



UNIVERSITY
OF LONDON

INTERNATIONAL
PROGRAMMES

Programme Regulations 2016–17

English (Old Regulations)

BA
Diploma

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



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Important information regarding the Programme Regulations

About this document

Last revised 29 April 2016

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.

The Programme Regulations are designed and developed by the College of the University of London responsible for the programme and they normally take account of the associated arrangements within the College. Programme Regulations, together with the [Programme Handbook](#), will provide the detailed rules and guidance for your programme of study. Further information about how to use the Programme Regulations and Programme Handbook can be found in the [Student Guide](#).

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 International Academy 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.

A [Glossary](#) provides an explanation of the terms used in this document.

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 <https://my.londoninternational.ac.uk>.

To note:

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

Significant changes to English (Old Regulations) 2016-2017

There are no changes to the 2016-17 regulations.

Registrations for the BA English degree (Old Regulations) and Diploma in English (Old Regulations) were discontinued with effect from 1 September 2011. The last examination under these Regulations will be held in 2017. The BA English and the Diploma in English (Old Regulations) have been replaced by the BA English, Diploma of Higher Education in English and Certificate of Higher Education in English (New Regulations).

1 Structure of the programme

1.1

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

Four compulsory Foundation courses:

- Explorations in Literature I [EN1000]
- Explorations in Literature II [EN1005]
- Approaches to Text [EN1010]
- Renaissance Comedy: Shakespeare and Jonson [EN1020]

and

Eight optional Advanced courses, chosen from the following lists:

- **Group A / Period studies** (at least **four** courses must be chosen from this Group)
 - Literature of the Later Middle Ages [EN3025]
 - Renaissance and Restoration [EN3030]
 - Augustans and Romantics [EN3035]
 - Victorians [EN3040]
 - Moderns [EN3045]
- **Group B** (at least **three** courses must be chosen from this Group)
 - Varieties of Language in Conversation and Literature [EN3055]
 - Reading Women's Writing [EN3060]
 - Shakespeare [EN3065]
 - The Novel [EN3070]
 - Modern American Literature [EN3075]
 - Nineteenth-Century American Literature [EN3080]
 - Drama since 1860 [EN3085]
 - Empire and Literature [EN3095]
 - Postcolonial Literatures in English [EN3100]

For how to progress through the degree, see [section 6](#).

1.2

The **Diploma in English** consists of **four** compulsory Foundation courses as follows:

- Explorations in Literature I [EN1000]
- Explorations in Literature II [EN1005]
- Approaches to Text [EN1010]
- Renaissance Comedy: Shakespeare and Jonson [EN1020]

1.3

You may apply to change your choice of Advanced optional courses at any stage in your studies until you enter the examination for the course concerned. If you apply to change a course which you have entered the examination for, your application will not be considered until after the examination results for that session have been published.

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.

Period of registration

See the Programme Specification, available in the VLE, for the minimum and maximum periods of registration applicable to this programme.

2.2

If you transfer from the Diploma in English (Old Regulations) to the BA English (Old Regulations), you will have a maximum period of eight years to complete the degree, counted from the effective date of registration for the Diploma; however, please note that the last examination under these Regulations will be held in 2017.

3 Accreditation of prior learning and credit transfer

To be read in conjunction with the [General Regulations](#), Section 3.

3.1

For the **BA English (Old Regulations)**, you may apply for accreditation of prior learning for up to four Foundation courses. There is no accreditation of prior learning for Advanced courses. No accreditation of prior learning or credit can be awarded for any subject of the **Diploma in English (Old Regulations)**.

See [section 7](#), Scheme of Award, for further information about APL.

4 Assessment for the programme

Assessment methods

See [Glossary](#) for the definition of 'examination' and 'written examination'.

4.1

Each course of the BA English (Old Regulations) and Diploma in English (Old Regulations) 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, <http://www.londoninternational.ac.uk/exams>

Date of examinations

4.2

Written examinations take place in May each year.

5 Number of attempts permitted at an examination

5.1

The maximum number of attempts permitted at any examination of the BA English (Old Regulations) and Diploma in English (Old Regulations) is **three**.

5.2

If you are registered for the **BA English (Old Regulations)** and you fail the examination for an optional Advanced course at the first or second attempt, you may apply to change to another optional Advanced course.

5.3

If you are registered for the **BA English (Old Regulations)** and you fail the examination for any course at the final attempt, your registration for the degree will cease unless you are eligible to proceed to the final examination with the possibility of passing in ten courses, in which case the mark obtained on the latest occasion may be carried forward and taken into account for classification purposes and you will be permitted to proceed to the remaining courses of the degree.

5.4

If you are registered on the **Diploma in English (Old Regulations)** and you fail the examination for any course at the final attempt, your registration for the Diploma will cease.

6 Progression within the programme

Registrations for the BA English (Old Regulations) and Diploma in English (Old Regulations) were discontinued with effect from 1 September 2011. The last examinations under these Regulations will be held in 2017. Regulations below only apply to progression from the 2015-16 to the 2016-17 session.

6.1

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

See [section 4](#) for Assessment methods and procedures

6.2

In any one year you may attempt examinations 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 (Old regulations)** and have passed, or been awarded accreditation of prior learning or credit for three Foundation courses, you will be permitted to commence up to two Advanced courses from Group A. You must complete the fourth Foundation

course before attempting further Advanced courses from Group A or any Advanced courses from Group B.

6.4

If you are registered for the **BA English (Old Regulations)**, you must have passed, or been awarded accreditation of prior learning or credit for all four Foundation courses before attempting any Advanced courses from Group B.

Progression from the Diploma in English (Old Regulations) to the BA English (Old Regulations)

6.5

If you are registered for the **Diploma in English (Old Regulations)**, you may progress to the **BA English (Old Regulations)** provided that:

- you have been awarded the Diploma *or*
- you already satisfy the entrance requirements for the degree

6.6

If you are allowed to progress from the **Diploma in English (Old Regulations)**, you will be credited with relevant Foundation courses passed.

6.7

Previous attempts at the examinations for the **Diploma in English (Old Regulations)** will count towards the number of attempts permitted at Foundation level courses of the **BA English (Old Regulations)**.

7 Schemes of award

BA English (Old Regulations)

7.1

*You should note that this is a revised Scheme of award, applicable for all students graduating in 2010-11 and later.

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
35–39	Pass
0–34	Fail

7.2

You are required to have been examined in (or awarded accreditation of prior learning for), and to have completed to the satisfaction of the University, courses to a value of **twelve** full courses. You must make a valid attempt at each course.

7.3

In order to be considered for the award of the degree with Honours, you must pass courses to a value of **ten** full courses, at least three of which must have been passed from Group B of the Advanced courses.

7.4

Exceptionally, a Pass classification may be awarded on the basis of passes in courses to the value of **nine** full courses.

7.5

The class of degree will be based on the value of ten full courses, including marks for one failed course or two failed half courses if necessary.

7.6

The class of degree awarded will normally be based on the marks obtained in the best three Foundation courses plus the best seven Advanced courses. A relative weighting of the best three marks from the Foundation courses and the best seven marks from the Advanced courses will be applied. Foundation courses are given less weight than Advanced courses. If necessary, marks for one or more failed courses 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 **or** a Pass degree **or** the borderline between a Pass degree and failure, and you have obtained marks in the higher classification in courses totalling at least four Advanced courses, you must be awarded the higher classification. If you meet these conditions but have only obtained marks in the higher classification in three Advanced courses, the Board of Examiners may consider mitigating circumstances not previously taken into account by examiners in respect of the your profile, and the higher classification may be awarded.

7.8

If, on the occasion that you enter examinations to complete the degree (i.e. to complete the total of twelve courses attempted), you fail in one or more courses but have made valid attempts at all twelve courses and have passed in the ten courses required for the award, including the four Foundation courses and three courses from Group B of the Advanced courses, you will be classified and awarded the degree on the basis of the courses taken. You will not be permitted to make a further attempt at any failed courses.

7.9

If you are awarded accreditation of prior learning (APL) for any course-unit examinations, the Examiners shall assess your class of Honours entirely upon your performance in the courses in which you have been examined.

7.10

If you have been granted APL, the number of marks to be considered will be adjusted accordingly. For example, if you have been granted APL for one Foundation course, then the class of degree will normally be based on the marks obtained in the best two Foundation courses (rather than the best

three), plus the best seven Advanced courses (that is, a total of nine marks will be considered). If you have been granted APL for two Foundation courses, then the class of degree will normally be based on the mark obtained in the best Foundation course (rather than the best three), plus the best seven Advanced courses (that is, a total of eight marks will be considered). If you have been granted APL for three or more Foundation courses, then the class of degree will normally be based on the best seven Advanced courses (that is, a total of seven marks will be considered). Foundation courses are given less weight than Advanced courses. If necessary, marks for one or more failed courses shall be included.

Important note:

* Even though you have to pass ten courses, and ten are included in the degree classification calculation, this still means that one failed course may have to be included in the calculation.

For example, if you pass all four Foundation courses and subsequently make valid attempts but fail two Advanced courses (though passing the other six, including at least three courses from Group B of the Advanced courses), you will have a total of ten courses passed and will be eligible for the award of the degree.

You would have a total of six passed Advanced courses; however seven Advanced courses must be included in the degree classification calculation, meaning that one failed course will be included in the calculation.

Diploma in English (Old Regulations)

7.11

Diploma examinations are marked to the same standard as the examinations for the Foundation courses in the BA in English (Old Regulations). Both cohorts of students sit the same examination paper.

7.12

If you have attempted and passed every element of the assessment for the full **four** courses, you will be considered for the award of the diploma. If you have reached this stage, you will **not** be permitted to make any further attempts at any failed courses.

7.13

To obtain the Diploma with a given classification, you will be required to achieve a final mark within the following ranges. The final mark is determined by an average of all four marks obtained for each of the four courses studied.

Mark range	Diploma classification
70 and above	Pass with Merit
51–69	Pass with Credit
35–50	Pass
0–34	Fail

See [Appendix B](#) for information on how to achieve a particular mark.

Parity of standards

7.14

Every programme of study is developed and approved by a College of the University of London, or Consortium, to the same standards and requirements as would be applied in the College(s); Learning materials are written and examinations are set and marked by academic staff employed or chosen by the Colleges, who are required to apply the University's academic standards.

8 Transfer of registration

Transfer from the Diploma in English (Old Regulations) to the BA English (Old Regulations)

8.1

You may progress from the Diploma in English (Old Regulations) to the BA English (Old Regulations) by transferring your registration, providing you have done this by the start of the 2016-17 session.

Details are in [section 6](#).

Transfer from the BA English (Old Regulations) to the Diploma in English (Old Regulations)

8.2

If you are registered for the BA English (Old Regulations) and have passed the respective four Foundation courses, you may **not** transfer your registration to the Diploma and be awarded that qualification.

Transfer from the BA English (Old Regulations) or the Diploma in English (Old Regulations) to the BA English (New Regulations), Diploma of Higher Education in English or the Certificate of Higher Education in English

8.3

If you are registered for the BA English (Old Regulations) and have completed between one and four Foundation courses, you may apply to transfer to either the BA English (New Regulations) or Diploma of Higher Education in English. If you are registered for the BA English (Old Regulations), you cannot transfer to the Certificate of Higher Education in English.

8.4

If you are registered for the Diploma in English (Old Regulations) and have completed between one and three Foundation courses, you may apply to transfer to the Diploma of Higher Education in English or may be permitted to transfer to the Certificate of Higher Education in English. If you are registered for the Diploma in English (Old Regulations) and have completed all Foundation courses, you may transfer to the Diploma of Higher Education in English or the BA English (New Regulations) and will be required to take courses at Level 5; you cannot transfer to the Certificate of Higher Education in English.

8.5

If you have passed both Foundation courses, Explorations in Literature I and Explorations in Literature II, under the old regulations, you will be credited with 60 credits following successful transfer to the revised programmes. This includes EN1021 Explorations in Literature and one other unspecified non-core course, available under the revised regulations. If you have attempted

Explorations in Literature I and II and, at your most recent attempt, have one fail mark below 35% and have passed the other course, you may transfer but must resit and pass the failed course with a mark of 35% or above before you can be credited with EN1021 Explorations in Literature and the additional unspecified non-core subject. If you have failed both Explorations I and II, or have failed one course and have not attempted the other, or have not attempted either course, you may transfer and must attempt EN1021 Explorations in Literature as a first attempt.

8.6

Transfer from the Old Regulations to the New Regulations is at our discretion and individual cases will be considered on their own merits.

Applications should be made to the University of London International Programmes Student Registry.

8.7

If your application to transfer is successful, you will carry over your registration period from the date you registered for the Old Regulations programme.

8.8

Pass and fail marks will be carried forward and will be counted towards the number of attempts permitted at the same courses subsequent to transfer. The marks obtained in passed courses will be taken into consideration for classification purposes and you will not be able to re-sit a course for which you have been credited.

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 Foundation level course (or as part of the Diploma for students proceeding to the BA in English) may be studied again for an Advanced level course, 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 are assessed by one three hour unseen written examination. 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.

Diploma in English (Old Regulations): Compulsory courses BA in English (Old Regulations): Compulsory Foundation courses

Explorations in Literature I and II

These courses introduce students to methodological and other problems involved in the study of literature from a wide range of periods. They aim to provide a literary context for works which will be studied in later years and to promote a sense of literary history as an active process of development and change.

Students choose well-known texts to study which have appeared at any time from 2500 BC to the twentieth century. The feature common to all the texts is that they have been considered important in the history of Western literature.

Students will consider historical, contextual and other problems raised by the individual texts, as well as relationships between texts. This may involve looking at the direct influence of one text on another, different ways in which different texts treat the same issue, or differences in particular aspects of the texts, e.g. the way characters are represented, the construction of narratives, the use of figurative language.

No specific works of criticism, or other background reading, are prescribed for either course. Instead, students are expected to prepare their own study programme, based on advice offered in the relevant subject guide and the academic handbook.

Explorations I: Literature from Homer to Shakespeare [EN1000]

This course deals with literature from Homer to Shakespeare. It is designed to introduce the student to a range of literature from Classical times to the Renaissance. It covers a variety of canonical figures and texts which have had a significant effect on the development of English literature, as well as introducing the student to some less well known writing of the medieval period. Students will also be introduced to a variety of styles, genres and themes which have been historically influential in the English literary tradition.

Prescribed reading will include:

- Homer, *The Iliad*, *The Odyssey*; Sophocles, *Oedipus Rex (Oedipus Tyrannus)*, *Antigone*; Virgil, *The Aeneid*; Ovid, *Metamorphoses*; Plato, *The Symposium*, *The Republic*; *The Bible*

(selections from the King James Version - 'Genesis', 'Exodus', 'Job', 'Song of Solomon', 'Kings 1 and 2', 'The gospel according to St Matthew', 'Revelations'); Dante, *The Inferno*; Chaucer, *The Canterbury Tales: The Wife of Bath's Prologue and Tale, The Merchant's Prologue and Tale, Everyman, Medieval Mystery and Miracle Plays, Sir Gawain and the Green Knight*; More, *Utopia*; Marlowe, *Dr Faustus, The Jew of Malta*; Shakespeare, *Hamlet, The Tempest*, selections from *The New Oxford Book of English Verse*.

Explorations II: Literature since Shakespeare [EN1005]

This course deals with English literature since Shakespeare. It is designed to introduce students to a range of works from the early seventeenth century to the present day. It covers a variety of canonical figures and texts which have had a significant effect on the development of later English literature, as well as introducing the student to some less well known writing of this period. Students will also be introduced to a variety of styles, genres and themes which have been important in the literature of this period.

Prescribed reading will include:

- Selections from *The Metaphysical Poets* (Penguin, ed. Helen Gardner); Milton, *Paradise Lost, Books 1 and 2*; Pope, *The Rape of the Lock*; Fielding, *Joseph Andrews*; Wordsworth and Coleridge, *Lyrical Ballads*; Blake, *Songs of Innocence and Experience*; Austen, *Emma, Pride and Prejudice*; C Brontë, *Jane Eyre, Villette*; Dickens, *Great Expectations, Hard Times*; Conrad, *Heart of Darkness*; Joyce, *Portrait of the Artist as a Young Man*; Woolf, *Mrs Dalloway*; Eliot, *Prufrock and Other Observations, The Waste Land*; Beckett, *Waiting for Godot, Endgame*; Morrison, *Beloved*.

Approaches to Text [EN1010]

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.

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

Students may draw on reading completed for *Explorations in Literature I* and *II* in 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 foundation level course examinations/Diploma examinations.

Renaissance Comedy: Shakespeare and Jonson [EN1020]

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.

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*.

BA in English (Old regulations): Advanced courses – Group A – Period Studies

BA in English (Old Regulations) students must attempt at least **four** of the following:

Literature of the Later Middle Ages [EN3025]

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.

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

Chaucer, the Gawain poet, Malory, Henryson, the Breton lai, selected lyrics.

Renaissance and Restoration [EN3030]

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.

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 [EN3035]

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.

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 [EN3040]

This course considers a range of textual forms typical of the Victorian period.

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.

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 Barrett Browning.

Moderns [EN3045]

This course is concerned with poetry, fiction and drama in the twentieth century.

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.

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.

BA in English (Old Regulations): Advanced courses – Group B – Topic Studies

BA in English (Old Regulations) students must attempt at least **three** of the following:

Varieties of Language in Conversation and Literature [EN3055]

This course aims to analyse varieties of language in conversation and literature.

The course explores how varying aspects of language use convey information about the speaker/writer over and above its factual content, and how such varieties function in literature. Variation in terms of gender, race and class, and differing conceptions of “bad language”, will be considered.

Questions which students may consider include:

- General:
 - a. how do we identify linguistic differences between gender, class or ethnic groups?
 - b. what do we mean by women’s language and feminist writing?
 - c. do social class/ethnic-group dialects exist?
 - d. what is the basis for stereotypes?
- Gender
 - a. do men and women speak/write differently?
 - b. what is sexist language and feminist writing?
 - c. who controls what words mean?
 - d. the syllabus will use texts written both by and about women.
- Class and dialect
 - a. what is social class?
 - b. can we judge a person’s social class by their language?
 - c. what is the dialect of, and how is social class represented in, literature?
- Race and ethnicity:
 - a. is there any connection between a language and race?
 - b. to what extent is a language a defining or an identifying characteristic of ethnic-group membership?
 - c. how do ethnic groups serve to characterise literature – e.g. Irish poetry, Caribbean literature?

The course concludes with an overview. Are these varieties a sociolinguistic reality or are they an artefact of literary/linguistic reality or are they an artefact of literary/linguistic theorising?

The paper will cover the full scope of the syllabus. Students will be expected to demonstrate an understanding of concepts covered, and problems with those concepts, illustrating from literary and non-literary texts where appropriate.

Preliminary reading:

- A Durant and N Fabb (1990), *Literary Studies in Action*; E Traugott and M Pratt (1980), *Linguistics for Students of Literature*; P Trudgill (1974), *Sociolinguistics: An Introduction*.

Reading Women's Writing [EN3060]

This course will examine a selection of women's writing from the 1790s to the 1990s, from Mary Wollstonecraft to Alice Walker. It will look at the ways in which particular themes (e.g. sexuality, identity, marriage) are presented in poetry, fiction and other kinds of writing and ask how these relate to the historical position of women at the time.

As well as looking at the qualities of individual texts, students will consider their chosen examples in relation to questions about genre and gender, authority and authorship, voice and language. Do women write about different things from men? Or is it a question of style? Do women have a literature of their own and what, if anything, is distinctive about women's writing? How does women's writing relate to the changing history of women in the last two centuries?

Particular attention may be given to the following topics: the rise of the woman novelist; the nature of women's conduct books in the early 19th century; the struggle to find a poetic voice in the mid-19th century (Barrett Browning, Rossetti and Brontë); women's contribution to modernism in the early 20th century (Woolf, Richardson, Mansfield); and contemporary women's writing which related gender to race and class (Morrison, Walker, Barker).

Students will also be encouraged to consider the different theoretical and historical explanations of women's writing in feminist criticism by Woolf, Showalter, Cixous, Kristeva and others.

Preliminary reading:

- Toril Moi (1985), *Sexual/Textual Politics: Feminist Literary Theory*; Janet Todd (1988), *Feminist Literary History*; Virginia Woolf (1929), *A Room of One's Own*.

Shakespeare [EN3065]

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.

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 I** (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*).

The Novel [EN3070]

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.

The syllabus 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.

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*.

Modern American Literature [EN3075]

This course examines a broad range of American literature, examining genres, schools, cultural trends, and literary and critical developments throughout the twentieth century. There is ample opportunity to investigate the cultural and ethnic diversity of American society, as well as to read one's way around the country, from the Harlem Renaissance in New York to Southern Gothic in New Orleans, and on the road to the gathering of the Beat Generation in San Francisco.

The syllabus comprises novels, short stories, poetry and drama, allowing students to develop an understanding of the change and continuity in the literary culture of the period, whilst providing a context for the application of a wide range of critical approaches.

Students will be expected to combine a close analysis of the chosen texts with supplementary reading of critical material to illustrate aspects of American literature, including modernism, imagism, post-modernism, developments within and across genre, feminism, and the text as both cultural artefact and political response.

Among authors whose works students may choose to study are:

- Ralph Ellison, William Faulkner, Zora Neale Hurston, Carson McCullers, Toni Morrison, Alice Walker, Amy Lowell, Marianne Moore, Ezra Pound, Allen Ginsberg, Langston Hughes, Sylvia Plath, Harvey Fierstein, Lillian Hellman, David Mamet, Arthur Miller, Tennessee Williams, August Wilson, Robert Lowell.

Nineteenth-Century American Literature [EN3080]

This course offers the opportunity to explore the evolving literature of the United States in the century in which the nation itself was formed geographically, politically and culturally. Students are encouraged to develop a reading syllabus of authors and topics which affords insights into the vast social and political changes of this era, as well as investigating literary forms, critical issues and emerging American voices. The range of topics which can be covered in this course includes: Realist, Naturalist and Romantic Writing; Fiction and Social Change; the Transcendentalists; the New England Tradition; the Evolution of new Regionalisms; Literature of Slavery; the Civil War; Abolition and Suffrage; the Melting Pot of Languages; the Connecticut Wits. In addition the course will examine the exchange of influences between American and European writing. The scope of reading will encompass novels, short stories, poetry, satire and drama.

Among the authors whose works students may choose to study are:

- Louise May Alcott, James Fenimore Cooper, Emily Dickinson, Ralph Waldo Emerson, Nathaniel Hawthorne, Juliet Ward Howe, Washington Irving, Henry James, Sarah Orne Jewett, Herman Melville, Edgar Allen Poe, Harriet Beecher Stowe, Henry David Thoreau, Mark Twain, Phillis Wheatley, Walt Whitman.

Drama since 1860 [EN3085]

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.

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.

Empire and Literature [EN3095]

The aim of this course is to introduce the student to the corpus of texts which deal with Britain's history as a colonial, imperial and neo-colonial power. While focusing principally on the period 1880-1960, and on British writing, students will also have an opportunity to consider texts which address questions of overseas domination in earlier periods and to consider more recent writing which reflects on the legacy of Britain's imperial past.

Amongst topics which students may wish to study are: representations of the effects of political and economic exploitation of empire; the role of questions of gender, class and sexuality in imperial discourse; the representation of subject peoples; the anxieties of empire; the uses of landscape in imperial fiction; the relationship between colonial and postcolonial writing.

Amongst authors whom students may study are:

- Kipling, Conrad, Rushdie, Forster, VS Naipaul, Behn, Defoe, Lessing, Cary, Waugh, Burgess, Boyd, Grassie Gibbon, Greene, Schreiner, Scott, Shakespeare, Fa Steel, Yeats, Joyce.

Postcolonial Literatures in English [EN3100]

This course will examine the range of literature produced since 1947 in the regions of the world formerly under British rule. Students may study literature from the former 'white Dominions' such as Australia and Canada, as well as literature from Asia, Africa and the Caribbean and work produced by the various diasporas of Commonwealth origin within contemporary western societies such as Britain.

Among themes which may be studied are:

- representations of 'the metropolitan centre' and 'the periphery'; disillusion with independence; problems of identity and cultural identification; exile and diaspora; neo-colonialism; the role of the intellectual and the artist; the subversion of western literary form; the usages of the English language; problems and opportunities of the postcolonial woman.

Among authors whose work may be studied are:

- Achebe, Ngugi, Soyinka, Narayan, Desai, Aidoo, Harris, Brathwaite, Collins, Philips, Atwood, Hulme, Head, Naipaul, Mo, Rushdie, Lovelace, Emecheta.

Appendix B – Assessment criteria

Assessment criteria for the English programmes.

Assessment criteria for the BA in English (Old Regulations)

First Class Honours – 80–100 per cent ('exceptional')

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 unit and programme outcomes.

First Class Honours – 70–79 per cent ('excellent')

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 unit and programme outcomes

Second Class Honours (Upper Division) – 60–69 per cent

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. A mark in this range represents the overall achievement of the course and programme learning outcomes to a very good level.

Second Class Honours (Lower Division) – 50–59 per cent

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. A mark in this range represents the overall achievement of the course and programme learning outcomes to a good level.

Third Class Honours – 40–49 per cent

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

Pass – 35–39 per cent

Some evidence of an attempt to address the question, with a minimal range of detail and analysis; some evidence that the concerns of the course have been understood; bare degree-level competence in expression and organisation. A mark in this range represents the overall achievement of the course and programme learning outcomes to a threshold level.

Fail – 25–34 per cent

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 unit; incoherent expression and argument.

Bad fail 10–24 per cent

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 not necessarily required to be re-sat.

Very bad fail 1–9 per cent

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 unit must be re-sat.

0 per cent

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

Assessment criteria for the Diploma in English (Old Regulations)

70–100 per cent – Pass with merit

The answer should be outstanding in most respects. It should show a mature, accurate grasp of the issues raised by the question 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. Work in this category will also display some creative and independent thought.

51–69 per cent – Pass with credit

To obtain marks at the higher end of the scale, answers 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, a well-written, thoughtful and well-researched answer could compensate for some limitations in the range of issues addressed.

To obtain marks at the lower end of the scale, answers 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 be appropriate where much of the content seems worthy of a higher grade but where poor organisation, syntax, etc., obscures the answer.

35–50 per cent – Pass

Marks will be awarded at the higher end of the scale for an answer which makes an attempt to address the question 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 awarded at the lower end of the scale are awarded where an answer fails to address the question 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.

Below 35 per cent – Fail

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