



LEEDS  
BECKETT  
UNIVERSITY

# Course Specification

## BA (Hons) English Literature

Course Code: ENLIT

2024/25

[leedsbeckett.ac.uk](https://leedsbeckett.ac.uk)

# ***BA (Hons) English Literature (ENLIT)***

## **Applicant Facing Course Specification for 2024/25 Undergraduate Entrants**

Confirmed at DEC/2023

### **General Information**

|   |   |
|---|---|
| <b>Award</b>                                  | Bachelor of Arts (with Honours) English Literature  |
| <b>Contained Awards</b>                       | Bachelor of Arts English Literature (Level 6)<br>Diploma of Higher Education English Literature (Level 5)<br>Certificate of Higher Education English Literature (Level 4)   |
| <b>Awarding Body</b>                          | Leeds Beckett University  |
| <b>Level of Qualification and Credits</b>     | 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).   |
| <b>Course Lengths and Standard Timescales</b> | Start dates will be notified to students via their offer letter. The length and mode of delivery of the course is confirmed below: <ul style="list-style-type: none"><li>• 3 years (full time, campus based)</li><li>• 6 years (part time, campus based)</li></ul>  |
| <b>Part Time Study</b>                        | 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. |
| <b>Location(s) of Delivery</b>                | The majority of teaching will be at City campus but on occasion may be at Headingley campus.  |
| <b>Entry Requirements</b>                     | Admissions criteria are confirmed in your offer letter. Details of how the University recognises prior learning and supports credit transfer are located here: <a href="https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning/">https://www.leedsbeckett.ac.uk/student-information/course-information/recognition-of-prior-learning/</a>  |

Admissions enquiries may be directed to:

[AdmissionsEnquiries@leedsbeckett.ac.uk](mailto: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](mailto:Fees@leedsbeckett.ac.uk)

## Timetable Information

Timetables for Semester 1 will be made available to students during induction week via:

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

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

## Policies, Standards and Regulations (<https://www.leedsbeckett.ac.uk/our-university/public-information/academic-regulations/>)

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

## Key Contacts

### Your Course Director

Dr Caroline Herbert

[c.herbert@leedsbeckett.ac.uk](mailto:c.herbert@leedsbeckett.ac.uk)

### 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

The name of your Course Administrator/s will be confirmed during induction. Their contact details are:

[EnglishAdmin@Leedsbeckett.ac.uk](mailto:EnglishAdmin@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. Grounding students in an appreciation of literary genres and forms, and introducing notions of context and theory, 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, an immersive Induction Week introduces students to their new experiences of study in higher education. These course-specific induction experiences are 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, including the literatures of the eighteenth, nineteenth, and twentieth centuries, from British and American literature 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 assessed exercises on framing a research question. The process is completed with the submission by each student of a formal application to undertake a project proposal. Students also take advantage of optionality to enhance their employability skills by choosing

from among a unique set of modules geared toward demonstrating the impact of an English degree in civic, creative, community and professional contexts.

- 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 specification 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'.
- From among the range of options, students may continue to further their study of modules, as begun at Level 5, which extend their awareness of applicability of an English degree in studies devoted to relevant, real-world, subject-specific contexts. These include skills of writing for specific and diverse audiences, editing to advanced standards, and writing for social impact.
- Whichever modules are selected, 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.

### Course Learning Outcomes

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

|          |   |
|----------|---|
| <b>1</b> | 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). |
| <b>2</b> | Demonstrate critical thinking and analysis across the range of theoretical and contextual modes of English.   |
| <b>3</b> | Produce sophisticated interpretations of literary and other texts (including self- generated ones) using coherent argument, and backed by appropriate evidence and research.  |
| <b>4</b> | 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.                         |

## Teaching and Learning Activities

### Summary

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 and seminars will be delivered in person. Additional learning resources will also be provided online via our Virtual Learning Environment.

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.

Seminar/workshops 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; ‘workshopping’ ideas in advance of assignments; and informal or 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. At Levels 5 and 6 our project-based modules extend writing skills developed in other modules toward writing for diverse audiences and to particular briefs reflecting relevant, real-world situations.

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.

## 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. Option modules listed are indicative of a typical year. There may be some variance in the availability of option modules. 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) |
| Shakespearean Drama<br>(20 credits)           | Y          | The Novel<br>(20 credits)                      | Y          |
| Contemporary Literary Studies<br>(20 credits) | Y          | Adaptation: Textual Afterlives<br>(20 credits) | Y          |
| Short Stories<br>(20 Credits)                 | Y          | Poetry<br>(20 credits)                         | Y          |

| Level 5   |            |  |            |
|---|------------|--|------------|
| Semester 1  | Core (Y/N) | Semester 2   | Core (Y/N) |
| The Eighteenth Century:<br>Revolutions in Writing<br>(20 credits)   | Y          | Postcolonial Literature<br>(20 credits)  | Y          |
| The Twentieth Century:<br>Alienation and Dystopia<br>(20 credits)   | Y          | Theory into Practice<br>(20 credits)   | Y          |
| Students choose one of: <ul style="list-style-type: none"> <li>• Black British Culture</li> <li>• *Writing Fictions</li> <li>• *Screenwriting</li> </ul> (20 credits) | N          | Students choose one of: <ul style="list-style-type: none"> <li>• Applied Humanities: Live-Brief Learning</li> <li>• Nineteenth-Century Contexts</li> <li>• *Writing Poetry</li> </ul> (20 credits) | N          |

\*Students may choose a maximum of only one of the asterisked (creative writing) option modules.

| Level 6  |            |                              |            |
|--|------------|------------------------------|------------|
| Semester 1   | Core (Y/N) | Semester 2                   | Core (Y/N) |
| Dissertation – delivered across Semesters 1 and 2 (40 credits) | Y          | Dissertation (continued)     | Y          |
| Option Module 1 (20 credits)                                   | N          | Option Module 1 (20 credits) | N          |
| Option Module 2 (20 credits)                                   | N          | Option Module 2 (20 credits) | N          |

### Indicative Option Modules

Indicative Option Modules will be made available from among the following list of modules. There may be some variance in the availability of option modules, and not all options will run in a given year.

- ‘Career Cartographies’: work-integrated learning in the Humanities
- Narrative and Disability
- Experimental Writing
- 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
- Editing the Victorians
- Storytelling for Social Impact

### 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 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 | 216 hours | 216 hours | 157 hours                                      |
| Independent Study                 | 984 hours | 984 hours | 1043 hours                                     |
| Placement                         | -         | -         | 80 hours (on Career Cartographies option 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.

## Student Services

If you have any questions about life at University, call into our Student Services Centre at either campus or contact Student Advice directly. This team, consisting of trained officers and advisers 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. They also work on a wide range of projects throughout the year all designed to enhance your student experience and ensure you make the most of your time with us. Student Advice are located in the Student Services Centre in the Leslie Silver Building at City Campus and on the ground floor of the Priestley Building at Headingley Campus. The team can also be contacted via email at [studentadvice@leedsbeckett.ac.uk](mailto:studentadvice@leedsbeckett.ac.uk), telephone on 0113 812 3000, or by accessing our online chat link, available on the student homepage.

## Support and Opportunities

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.