diploma classification
70 and above	Pass with Merit
51–69	Pass with Credit
40–50	Pass
0–39	Fail

7.14

If any prior learning has been recognised for any course, the examiners will assess your class of qualification only upon the grades received for the courses you have undertaken for this programme.

7.15

If prior learning has been recognised, the number of marks to be considered will be adjusted accordingly. For example, if your prior learning has been recognised for one Level 4 course, the grading of the diploma will normally be based on the marks obtained in the remaining Level 4 courses, plus the courses at Level 5 (that is, a total of seven marks will be considered). If your prior learning has been recognised for two or three Level 4 courses, the grading of the diploma will be based on six or five marks respectively. If necessary, marks for courses awarded a ‘compensated fail’ will be included.

CertHE English

7.16

In order to obtain a CertHE English, you must pass courses to the value 120 credits at Level 4.

7.17

No compensation is allowed and neither recognition of prior learning or credit transfer for Level 4 courses is permitted.

7.18

The CertHE English will be awarded with a grading of Credit, Merit or Pass. The final mark is determined by an average of all four marks obtained from each of the four courses studied.

Mark range	Certificate classification
70 and above	Pass with Merit
51–69	Pass with Credit
40-50	Pass
0–39	Fail

8 Transfer of registration

Transfer between the CertHE English, DipHE English and the BA English

8.1

You may progress from the CertHE English to the DipHE English or the BA English *or* from the DipHE English to the BA English by transferring your registration.

8.2

If you are registered on the BA English or the DipHE English and are unable to complete your studies you may be eligible for an exit qualification. If you are registered on the BA English, you may be offered a DipHE English or a CertHE English, and if you are registered for the DipHE English, you may be eligible for a CertHE providing you have not been awarded RPL for any Level 4 courses.

9 Individual courses offered under this programme

9.1

The following credit bearing courses are available for study on a stand-alone basis:

- Explorations in Literature [EN1021]
- Approaches to Text [EN1010]
- Renaissance Comedy: Shakespeare and Jonson [EN1020]
- Introduction to Creative and Life Writing [EN1022]
- Introduction to English Language [EN1023]

9.2

You may take a maximum of three full courses on a stand-alone basis without being registered for a qualification at FHEQ Level 4, 5 or 6.

9.3

With the exception of *Introduction to Creative and Life Writing, Creative and Life Writing* and in the case of resits for *Introduction to Creative Writing* (which are assessed by coursework), each Individual course will normally be examined by one three-hour unseen written examination.

Some examinations have 15 minutes' reading time; please check the examination timetable on our website for further information.

9.4

The maximum number of attempts permitted at any assessment for an Individual course is **two** provided your registration has not expired.

9.5

If you successfully complete the assessment for one or more of the Individual courses available, you may be considered, at our discretion, for progression to the following related qualifications:

- Bachelor of Arts English (BA)
- Diploma of Higher Education English (DipHE)
- Certificate of Higher Education English (CertHE)

9.6

Credit for an Individual course(s) may be considered provided that an application is made within three years of the completion of the relevant course or courses.

Receiving related qualifications

9.7

If you successfully complete the formal assessment of the relevant credit-bearing Individual course, you may apply to receive any related qualifications provided you satisfy the requirements for the qualification, and the application is made within three years of the completion of the relevant courses.

Appendix A – Syllabuses and Course outlines

Note: The examination numbers have been appended to the syllabus titles and these numbers should be used when completing examination entry forms.

Note: You are forbidden from using the same text in more than one answer in an examination paper, or at any other examination, except that a text studied for a Level 4 course (or as part of the CertHE for students proceeding to the DipHE or the BA in English) may be studied again for a course at Levels 5 or 6, provided that the same material or treatment of that material is not substantially repeated. For exceptions involving individual examinations, see the syllabuses/ course outlines for **Approaches to Text**, **Renaissance Comedy: Shakespeare and Jonson** and **Shakespeare** below.

All courses, with the exception of **Introduction to Creative and Life Writing** and **Creative and Life Writing**, are assessed by one three- hour unseen written examination. **Introduction to Creative and Life Writing** and **Creative and Life Writing** are assessed by coursework. For more information about the current structure and requirements of examination papers for each course, you should consult the subject guide for that course, the Programme handbook, and the past examination papers/Examiners' commentaries.

CertHE English, DipHE English and BA English Level 4 courses

Students must attempt courses to the value of **120 credits** (four courses) from following choices:

Explorations in Literature [EN1021] 30 credits

This course introduces a wide range of works from the literary canon, from ancient Greek texts in translation to the contemporary, covering the major genres, and embodying significant interventions or influences in literary history. The emphasis is on reading primary texts voraciously and discovering—or rediscovering—diverse writers and cultures, so that students can make informed choices from more specialized courses later in their programme. Not being limited to a period, genre or single approach, the course cultivates difference and chronological sweep; it aims to challenge and surprise, as rewarding 'exploration' should.

Mode of assessment: One three-hour exam

Prescribed reading includes:

- Homer, *The Odyssey*
- Sophocles, *Antigone*
- Ovid, *Metamorphoses*
- Dante, *The Inferno*
- Geoffrey Chaucer, *The Canterbury Tales: The Wife of Bath's Prologue and Tale*
- *Sir Gawain and the Green Knight*
- William Shakespeare, *Hamlet*
- Metaphysical Poetry: John Donne, Andrew Marvell, Thomas Carew
- John Milton, *Paradise Lost,* Books 1 and 2
- Alexander Pope, *The Rape of the Lock*
- Henry Fielding, *Joseph Andrews*

- Samuel Taylor Coleridge, *The Rime of the Ancient Mariner*
- Jane Austen, *Emma*
- Charles Dickens, *Great Expectations*
- August Strindberg, *Miss Julie*
- Thomas Hardy, *Jude the Obscure*
- James Joyce, *A Portrait of the Artist as a Young Man*
- T.S. Eliot, *Prufrock and Other Observations*
- Virginia Woolf, *Mrs Dalloway*
- Samuel Beckett, *Waiting for Godot*
- Leonora Carrington, *The Hearing Trumpet*
- Margaret Atwood, *The Penelopiad*

Approaches to Text [EN1010] 30 credits

This course introduces you to essential concepts in modern literary study, enabling you to become a more observant, perceptive and analytical reader and critic in your own right. You are introduced to the history and nature of literary studies, and to contemporary critical debates. You learn a vocabulary in which to discuss literary language, ideas of literary convention and genre, poetic rhythm and form, and the nature of narrative voice and narrative structures. You are introduced to debates about the relation of texts on the page to texts in performance, and to wider questions about the interpretation of texts.

Mode of assessment: One three-hour exam (with 15 minutes additional reading time)

Students may draw on reading completed for Explorations in Literature answers to questions, but must not present substantially the same material in more than one answer in this or in any other part of the Level 4 course examinations. In addition, students are required to read the following:

- M.H. Abrams, *A Glossary of Literary Terms*, (Heinle Languages, 2008), ninth (International) edition
- Peter Barry, *Beginning Theory: An Introduction to Literary and Cultural Theory*, (Manchester: Manchester University Press, 2009), third edition
- Jonathan Culler, *Literary Theory: A Very Short Introduction,* (Oxford and New York: Oxford University Press, 2000), new edition
- Martin Montgomery, Alan Durant, Nigel Fabb, Tom Furniss and Sara Mills, *Ways of Reading: Advanced Reading Skills for Students of English Literature*, 2nd edition (London: Routledge, 2006), third edition
- D. Walder (ed.) *Literature in the Modern World,* (Oxford: Oxford University Press, 2003), second revised edition

Renaissance Comedy: Shakespeare and Jonson [EN1020] 30 credits

This course provides students with an introduction to the works of Shakespeare and Jonson within the genre of 'comedy', and seeks to draw attention to the principles of classification which enable these plays to be seen as forming a group. Starting with the hypothesis that the plays themselves may problematize such formulations, the course will examine the cultural specificity of the term 'comedy', and the extent to which these plays are part of a process which redefined the role of drama in Elizabethan/Jacobean society. The plays will be treated primarily as literary texts but students will be encouraged to consider the possibilities for interpretation which a 'stage-centred' critical approach produces. The plays will be placed in the context of a new dramatic practice which arose within a London of competing commercial and political interests, and students will be required to grasp an overview of the forces shaping the creative production of Shakespeare and Jonson. The demands of the market for which the dramatists were producing, the operation of patronage, the expectations of theatre audiences, and the role of censorship will be considered, and the course will attempt to read through the plays to find the 'marks' of these influences.

Mode of assessment: One three-hour exam (with 15 minutes additional reading time)

Prescribed reading will include:

- Jonson, *Bartholomew Fair*, *Volpone*, *The Alchemist*, *Every Man in his Humour*, *Eastward Ho!*, *Epicoene or the Silent Woman*.
- Shakespeare, *Much Ado about Nothing*, *As You Like It*, *The Merchant of Venice*, *A Midsummer Night's Dream*, *The Taming of the Shrew*, *Twelfth Night*.

Introduction to Creative and Life Writing [EN1022-03] 30 credits

This course is designed as an initial introduction to some of the key concepts and practices involved in Creative and Life Writing. Students will explore three different types of writing: fiction (focusing on the short story), poetry, and prose life writing, engaging with foundational approaches needed for each style. The course will help students develop an awareness of various contexts into which they write, and different techniques that can be used to stimulate, cultivate and improve their writing. The course further aims to present Creative Writing in its literary contexts, using texts that serve to best represent the fields of the short story, poetry, and prose life writing, providing students the opportunity to survey and understand the contemporary canon. As such, this course ties students' writing practice very closely to the act of reading, a useful tool in the pursuit of English studies.

Mode of assessment: Coursework submitted through the VLE

Prerequisite: This course is a prerequisite for Creative and Life Writing [EN2020] and must be passed before progressing onto that course at Level 5. Students who have passed '**Introduction to Creative Writing [EN1022]'** will have their pass in this subject counted as a pre-requisite.

Prescribed reading includes:

Essential literary texts

Adichie, Chimamanda Ngozi, 'The Thing Around Your Neck' from *The Thing Around Your Neck* (London: 4th Estate, 2009) [ISBN 9780007306213]

Allende, Isabel, *Paula* (London: Harper Collins, 1994) [ISBN 9780007205257]

Hayes, Terrance, 'Barberism', from *How To Be Drawn* (New York: Penguin, 2015) [ISBN: 978-0143126881] or https://www.poets.org/poetsorg/poem/barberism ,

Munro, Alice 'Haven' from *Dear Life* (London: Chatto & Windus, 2012) [ISBN: 9780099578635] or https://www.newyorker.com/magazine/2012/03/05/haven-alice-munro?reload=true

Essential critical texts

(Note: These texts will serve as core texts in Level 4, and will also be utilised and referred to in Level 5; as such, students should be advised to keep these titles for further usage in Level 5)

Anderson, L. and D. Neale's *Writing Fiction* (Abingdon: Routledge, 2009) [ISBN 9780415461559]

Bell, Jo and Paul Magrs, *The Creative Writing Coursebook: Forty Authors Share Advice and Exercises for Fiction and Poetry* (London: Macmillan, 2001) [ISBN 9780333782255].

Cline, Sally and Carole Angier's *The Arvon Book of Life Writing: Writing Biography, Autobiography and Memoir* (London: Methuen Drama, 2010) [eISBN 9781408122716]

Wainwright, Jeffrey, *Poetry: The Basics* (New York: Routledge, 2004) [ISBN 978041528763]

Introduction to English Language [EN1023] 30 credits

This course introduces students to basic terminology and concepts in the study of the English language. Students get a general introduction to English linguistics, including phonetics and phonology (the study of speech sounds), morphology (the study of words), syntax (the structure of sentences), and semantics (the study of word and sentence meaning). The aim of the course is to give students a basic critical understanding of the theoretical notions used in these disciplines, as well as of the range and variety of approaches to them. The terms and concepts introduced in this course are of relevance to the study of literary texts in any of the English Literature courses. Students who complete this course may also wish to take Varieties of English at Level 5, Language and Gender and/or Language and Media at Level 6.

Mode of assessment: One three-hour exam (with 15 minutes additional reading time)

Prescribed reading includes:

D. Crystal, (2003). *The Cambridge Encyclopedia of Language.* Cambridge University Press, Cambridge, 2nd edition

K. Börjars, and K. Burridge, K. (2010). *Introducing English Grammar.* Hodder Education, London, 2nd edition.

R. Huddleston, and G.K. Pullum. (2005). *A Student's Introduction to English Grammar.* Cambridge University Press, Cambridge.

I. Plag, M. Braun, S. Lappe, and M. Schramm, (2007). *Introduction to English Linguistics.* Mouton de Gruyter, Berlin and New York.

G. Yule, (2010). *The Study of Language.* Cambridge University Press, Cambridge, 4th edition.

DipHE English and BA English Level 5 courses

Students must offer courses to the value of **120 credits** (four courses) from the following choices. A minimum of **60 credits** (two courses) must be selected from courses designated by the college as encompassing pre-1800 literature (marked below by *****):

*Literature of the Later Middle Ages [EN2025] 30 credits

This course offers an introduction to English literature of the later Middle Ages, placed within a broad historical and cultural context. A diversity of genres, styles, dialects and literary traditions may be explored.

Among topics which students may study are: social satire; the Arthurian tradition and uses of the Arthurian myth; shifts in literary technique, genre and attitudes toward women; myths of social and literary decadence; ideas of society and the individual; high and low culture, spirituality and

secularity; chivalry and the figure of the knight; literacy and education; art and architecture; magic and the supernatural; medieval Scotland and the Scottish Chaucerians.

Mode of assessment: One three-hour exam (with 15 minutes additional reading time)

Among text and authors which students may choose to study are:

- Chaucer, Malory, Henryson, the Breton lai, selected lyrics.

*Renaissance and Restoration [EN2030] 30 credits

This course offers an overview of English literature and literary culture in the period from the reign of Henry VIII (the lyric poets Thomas Wyatt and the Earl of Surrey) to the satirists and dramatists of the Restoration.

Among topics which students may study are: women and writing in the early modern period; Jacobean drama; the origins of Elizabethan tragedy; literature of the commonwealth; Restoration comedy; surveys of the period and other more specialist topics.

Mode of assessment: One three-hour exam (with 15 minutes additional reading time)

Among topics and authors which students may choose to study are:

- Wyatt, Surrey, Castiglione, Machiavelli, Sidney, Spenser, Raleigh, Kyd, Marlowe, Shakespeare, Jacobean tragedy, Jonson, the Metaphysical poets, Milton, Dryden, Rochester, Restoration Comedy, Bunyan, Locke, Hobbes, Aphra Behn, Lady Mary Wroth.

*Augustans and Romantics [EN2035] 30 credits

This course draws together two periods of English literary history that have traditionally been seen in strong contrast; an antithesis which was frequently underscored by critical manifestos issued during the eighteenth and early-nineteenth centuries. The course explores what appear to be the important distinctions, but also considers continuities that may exist between the two periods.

Among topics which students may study are: prose and verse satires of the early eighteenth century; the emergent novel; attitudes towards the language of poetry; Romantic poetry; author-based studies.

Mode of assessment: One three-hour exam (with 15 minutes additional reading time)

Among authors whose work students may choose to study are:

- Swift, Defoe, Gay, Pope, Thomson, Richardson, Fielding, Sterne, Gray, Goldsmith, Sheridan, Blake, Wordsworth, Coleridge, Keats, Austen.

Victorians [EN2040] 30 credits

This course considers a range of textual forms typical of the Victorian period, with reference to poetry, fiction and drama in the nineteenth century. The course will develop your understanding of change and continuity in the literary culture of the period, provide a context for the application of a wide range of critical approaches to the literature of the period, and enable you to handle with confidence a range of terms used in contemporary readings of Victorian literature such ‘realism’, ‘naturalism’, and ‘Darwinism’.

Among topics which students may choose to study are: the narrative poem; the social problem novel; the literary avocation of the woman’s role; Darwinism; faith and doubt; social unease; Decadence; author-based studies.

Mode of assessment: One three-hour exam (with 15 minutes additional reading time)

Among authors whose work students may choose to study are:

- Thackeray, Hopkins, Mrs Gaskell, Tennyson, Dickens, Christina Rossetti, Hardy, George Eliot, Charlotte Brontë, Emily Brontë, Browning, Elizabeth Barnett Browning.

Moderns [EN2045] 30 credits

This course considers a range of textual forms typical of the modern and contemporary period, being concerned with poetry, fiction and drama in the twentieth-/twenty-first centuries.

The course will develop your understanding of change and continuity in the literary culture of the period, provide a context for the application of a wide range of critical approaches to the literature of the period, and enable you to handle with confidence a range of terms used in contemporary readings of twentieth- and twenty-first century literature (terms such as 'modern', 'postmodern', 'postcolonial' and so on).

Among topics which students may study are: the definition and function of terms such as 'modern', 'modernism', 'postmodernism'; the effects of war and technological change on literary production; the link between art and politics; the proletarian novel; feminist drama; regional literatures (such as Scottish poetry or Caribbean novels); the fiction of empire; poetry of the First World War; postmodern fiction; author-based studies.

Mode of assessment: One three-hour exam (with 15 minutes additional reading time)

Some authors whose works students may choose to study are:

- Virginia Woolf, Joseph Conrad, James Joyce, Ezra Pound, TS Eliot, WB Yeats, WH Auden, Aldous Huxley, Evelyn Waugh, Earl Lovelace, George Barker, Philip Larkin, Sylvia Plath, George Orwell, Lewis Jones, John Somerfield, John Osborne, Alan Sillitoe, John Braine, Muriel Spark, Harold Pinter, Kurt Vonnegut, Vladimir Nabokov, JG Farrell, Jean Rhys, Samuel Beckett, Doris Lessing, John Fowles, Amos Tutuola, Angela Carter.

Varieties of English [EN2001] 30 credits

This course explores how and why language is used differently in a range of contexts. Students will examine the variation of spoken language in relation to region, gender, ethnicity, age and social class; students will see that individuals are able to shift their style of speaking from one situation to the next and we will explore the attitudes that people have towards different varieties of English. The course also examines a range of tools and methodological frameworks that linguists use to analyse both spontaneous spoken interaction, written media and advertisement texts/discourses. The questions that will be addressed may include the following: Do women and men speak differently? What is slang? How and why do adolescents speak differently from adults? What are the public stereotypes about speakers with "non-standard" accents? What is Standard English? How do language choices influence the representation of social groups (e.g. women, asylum seekers) in the media? What are the language strategies employed by politicians? What is the difference between spontaneous talk and scripted drama/soap opera interaction?

The course builds on theoretical knowledge and analytical skills developed in 'Introduction to English Language' at Level 4. Students who complete this course may also wish to take Language and Gender and/or Language and Media at Level 6.

Mode of assessment: One three-hour exam (with 15 minutes additional reading time)

Prescribed reading includes:

- Thomas, Wareing and Singh (eds.) (2003) *Language, Society and Power.* Second Edition. Taylor & Francis Books Ltd
- Janet Holmes. (2008) *An Introduction to Sociolinguistics*. 3rd edition. Longman
- Deborah Cameron. (2001) *Working with Spoken Discourse.* London: Sage

Creative and Life Writing [EN2020] 30 credits

This course is designed as a progression of the concepts and practices introduced in Level 4 'Introduction to Creative and Life Writing'. Building on fundamental tenets and practices, students will further explore poetry, fiction (to include both the short story and shorter fiction) and life writing (expanded to both prose and poetry), engaging with approaches inherent and appropriate to each style.

The course will help students further develop an awareness of various, more sophisticated, contexts into which they write, and different techniques that can be used to draft, edit and prepare their work for eventual submission for publication.

The course examines Creative Writing in its literary contexts, using texts that serve to best represent the fields of short fiction, poetry and life writing, providing students the opportunity to survey the and understand the contemporary canon. This course not only ties students' writing practice very closely to the act of reading, but also begins to consider the reader's role in the craft. The syllabus and reading list will continue to compliment the students' overarching coursework, broadening their exposure to a diverse group of writers, titles, forms and styles.

Mode of assessment: Coursework submitted through the VLE.

Prerequisite: The course Introduction to Creative and Life Writing [EN1022-03] is a prerequisite for this course.

Prescribed reading includes:

- John Connell (2018) *The Cow Book,* London: Granta, or excerpt https://granta.com/the-farmers-son/
- Lydia Davis (2009) *The Collected Stories of Lydia Davis* New York: Farrar, Straus and Giroux
- Mimi Khalvati (2007) 'Motherhood' from *The Meanest Flower* Manchester: Carcanet, or https://www.poetryinternational.com/en/poets-poems/poems/poem/103-18183_MOTHERHOOD
- Sharon Olds (1999) *The Father* New York: Knopf
- Akhil Sharma (2017) *A Life of Adventure and Delight* New York: W.W. Norton, or https://www.newyorker.com/magazine/2001/12/10/surrounded-by-sleep

BA English Level 6 courses

Students must attempt courses to the value of **120 credits** (four courses) from the following choices:

American Literature [EN3116] 30 credits

This course introduces students to the diverse literatures and literary trends of the United States of America, from its early inception as a colonial project through to the present day, ranging across the 17th/18th/19th/20th and 21st centuries, and exploring the main concepts and contestations which have underpinned the evolution - and various re-shapings - of what has come to be known as 'American' literature. The main areas that will be covered in this course – which proceeds thematically rather than strictly chronologically – include: colonial visions of America; postcolonial/revolutionary and republican inventions of the nation, including Transcendentalism; Native American literature, culture and identity; the Frontier, the West and Manifest Destiny; regional literatures, including the Southern Gothic; constructions and treatments of race and ethnicity, including the literature of slavery, African-American writing, constructions of whiteness and white anxieties, Jewish-American writing;

constructions of gender and sexuality, including writing by women, treatments of 'masculinity,' and queer texts; and the impact of modernity and globalisation, especially within modernist/postmodernist American writing, including the 'Lost' and 'Beat' generations. Students will consider a range of genres (prose fiction, short stories, poetry, plays), and their connections to other creative mediums (especially visual cultures and music), and will be encouraged to explore a host of literary modes (Romanticism, Realism, Naturalism, Modernism, Postmodernism) as they have been constituted and contested in various American contexts.

Mode of assessment: One three-hour exam

Among authors whose work students may choose to study are: Anne Bradstreet; Mary Rowlandson; Phyllis Wheatley; Louise May Alcott; Emily Dickinson; Ralph Waldo Emerson; Nathaniel Hawthorne; Washington Irving; Henry James; Sarah Orne Jewett; Herman Melville; Edgar Allan Poe; Harriet Beecher Stowe; Henry David Thoreau; Mark Twain; Walt Whitman; Ralph Ellison; William Faulkner; Gertrude Stein; Carson McCullers; Toni Morrison; Alice Walker; Amy Lowell; Marianne Moore; Ezra Pound; Allen Ginsberg; Langston Hughes; Sylvia Plath; Arthur Miller; Tennessee Williams; Paul Auster

Drama since 1860 [EN3085] 30 credits

This course aims to provide students with historical and critical perspectives on the major thematic and stylistic developments in a selection of British, American and European drama between 1860 and the present day. The course encourages students to trace the relationship between the theory and practice of the dramatists listed and seeks to examine the way in which the choice of style or presentation, be it realism, expressionism or the avant-garde, might be seen to reflect the thematic concerns of their plays. The course will also encourage students to consider the relationship between the dramatic text on the page and play in performance, where appropriate.

Mode of assessment: One three-hour exam

Amongst playwrights whose work students may study are:

- Ibsen, Strindberg, Shaw, Yeats, Eliot, Synge, Wilde, O'Casey, Lorca, Brecht, Beckett, O'Neill, Williams, Miller, Pinter, Osborne, Delaney, Hellman, Wandor, Gems, Orton, Churchill, Friel and Roche.

Language and Gender [EN3117] 30 credits

This course aims to give a comprehensive introduction to the study of language and gender. We will examine how gender is reflected and constituted in language, that is, how women and men speak, how language is used to accomplish femininity and masculinity. Students will become familiar with a wide range of studies exploring the language used by women, men and children in a range of different contexts, including informal talk among friends and talk in work or public settings. The course encourages a critical engagement with past and present approaches to the study of language and gender and draws on a range of different theoretical and methodological frameworks to show how gender and identity can be analysed in language.

Questions which will be addressed on this course include: Do women and mean speak differently? How do men and women speak to their friends and to their colleagues at work? How does gender interact with other social variables such as ethnicity, class, and age? In what way does language constitute a resource for the construction of (gender) identity?

The course builds on theoretical knowledge and analytical skills developed in *Varieties of English* at Level 5.

Mode of assessment: One three-hour exam (with 15 minutes additional reading time)

Prescribed texts include:

- Jennifer Coates and Pia Pichler, (eds.) (2011) *Language and Gender: A Reader.* Second Edition. Oxford: Blackwell.
- Jennifer Coates (2004) *Women, Men and Language.* Third edition. Longman.

Language and the Media [EN3118] 30 credits

This course offers an introduction to a number of approaches in the analysis of media texts, and to a multi-modal perspective in the analysis of communication.

Students will compare and analyse media and literary texts and genres, engaging with a broad range of examples, for instance newspaper texts, advertising, the language of film, language of television, and others. The course develops critical awareness of a variety of linguistic techniques for analysing media discourse types, and engages with the relationship between text and context.

The course builds on theoretical knowledge and analytical skills developed in *Varieties of English* at Level 5.

Mode of assessment: One three-hour exam (with 15 minutes additional reading time)

Prescribed texts include: R. Carter, M. Bowring, A. Goddard, D. Reah, K Sanger, N. Swift (2007). *Working with Texts,* 3rd edition. London and New York: Routledge. Edited by A. Beard.

The Novel [EN3070] 30 credits

This course aims to provide students with some historical and critical perspectives on an evolving aesthetic form central to English Studies. Focusing on both works originally written in English and ones in translation, the course surveys selected novels in three broad chronological groupings: eighteenth and nineteenth-century realist novels; early twentieth-century modernist novels; and finally a wide-ranging exploration of the major themes and characteristic narrative strategies associated with ‘anti-realist’ or ‘postmodern’ works of fiction in the later twentieth/ early twenty-first centuries.

The course encourages students to consider some relevant theoretical questions on the nature of narrative and the role of the reader, together with critical writing on a variety of topics, ranging from mimesis to genre. Attention will also be given to narrative techniques, including characterisation, use of imagery, narrative voice, scene-making - the strategies of fiction whereby novelists develop individual structures that enable them to say something new in fictional terms.

Mode of assessment: One three-hour exam

Among the texts which may be studied for this course (these are suggested texts, not prescribed texts):

- *Defoe, Moll Flanders; Laclos, Les Liaisons Dangereuses; Zola, Germinal; Tolstoy, Anna Karenina; Dostoyevsky, Crime and Punishment; James, The Turn of the Screw; Woolf, To the Lighthouse; Nabokov, Lolita; Robbe-Grillet, In the Labyrinth; Calvino, If On a Winter’s Night a Traveller; Rushdie, Midnight’s Children.*

Postcolonial Literatures in English [EN3100] 30 credits

This course will primarily examine the literature that emerged in response to the rapidly changing global landscape since 1947, exploring the relationship between acts of representation (literature and critical writing), and the politics of anti-colonialism and postcolonialism.

The focus will be on those writers and literary texts that have considered the political, cultural and psychological legacies of colonialism, including the traumatic process of anti-colonial struggle that has taken place in many countries throughout the world and newer forms of imperialism. Studying

postcolonial texts encourages us to engage with questions of subject position, difference, culture, identity and representation more broadly.

Students may study literature from regions of the world formerly under British rule, including (but not limited to) the former 'white Dominions', such as Australia and Canada, as well as Asia, Africa and the Caribbean.

There are also opportunities to consider work from the various contemporary diasporas which emerged from the movement towards former imperial 'centres' (such as the UK), as well literature from Indigenous perspectives (North America, New Zealand etc.). Themes to be explored include: representations of 'the metropolitan centre' and 'the periphery'; anticolonial movements and disillusion with independence; intersections of identity and cultural identification; neocolonialism and emerging forms of imperialism.

Mode of assessment: One three-hour exam Among authors whose work may be studied are:

- Achebe, Ngugi, Soyinka, Narayan, Desai, Aidoo, Brathwaite, Hulme, Head, Rushdie, Lovelace, Emecheta, Adichie, Goodison, Grace, Senior, Dangarembga, Miller.

Shakespeare [EN3065] 30 credits

This course is concerned with study of Shakespeare's plays, undertaken roughly in the order in which they were written or performed, augmented by close analysis of the poetic means and theatrical conditions through which the playwright emerges. Looking at the plays alongside the theatres of Elizabethan London and the social politics of the period, the course will examine how language and drama evolve in Shakespeare's craft, and the enduringness of his art. The course will take in a range of early modern concerns, political, social, domestic, geographical and aesthetic to explore the evolution of media - the written text and the theatrical production.

By the end of the course you should: have acquired a wide knowledge of the range and variety of Shakespeare's work, of its evolution, and its place within Elizabethan dramatic culture; be able to identify in a range of plays or poems instances of particular themes, artistic patterns, conventions, or problems, and compare these varied instances; be able to analyse and describe in close detail a range of ideas, techniques and themes in a passage selected from a set play.

You will be assessed according to your ability to: demonstrate writing skills and an appropriate conceptual vocabulary sufficient to enable lucid and persuasive critical arguments; respond to questions searching for knowledge of, comparison between, assessment of, and sensitivity to, a wide range of Shakespeare's works; demonstrate close reading and interpretative skills responsive to specified aspects of 'set play' passages.

Mode of assessment: One three-hour exam (with 15 minutes additional reading time)

Among texts to be studied are (from which six extracts will be drawn for Section A of the examination):

Titus Andronicus, *Richard III*, *King John*, *Henry V*, *Troilus and Cressida*, *Measure for Measure*, *King Lear*, *Antony and Cleopatra*, *Pericles* and *The Winter's Tale*.

Students may refer to both the above list and Shakespeare's other plays and his poems in their examination answers for Sections B and C. However, **no answers are allowed on the plays listed for study in the courses Explorations in Literature/Exploration in Literature 1** (namely *Hamlet* and *The Tempest*) and **Renaissance Comedy** (namely *Much Ado About Nothing*, *As You Like It*, *The Merchant of Venice*, *A Midsummer Night's Dream*, *The Taming of the Shrew* and *Twelfth Night*).

Appendix B – Assessment criteria

Assessment criteria for the BA English

First Class Honours – 80-100% ('exceptional')

A mark in this range represents the overall achievement of the course and programme learning outcomes to an exceptionally accomplished level. Written work in this range shows exceptional grasp of all the issues raised by the question, but also a truly original, creative approach to the question challenging current scholarship. It demonstrates full independence of thought, exceptional powers of analysis and synthesis and exceptional insight into primary texts and critical contexts. It is communicated with literary brilliance in a superbly structured essay to an exceptional professional standard of execution displaying evidence of an exceptional application of knowledge, understanding and skills detailed in course and programme outcomes.

First Class Honours – 70-79% ('excellent')

A mark in this range represents the overall achievement of the course and programme learning outcomes to an excellent level. Written work in this range is characterised by mature and full grasp of issues raised by the question, communicated fluently within a structured essay demonstrating analytical rigour and an element of independent thought and reaching cogent conclusions; supported by detailed insight into primary texts and (where appropriate) into context and/or secondary criticism; and excellent professional standard of execution displaying evidence of an excellent application of knowledge, understanding and skills detailed in course and programme outcomes

Second Class Honours (Upper Division) – 60-69%

A mark in this range represents the overall achievement of the course and programme learning outcomes to a very good level. Written work in this range is characterised by lucid and analytical discussion showing clear understanding of some of the issues raised by the question, and making aptly selective use of course text(s) and concerns in a firmly structured way to reach well substantiated conclusions. Well-articulated and presented to a good standard of professionalism.

Second Class Honours (Lower Division) – 50-59%

A mark in this range represents the overall achievement of the course and programme learning outcomes to a good level. Written work in this range is characterised by recognition of some significant implications in the question, and an ability to ground discussion and conclusions in a satisfactory range of primary and (where appropriate) secondary reading; evidence of some facility in professional modes of structure, expression and presentation.

Third Class Honours – 40-49%

A mark in this range represents the overall achievement of the course and programme learning outcomes to a satisfactory level. Written work in this range will usually represent a limited attempt to answer the question, demonstrating a basic familiarity with course text(s) and/or issues; adequate competence in organisation and expression.

Fail – 25-39%

A mark in this range represents the overall failure to achieve the appropriate course and programme outcomes. An essay may fail on grounds of inadequate relevance to the question; insufficient detail and analysis; lack of evidence of having studied the work set for the course; incoherent expression and argument.

Bad fail – 10-24%

A mark in this range represents a significant overall failure to achieve the appropriate course and programme outcomes. Written work shows no evidence of an attempt to address the question. It shall be deemed a valid attempt and must be re-sat unless all three permitted attempts have been used.

Very bad fail – 1-9%

A submission that does not even attempt to address the appropriate course and programme outcomes. Work shall be deemed a non-valid attempt and course must be re-sat.

0%

This is a categorical mark for work representing either the failure to write answers within an exam, submit an assessment, a wholly illegible script, or a mark assigned for a plagiarised assessment.

Assessment criteria for the DipHE English

70-100% – Pass with merit

Written work should be outstanding in most respects. It should show a mature, accurate grasp of the issues raised by the question/task and should conduct a sustained, coherent argument in a style that is fluent. It should demonstrate an excellent knowledge and understanding of the primary texts, and where appropriate exhibit familiarity with secondary criticism. Written work in this category will also display some creative and independent thought.

51-69% – Pass with credit

To obtain marks at the higher end of the scale, written work should contain little or no irrelevant material and should be generally well constructed. The range of the discussion could compensate for some weakness in style or some flaws within the argument. Alternatively, well-written, thoughtful and well-researched work could compensate for some limitations in the range of issues addressed.

To obtain marks at the lower end of the scale, written work should show some evidence that the main thrust of the question has been recognised. However, recognition of issues may be incomplete, analysis and discussion could be restricted and there might also be a tendency to paraphrase. Evidence may be unbalanced or of dubious relevance with a tendency to excessive generalisation or unsupported assertions of a subjective nature. The lower end of the scale may also appropriate where much of the content seems worthy of a higher grade but where poor organisation, syntax, etc., obscures the discussion.

40-50% – Pass

Marks will be awarded at the higher end of the scale for written work which makes an attempt to address the question/task but without fully understanding its implications. It may be characterised by insufficient evidence of familiarity with, or understanding of, the text(s) and/or issues under consideration. Such attempts as there are to develop an argument might only endorse or repeat a point rather than supporting or extending it. The answer may also be descriptive with excessive generalisation, incoherent arguments and serious errors of expression.

Marks at the lower end of the scale are awarded where written work fails to address the question/task convincingly and relies on a minimal range of detail and analysis. It may be poorly structured and planned, and might fail to provide sufficient evidence that the concerns of the course have been understood.

0-39% – Fail

A failed piece of written work is marked by recurrent lack of relevance to the question/task and/or insufficient evidence of the student having studied the work set for the course. Written work that is obviously incomplete may also be classed in this category.

Assessment criteria for the CertHE English

70-100% – Pass with merit

Written work should be outstanding in most respects. It should show a mature, accurate grasp of the issues raised by the question/task and should conduct a sustained, coherent argument in a style that is fluent. It should demonstrate an excellent knowledge and understanding of the primary texts, and where appropriate exhibit familiarity with secondary criticism. Written work in this category will also display some creative and independent thought.

51-69% – Pass with credit

To obtain marks at the higher end of the scale, written work should contain little or no irrelevant material and should be generally well constructed. The range of the discussion could compensate for some weakness in style or some flaws within the argument. Alternatively, well-written, thoughtful and well-researched work could compensate for some limitations in the range of issues addressed.

To obtain marks at the lower end of the scale, written work should show some evidence that the main thrust of the question has been recognised. However, recognition of issues may be incomplete, analysis and discussion could be restricted and there might also be a tendency to paraphrase. Evidence may be unbalanced or of dubious relevance with a tendency to excessive generalisation or unsupported assertions of a subjective nature. The lower end of the scale may also appropriate where much of the content seems worthy of a higher grade but where poor organisation, syntax, etc., obscures the discussion.

40-50% – Pass

Marks will be awarded at the higher end of the scale for written work which makes an attempt to address the question/task but without fully understanding its implications. It may be characterised by insufficient evidence of familiarity with, or understanding of, the text(s) and/or issues under consideration. Such attempts as there are to develop an argument might only endorse or repeat a point rather than supporting or extending it. The answer may also be descriptive with excessive generalisation, incoherent arguments and serious errors of expression.

Marks at the lower end of the scale are awarded where written work fails to address the question/task convincingly and relies on a minimal range of detail and analysis. It may be poorly structured and planned, and might fail to provide sufficient evidence that the concerns of the course have been understood.

0-39% – Fail

A failed piece of written work is marked by recurrent lack of relevance to the question/task and/or insufficient evidence of the student having studied the work set for the course. Written work that is obviously incomplete may also be classed in this category.