



Definitive Programme Document: BA (Hons) English Literature

Awarding institution	Bath Spa University
Teaching institution	Bath Spa University
School	Humanities and Cultural Industries
Department	English and Cultural Studies
Main campus	Newton Park
Other sites of delivery	Corsham Court (occasional)
Other Schools involved in delivery	None
Name of award(s)	English Literature
Qualification (final award)	BA (Hons)
Intermediate awards available	CertHE, DipHE
Routes available	Single/Joint/Major/Minor
Sandwich year	No
Duration of award	3 years full-time
Modes of delivery offered	Campus-based
Regulatory Scheme ¹	Undergraduate Modular Scheme, Academic Regulations
Professional, Statutory and Regulatory Body accreditation	N/A
Date of most recent PSRB approval (month and year)	N/A
Renewal of PSRB approval due (month and year)	N/A
UCAS code	Q300
Route code (SITS)	ENSIN
Relevant QAA Subject Benchmark Statements (including date of publication)	English (2007; updated 2015)
Date of most recent approval	2011
Date specification last updated	2011

Programme Overview

The English Literature programme at Bath Spa University provides a broad-based education in the subject that offers students a wide curriculum across historical periods, literary genres, and even across disciplines. This variety and breadth offers students plenty of choice, and is designed to balance the study of canonical writers - Shakespeare, Wordsworth, James Joyce, Charlotte Bronte - with texts and writers who may be less familiar prior to their university studies.

Variety and choice are the most noticeable qualities of the English Literature programme. Students will encounter a broad range of modules designed to cover every aspect of reading and writing about English literature. Some modules are period-based (such as Theatre, Sex and Power in Early Modern

¹ This should also be read in conjunction with the University's Qualifications Framework

England, or Empire and Identity in the 18th Century); other modules centre on genre (Poetry or Historical Fiction, for instance); some modules focus on a particular writer (Shakespeare, Woolf); and yet others deal with specialist topics (Writing and the Environmental Crisis; Authors, Books and Readers). Students are encouraged to assemble an individual portfolio of modules and to investigate issues that matter to them. Lectures and seminars are lively and will offer opportunities for involvement and debate because all lecturers (and students, of course) have different approaches, different convictions, different passions. What unites all of these modules is their commitment to the importance and excitement of reading.

English staff are committed to sharing their literary enthusiasms with students because we are all active researchers, writing scholarly books and articles and engaged in debate on literary and critical issues. We have specialists in the Gothic, writing and the environment, Renaissance literature, women's writing and modern and contemporary culture. We are also passionate about teaching: we encourage our students to bring their own literary loves into the seminar room and we aim to foster a supportive atmosphere of lively, interactive debate. Lectures and seminars offer plenty of opportunities for involvement and debate. Throughout their studies students can experiment with new ideas and new perspectives, both critically and creatively.

Programme Aims

This programme is designed to:

1. provide students who start with a broad variety of educational attainments an education in literary studies to degree level
2. equip students with the knowledge and skills to understand, appreciate and evaluate critically the literary culture(s) of the English speaking world
3. provide a basis of knowledge and skills which enable students to undertake further self directed study or to follow a further programme of study within an HE context
4. equip students with skills that will be useful and rewarding to them both personally and professionally beyond the field of English Literature: in particular the skills to analyse and develop ideas and arguments cogently and self-critically, and to express them persuasively in written and oral form
5. equip students with the skills to define, research and write (in accordance with the appropriate conventions of presentation) a research project or its equivalent in their chosen professional fields
6. encourage a flexible, sceptical and enquiring mode of thought that is self-reliant but works creatively in co-operation and debate with others.

Programme Intended Learning Outcomes (ILOs)

(NB These will also be the ILOs for level 6)

A Subject-specific Skills and Knowledge

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|----|--|
| A1 | Form critical judgements on literary texts via skills of informed close reading and other approaches |
| A2 | Evaluate differing critical approaches to texts, showing knowledge of key methodological factors |

- A3 Combine literary and/or related theories in the analysis and interpretation of complex problems
- A4 Explore and combine affective as well as analytical responses to literary texts
- A5 Understand how cultural, technological, and economic factors affect the production and reception of texts
- A6 Produce a wide range of independent and imaginative interpretations of texts, including the option of creative practice
- A7 Engage with texts of different lengths and scopes, texts of different levels of difficulty, and texts that may be orthodox or experimental in form and/or content
- A8 Use bibliographical and other subject-specific citational skills

B Cognitive and Intellectual Skills

- B1 Discover and synthesize complex information from diverse sources
- B2 Test, interpret and analyse evidence independently and critically in order to produce effective arguments and decisive judgements
- B3 Respond creatively and imaginatively to research tasks, and initiate independent projects
- B4 Reflect critically upon own practices and assumptions

C Skills for Life and Work

- C1 Autonomous learning² (including time management) that shows the exercise of initiative and personal responsibility and enables decision-making in complex and unpredictable contexts
- C2 Team working skills necessary to flourish in the global workplace, with an ability both to work in and lead teams effectively
- C3 Communication skills that ensure information, ideas, problems and solutions are communicated effectively and clearly to both specialist and non-specialist audiences
- C4 IT skills and digital literacy that demonstrate core competences and are commensurate with an ability to work at the interface of creativity and new technologies

Intermediate awards

Level 4 Intended Learning Outcomes (CertHE)

A Subject-specific Skills and Knowledge

- A1 Draw conclusions from an informed close reading of texts
- A2 Demonstrate an awareness of different possible critical approaches to texts
- A3 Use literary and/or related theories in the analysis and interpretation of texts
- A4 Formulate affective as well as analytical responses to literary texts
- A5 Recognise that contextual factors affect the production and reception of texts

² i.e. the ability to review, direct and manage one's own workload

- A6 Explore individual, imaginative and creative interpretations of texts
- A7 Work with texts of different lengths and levels of difficulty
- A8 Construct bibliographies and use subject-specific citation formats

B Cognitive and Intellectual Skills

- B1 Research complex information from diverse sources
- B2 Interpret and analyse evidence in order to produce effective arguments
- B3 Respond creatively and imaginatively to research tasks
- B4 Demonstrate awareness of personal assumptions in encounter with texts

C Skills for Life and Work

- C1 Autonomous learning (including time management) as would be necessary for employment requiring the exercise of some personal responsibility
- C2 Team work as would be necessary for employment requiring the exercise of some personal responsibility for effective work with others
- C3 Communication skills that demonstrate an ability to communicate outcomes accurately and reliably, and with structured and coherent arguments
- C4 IT skills and digital literacy that provide a platform from which further training can be undertaken to enable development of new skills within a structured and managed environment

Level 5 Intended Learning Outcomes (DipHE)

A Subject-specific Skills and Knowledge

- A1 Develop critical judgements on literary texts via skills of informed close reading
- A2 Identify and evaluate differing critical approaches to texts, including methodological factors
- A3 Use literary and/or related theories in the analysis and interpretation of complex problems
- A4 Express and explore affective as well as analytical responses to literary texts
- A5 Investigate the effects of a range of cultural and contextual factors in the production and reception of texts
- A6 Become more confident in expressing a range of independent and imaginative interpretations of texts, including the option of creative practice
- A7 Understand the challenges of writing about texts that vary length, scope, level of difficulty, including texts that may be more orthodox or more experimental in form and/or content
- A8 Use bibliographical and other subject-specific citational skills

B Cognitive and Intellectual Skills

- B1 Discover and use effectively complex information from diverse sources
- B2 Test, interpret and analyse evidence critically in order to produce effective arguments

B3 Respond creatively and imaginatively to research tasks, and take the initiative in directing own research

B4 Identify the effects of own assumptions in the reading of a text

C Skills for Life and Work

C1 Autonomous learning (including time management) as would be necessary for employment requiring the exercise of personal responsibility and decision-making such that significant responsibility within organisations could be assumed

C2 Team work as would be necessary for employment requiring the exercise of personal responsibility and decision-making for effective work with others such that significant responsibility within organisations could be assumed

C3 Communication skills commensurate with the effective communication of information, arguments and analysis in a variety of forms to specialist and non-specialist audiences in which key techniques of the discipline are deployed effectively

C4 IT skills and digital Literacy that demonstrate the development of existing skills and the acquisition of new competences

Programme content

This programme comprises the following modules

Key:

Core = C; Compulsory = R (i.e. 'required'); Optional = O; Not available for this status = N/A. If a particular status is greyed out, it is not offered for this programme.

Subject offered as single and/or combined award

English Literature				Status			
Level	Code	Title	Credits	Single	Major	Joint	Minor
4	EN4001	Critical Reading 1	40	C	C	C	C
4	EN4002	Writing, Gender and Politics, 1500–1750	20	O	O	O	O
4	EN4003	Scandal and Sobriety: Enlightenment to Victorianism, 1750–1890	20	O	O	O	O
4	EN4004	From Decadence to the Naughties, 1890–the Present	20	O	O	O	O
4	EN4005	Writing & the Self	20	O	O	O	O
4	EN4008	Print, Book & Candle: the production, form and reception of literary texts	20	O	O	O	O
5	EN5001	Critical Reading 2	40	C	C	C	C
5	EN5002	Theatre, Sex and Power in Early Modern England	20	O	O	O	O
5	EN5003	The Nineteenth-Century European Novel	20	O	O	O	O
5	EN5004	Gothic Origins and Innovations, 1765–1897	20	O	O	O	O

5	EN5011	Contemporary Writing	20	O	O	O	O
5	EN5019	Poetry	20	O	O	O	O
5	EN5020	Historical Fiction	20	O	O	O	O
5	EN5022	Three Women Writers	20	O	O	O	O
5	EN5023	Gender and Eighteenth-Century Fiction	20	O	O	O	O
5	EN5024	Canadian Literature & Culture	20	O	O	O	O
5	EN5025	Post-Colonial Literatures	20	O	O	O	O
5	EN5030	Reading Animals	20	O	O	O	O
5	EN5031	Writing America: Identity, Ethnicity and Nationhood	20	O	O	O	O
5	EN5032	Manifesto!	20	O	O	O	O
5	EN5037	Twentieth-Century Irish Writing	20	O	O	O	O
5	EN5038	Renaissance Worlds: Sixteenth and Seventeenth-Century Poetry	20	O	O	O	O
5	EN5040	Adaptations	20	O	O	O	O
5	EN5041	Crime Fiction	20	O	O	O	O
5	EN5045	Nineteenth-Century Theatre: from Romanticism to Realism	20	O	O	O	O
5	EN5046	Adventures in Periodical Culture: beyond the book, 1700-1960	20	O	O	O	O
6	EN6001	English Project	40	C	C	O	O
6	EN6002	Shakespeare	20	O	O	O	O
6	EN6007	Aspects of Modernism	20	O	O	O	O
6	EN6018	Writing & the Environmental Crisis	20	O	O	O	O
6	EN6019	Writing and Politics	20	O	O	O	O
6	EN6020	Twentieth-Century European Literature	20	O	O	O	O
6	EN6021	Virginia Woolf	20	O	O	O	O
6	EN6022	Sylvia Plath	20	O	O	O	O
6	EN6032	Brontë & Dickens	20	O	O	O	O
6	EN6033	Gothic Revivals	20	O	O	O	O
6	EN6034	Authors, Books & Readers in Early Modern England	20	O	O	O	O
6	EN6035	Literary London: from Medievalism to Modernity, 1590-1675	20	O	O	O	O
6	EN6036	Margaret Atwood	20	O	O	O	O
6	EN6039	In Search of America	20	O	O	O	O
6	EN6040	Publishing: the Literary Journal	20	O	O	O	O
6	EN6041	Empire & Identity in the Eighteenth-Century	20	O	O	O	O
6	EN6042	Caribbean Writings, 1950 – the present	20	O	O	O	O
6	EN6043	Gender & Contemporary Writing	20	O	O	O	O
6	EN6044	Irish Women's Writing	20	O	O	O	O
6	EN6045	Twentieth-Century European Drama	20	O	O	O	O

		from Ibsen to Ionesco					
6	EN6046	Ian McEwan	20	O	O	O	O
6	EN6047	Writing the Nation in the Early Modern Atlantic World	20	O	O	O	O
6	EN6051	Meanings of Friendship in Literature and Philosophy	20	O	O	O	O
6	EN6052	Literature and Evil	20	O	O	O	O
6	EN6053	Love and Desire in Contemporary Literature and Culture	20	O	O	O	O
6	EN6055	Literary Women, Work and Art: Romantic to Modern	20	O	O	O	O
6	EN6056	Crime Fiction in the Contemporary World	20	O	O	O	O
6	EN6058	Digital Literary Studies	20	O	O	O	O
6	EN6060	Literature and Psychology	20	O	O	O	O

Subject offered with pathways

Not applicable.

Assessment methods

A range of summative assessment tasks will be used to test the Intended Learning Outcomes in each module. These are indicated in the attached assessment map which shows which tasks are used in which modules.

Students will be supported in their development towards summative assessment by appropriate formative exercises.

Please note: if you choose an optional module from outside this programme, you may be required to undertake a summative assessment task that does not appear in the assessment grid here in order to pass that module.

Work experience and placement opportunities

The English programme does not yet have a dedicated system work placements apart from the opportunities offered across the University by the Careers service. However, the Year 2 core module, EN5001 Critical Reading 2, has an embedded CV/PDP strand which offers students a series of sector-specific workshops that involve visiting speakers and contacts from media industries, advertising/marketing, publishing/journalism, and social media/networking experts.

Graduate Attributes

	Bath Spa Graduates...	In English, we enable this...
1	Will be employable: equipped with the skills necessary to flourish in the global workplace, able to work in and lead teams	By helping you to become effective researchers, confident communicators, and contributors to the study of literature

2	Will be able to understand and manage complexity, diversity and change	By helping you to manage your own learning and respond to intellectual challenges
3	Will be creative: able to innovate and to solve problems by working across disciplines as professional or artistic practitioners	By giving you opportunities to develop your own research projects, independently and in groups
4	Will be digitally literate: able to work at the interface of creativity and technology	By teaching you to create your own digital work and use online resources for research
5	Will be internationally networked: either by studying abroad for part of the their programme, or studying alongside students from overseas	By guiding you through the wider world of literature in English and in translation, and offering you opportunities to undertake study exchanges, visits, and field trips
6	Will be creative thinkers, doers and makers	By encouraging you to exercise your imagination in your encounters with literary texts, and to explore creative expression of your ideas
7	Will be critical thinkers: able to express their ideas in written and oral form, and possessing information literacy	By working with you to analyse and understand even the most imposing texts, and to produce your own critical readings
8	Will be ethically aware: prepared for citizenship in a local, national and global context	By introducing you to the breadth and wealth of human life on the page

Modifications

Module-level modifications

Code	Title	Nature of modification	Date(s) of approval and approving bodies	Date modification comes into effect
EN5001-40	Critical Reading 2	Change to assessment to enhance employability strand of module	April 2010, AQSC	September 2010
EN5002-20	Theatre, Sex & Power in Early Modern England	Assessment	April 2010, AQSC	September 2010
EN4004-20	From Decadence to the Naughties, 1890–Present	Assessment	April 2010, AQSC	September 2010
EN5022-20	Three Women Writers	Assessment	April 2010, AQSC	September 2010
EN6021-20	Virginia Woolf	Assessment	April 2010, AQSC	September 2010
EN6045-20	Twentieth-Century European Drama	Assessment	April 2010, AQSC	September 2010
EN6018-20	Writing and the Environmental Crisis	Assessment	April 2010, AQSC	September 2010
EN4001-40	Critical Reading 1	Assessment	April 2010, AQSC	September 2010

EN6046-20	Ian McEwan	Assessment	April 2010, AQSC	September 2010
EN5031-20	Writing America	Assessment	April 2011, AQSC	September 2011
EN5038-20	Renaissance Worlds	Assessment	April 2011, AQSC	September 2011
EN6043-20	Gender & Contemporary Writing	name change only	April 2011, AQSC	September 2011
EN6050-20	Writing the Nation in the Early Modern Atlantic World	title and ILO; recoded from 6047	June 2012, AQSC	September 2012
EN5041-20	Crime Fiction	new module	June 2012, AQSC	September 2012
EN5040-20	Adaptations: film, literature, and other media	change to ILOs; recoded from 5036	June 2012, AQSC	September 2012
EN6051-20	Peculiar Relation: Meanings of Friendship in Literature and Philosophy	change to ILOs	June 2012, AQSC	September 2012
EN6053-20	Love and Desire in Contemporary Literature and Culture	change to ILOs	June 2012, AQSC	September 2012
EN6034-20	Authors, Books and Readers in Early Modern England	revision to assessment	June 2012, AQSC	September 2012
EN6020-20	Twentieth-Century European Literature	assessment and title	June 2012, AQSC	September 2012
EN6052-20	Literature and Evil	change to ILOs	June 2012, AQSC	September 2012
EN6091-20	Strategy Camp	new module: EN-coded, HCI-wide employability project module.	June 2012, AQSC	September 2012
EN5019-20	Poetry	revision to assessment	June 2013, AQSC	September 2013
EN5030-20	Reading Animals	revision to assessment	June 2013, AQSC	September 2013
EN4004-20	From Decadence to the Naughties	revision to assessment	June 2013, AQSC	September 2013
EN6055-20	Literary Women, Work and Art: Romantic to Modern	new module	June 2013, AQSC	September 2013
EN6056-20	Crime Fiction in the Contemporary World	new module	June 2013, AQSC	September 2013
EN5045-20	Nineteenth-Century Theatre: from	new module	June 2014, AQSC	September 2014

	Romanticism to Realism			
EN6058-20	Digital Literary Studies	new module	June 2014, AQSC	September 2014
EN4008-20	Print, Book and Candle	new module	June 2014, AQSC	September 2014
EN6060-20	Literature & Psychology	new module	June 2014, AQSC	September 2014
EN5046-20	Adventures in Periodical Culture, 1700-1960	new module	February 2015, AQSC	September 2015