



LEEDS
BECKETT
UNIVERSITY

Course Specification

BA (Hons)

English

Literature

Course Code:ENLIT

2021/22

Award & Title

BA (Hons) English Literature (ENLIT)

Applicant Facing Course Specification for 2021/22 Undergraduate Entrants

Confirmed at MAR/2021

General Information

Award	Bachelor of Arts (with Honours) English Literature
Contained Awards	Bachelor of Arts English Literature Diploma of Higher Education English Literature Certificate of Higher Education English Literature
Awarding Body	Leeds Beckett University
Level of Qualification & Credits	Level 6 of the Framework for Higher Education Qualifications, with 120 credit points at each of Levels 4, 5 and 6 of the UK Credit Framework for Higher Education (360 credits in total).
Course Lengths & Standard Timescales	Start dates will be notified to students via their offer letter. The length of the course is confirmed below and modes of delivery will be confirmed prior to the start date in line with Government guidance: <ul style="list-style-type: none">• 3 years (full time, campus based)• 6 years (part time, campus based)
Part Time Study	PT students will be supported by the course team to determine an appropriate selection of modules from the level for each year of study. PT delivery is usually at half the intensity of the FT equivalent course, although there may be flexibility to increase your pace of study to shorten the overall course duration. Some modules may be delivered in a different sequence to that defined within this information set but the modules offered within each level are consistent. Please note that the work placement option is not generally available to PT students.
Location(s) of Delivery	City Campus, Leeds (plus location of work placement, if applicable).
Entry Requirements	Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: www.leedsbeckett.ac.uk/studenthub/recognition-of-prior-learning . Admissions enquiries may be directed to: AdmissionsEnquiries@leedsbeckett.ac.uk .

Course Fees

Course fees and any additional course costs are confirmed in your offer letter. Fees enquiries may be directed to Fees@leedsbeckett.ac.uk.

Timetable Information

Timetables will be made available to students during induction week via:

- i) The Student Outlook Calendar
- ii) The Student Portal (MyBeckett)
- iii) The Leeds Beckett app

Any difficulties relating to timetabled sessions may be discussed with your Course Administrator.

Policies, Standards and Regulations (www.leedsbeckett.ac.uk/academicregulations)

There are no additional or non-standard regulations which relate to your course.

Key Contacts

Your Course Director

Dr Caroline Herbert

Your Academic Advisor

An Academic Advisor drawn from the Course Team will be allocated to you at induction. Your Academic Advisor will be there to guide you through any academic and pastoral issues you may face and to support you on your academic journey through your degree course.

Your Course Administrator

Skander El Fadhel

S.Fadhel@leedsbeckett.ac.uk

Other 'In Year' Work Placement Information

Summary

There is an optional Module at Level 6, 'Career Cartographies: work-integrated learning in the Humanities', which involves work placement.

Length

Level 6: 80 hours work placement.

Location

Students are responsible for obtaining their own placement, with assistance from the University. The locations will vary, dependent on the opportunity.

Professional Accreditation or Recognition Associated with the Course

Professional Body

N/A

Accreditation/ Recognition Summary

N/A

Course Overview

Aims

The aims of the programme are to:

- At Level 4 we help students make the transition to advanced level study, focussing on the development of critical and analytical skills. We engage students in the close reading of a variety of texts including novels, poems, and plays, and encourage discussion and debate over the different ways they can be interpreted. At this level, as outlined in the English Subject Benchmarks (2015) students 'interpret and articulate ideas and values as represented in the subject of English'.
- At Level 4, to aid transition to HE study, during Induction Week students have around ten hours of contact time spread across five days of bespoke workshops, seminars, lectures and events designed to introduce and enable their new experiences of study in higher education. These course-specific induction experiences are uniquely designed to foster memberships, support networks and offer students opportunities to work with us, ask questions about their course and transition to university life.
- At Level 5 we take students on a journey around diverse literary landscapes, covering a range of historical and geographical contexts, from the literatures of Romanticism and the Victorian period through to the contemporary, from British and American Literature of the twentieth century to the postcolonial literatures of the Caribbean, India, Pakistan, South Africa, and Australia. We study literary texts in relation to their historical contexts, and introduce students to a range of theoretical approaches and debates within the subject of literary studies, including feminism, cultural materialism and postcolonial theory.

At Level 5 the process of positioning students to make informed choices on the dissertation topic begins with a meeting of all Level 5 students at which staff discuss their expertise and approaches to framing a research question. The process is completed with the submission by each student of a formal application to be supervised by a particular member of staff. Students can also take advantage of optionality to enhance their employability skills by choosing to take a skills targeted employability module.

- At Level 6 students choose specialist modules informed by the research interests of our widely published staff, as well as working on a guided research topic of their own choosing for the English Dissertation.
- At Level 6 students will be able to use techniques of textual, theoretical, and contextual interpretation of literary texts in order to devise and sustain their own arguments, drawing on a range of approaches. Students reflect on the complexity of contextual knowledge and cultural value, and consider the wider social and ethical implications of reading and interpreting literary texts. At this level, as defined in the English Subject Benchmarks (2015) students will be able to demonstrate a 'wide knowledge of the subject and an ability to deploy a conceptual grasp of its central concerns'.
- At Level 6, students will be able to demonstrate an ability to manage their own learning, and to make use of a wide range of learning resources in the planning, researching, and writing of a dissertation. Students will have reflected on their particular values and interests, and on how the skills they have acquired equip them for particular career paths.

In line with the University's Education Strategy 2016-21, the English Literature course clearly follows the Learning Pathway, moving from Engagement at level 4, a year in which students study a range of modules which develop their critical and analytical skills. At this level students are also engaged in debates,

through class discussions and a variety of assessments including presentations, which help them analyse the world around them and their contemporary moment.

For example, this is delivered through the Contemporary literary studies module that engages students in cutting edge literary analysis and challenging and stimulating twenty-first century writing. We move on to Contextualisation at level 5, where students become well versed in examining texts in relation to their historical contexts and applying a range of key theoretical ideas. Enhanced optionality and the opportunity to further develop employability skills ensures student engagement as well as showing students how to contextualise the texts they read. At this level, students are encouraged to further scrutinise their social, historical, racial and economic positioning in the contemporary world.

Finally, at Level 6 the students embrace Independence by being given the opportunity to shape their own curriculum and learning diet through optionality and the opportunity to engage in a 10,000 words dissertation on a topic of their choice. As outlined in the English Subject Benchmarks (2015), through the dissertation students at the end of level 6 will be able to 'conduct independent research through self-formulated questions and tasks'.

The English dissertation is a challenging piece of work that allows students to apply the skills they have developed at level four and level five and, alongside the guidance of dedicated dissertation supervisors, develop independence in their thinking and confidence in their skills of literary analysis. It also allows them greater depth in their understanding of the field and their work in relation to it.

The more lengthy and challenging forms of assessment at this level, including student-led discussions, assignment questions and presentations, also ensure that students are able to 'organize relevant information to establish an appropriate written argument or response and achieve scholarly standards of presentation' as outlined in the English Subject Benchmarks (2015).

Course Learning Outcomes

At the end of the course, students will be able to:

1	Identify and evaluate the range and diversity of texts, both canonical and non-canonical, in their contexts – from local to global and from the present to the past (diversity might include gender, class, ethnicity, sexuality, disability and age).
2	Demonstrate critical thinking and analysis across the range of theoretical and contextual modes of English.
3	Produce sophisticated interpretations of literary and other texts (including self-generated ones) using coherent argument, and backed by appropriate evidence and research.
4	Identify and use the enterprise skills of evaluation, self-reflection, initiative, creativity, independent thought, collaborative working and effective communication, and marshal these skills for future use in employment and elsewhere.
5	Write critically and/or creatively across a range of genres, forms and styles, and engage and communicate confidently in writing and orally to a diverse range of audiences.

6	Evaluate literary materials in relation to theoretical and interdisciplinary approaches at the leading edge of the discipline of English Literature.
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Teaching and Learning Activities

Summary

The course offers a mixture of modes of delivery and a variety of assessment tasks. Students will benefit from lectures as well as seminar sessions, while some of their independent study will lead to presentations in seminars and group discussions.

Teaching and learning methods used to reflect a diversity of approaches include:

- Tutor-led lectures which introduce subject specific knowledge, underpinned with a range of materials in class and virtually;
- Seminar and workshop sessions that give students an opportunity to engage with the subject matter in greater depth, analyse aspects of English Literature by combining theory and practice and engage in discussions that may be facilitated by the students themselves or the tutor;
- Action learning sets, learning diaries and formative assessments to enable students to develop skills in reflection, editing and redrafting;
- Individual tutorials that will give further opportunities for students to seek information, clarify issues, and discuss in detail any controversial areas of study within their subject discipline;
- Virtual Learning Environment MyBeckett to provide students with additional materials that can be used for further individual study, or during seminar sessions (e.g. discussion boards, blogs and online journals);
- Reading materials, particularly journal articles that will enable students to engage with the wider literary communities and equip them with tools of how to present their own ideas, research questions and arguments.

The learning and teaching strategy is underpinned by students' commitment to and engagement with the course. Clear guidelines on expected workloads, assessment deadlines, contact time through lectures, seminars and tutorials will be provided for students through in their course handbook. Once enrolled on the course, students study three 20-credit modules per semester.

Each module will involve a combination of lectures and seminars, with further tutorial contact hours with module instructors. Outside class, students are expected to do guided independent reading, research and preparation related to the modules they are studying. The course is delivered primarily through weekly lectures and seminars, although there is considerable variation in the ways in which individual modules may deploy these formats.

Lectures introduce students to key concepts and topics, provide analysis of critical approaches and historical contexts, and suggest ways of interpreting texts, framing issues and intervening in debates. Lecturers make use of PowerPoint slides, images, maps, video clips and other visual material and provide detailed module guides which allow students to identify the learning activity for each week and provide suggestions for seminar preparation and secondary reading. Lecture notes and other learning materials are made available to students via My Beckett.

Seminars may involve: close reading and discussion of prepared passages; small group discussion of selected passages, topics, or secondary sources; a plenary or "feedback" sessions with reports from small groups; student-

led discussion through the presentation of short papers or the setting of learning tasks; and assessed student presentations.

Guided independent learning may involve the close reading of primary sources and suggested secondary sources; reading from the learning resources suggested by the module tutor; independent research using books, YouTube, journals, websites, and electronic databases; completing seminar preparation tasks; keeping a reflective learning journal; collaborative work with other students on prepared topics; and both assessed and informal presentations.

Coursework may involve a short analysis of a text; the preparation of an essay plan; a literature search; the compilation of a bibliography; the compilation of an anthology of sources; an essay written in response to a question set by the tutor; an essay written in response to a question or topic devised by the student; a piece of creative writing. Other less frequently used assessments include formal examinations and seen exams.

As part of a strategy driving continuous improvement for the course, we have developed a suite of new modules that directly respond to student feedback, graduate needs, staff research specialisms, and evolving fields of interest within the subject discipline. The course team are committed to enhancing the interdisciplinary potential of teaching and learning through the provision of research-informed teaching at every level.

At Level four, our new Contemporary Literary Studies and Narrative modules frame student engagement with the subject in the twenty-first century, informed by a wider canon of established cultural texts and theories. Our new level five option modules enhance opportunity for student choice, promote variety and enable cross-School learning encounters. At Level six, new option modules are underpinned by staff research expertise, positioning students at the cutting-edge of learning as co-creators of knowledge in the field. There is also an opportunity at Level 6 to choose an option module based upon a minimum of 80 hours placement activity or work-related learning, which is combined with online distance learning to help students map future career paths based upon the discipline knowledge and graduate skills they bring to potential employers.

Your Modules

This information is correct for students progressing through the programme within standard timescales. Part time students will be supported by the course team to determine an appropriate selection of modules from the level for each year of study. Students who are required to undertake repeat study may be taught alternate modules which meet the overall course learning outcomes. Details of module delivery will be provided in your timetable.

Level 4

Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Early Modern Comedy (20 credits)	Y	18 th Century Fictions (20 credits)	Y
Contemporary Literary Studies (20 credits)	Y	Texts and Theories (20 credits)	Y
Narrative: A Short Introduction (20 credits)	Y	Poetry (20 credits)	Y

Level 5

Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Literatures of Romanticism (20 credits)	Y	Theory into Practice (20 credits)	Y
Adaptation: Literary Afterlives (20 credits)	Y	Students take <u>two</u> of the following option modules: <ul style="list-style-type: none">• Nineteenth Century Contexts• Twentieth Century Literature• Applied Humanities: Live-Brief Learning• Creative Writing (all of the above are 20 credits)	N
Postcolonial Writing (20 credits)	Y		

Note:

The option modules listed above are indicative of a typical year. There may be some variance in the availability of option modules.

Level 6

Semester 1	Core (Y/N)	Semester 2	Core (Y/N)
Dissertation (40 credits)	Y	Dissertation (40 credits)	Y
Option Module 1 (20 credits)	N	Option Module 3 (20 credits)	N
Option Module 2 (20 credits)	N	Option Module 4 (20 credits)	N

Indicative Option Modules

- 'Career Cartographies': work-integrated learning in the Humanities
- Contemporary Genres
- Literature and Disability
- Travel Writing
- Experimental Writing
- Dusk of Nations: The Fin de Siècle
- Wild Justice: Power, Violence and Identity in Revenge Tragedy
- Twentieth-Century Women Novelists: Genre and Gender
- Postcolonial Cities
- The Gothic: Literature, Culture, Theory
- Masculinity and the Long Eighteenth Century

- Writing in a Time of Violence: Literature and Politics in Northern Ireland
- Modern American Drama
- Cultural Crossings: Race, Writing and Resistance
- Life Writing
- Atlantic Slavery: Nineteenth Century Representations

Note:

The option modules listed above are indicative of a typical year. There may be some variance in the availability of option modules.

Assessment Balance and Scheduled Learning and Teaching Activities by Level

The assessment balance and overall workload associated with this course are calculated from core modules and typical option module choices undertaken by students on the course. They have been reviewed and confirmed as representative by the Course Director but applicants should note that the specific option choices students make may influence both assessment and workload balance.

A standard module equates to 200 notional learning hours, which may be comprised of teaching, learning and assessment, any embedded placement activities and independent study. Modules may have more than one component of assessment.

Assessment

Level 4 is assessed by coursework predominantly, with some examinations and practical assessments.

Level 5 is assessed by coursework predominantly, with some practical assessments.

Level 6 is assessed by coursework predominantly, with some practical assessments.

Workload

Overall Workload	Level 4	Level 5	Level 6
Teaching, Learning and Assessment	270 hours	280 hours	158 hours
Independent Study	986 hours	977 hours	1098 hours
Placement	-	-	80 hours (on Career Cartographies only)

Learning Support

If you have a question or a problem relating to your course, your Course Administrator is there to help you. Course Administrators work closely with academic staff and can make referrals to teaching staff or to specialist professional services as appropriate. They can give you a confirmation of attendance letter, and a transcript. You may also like to contact your Course Rep or the Students’ Union Advice team for additional support with course-related questions.

If you have any questions about life at our University in general, call into or contact the Student Advice Hub on either campus. This team, consisting of recent graduates and permanent staff, are available to support you throughout your time here. They will make sure you have access to and are aware of the support, specialist services, and opportunities our University provides. There is a Student Advice Hub on the ground floor of the Rose Bowl at City Campus and one in Campus Central at Headingley. You can also find the team in the Gateway in the Leslie Silver Building at City Campus. Email enquiries may be directed to studentadvicehub@leedsbeckett.ac.uk.

Within MyBeckett you will see two tabs (Support and Opportunities) where you can find online information and resources for yourselves. The Support tab gives you access to details of services available to give you academic and personal support. These include Library Services, the Students' Union, Money advice, Disability advice and support, Wellbeing, International Student Services and Accommodation. There is also an A-Z of Support Services, and access to online appointments/registration.

The Opportunities tab is the place to explore the options you have for jobs, work placements, volunteering, and a wide range of other opportunities. For example, you can find out here how to get help with your CV, prepare for an interview, get a part-time job or voluntary role, take part in an international project, or join societies closer to home.