

Minor Specification

Academic Year 2018-19 MO09 English

This specification provides a concise summary of the main features of the minor and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

Awarding Institution	University of Southampton
Teaching Institution	University of Southampton
Name of minor	English
FHEQ level of final award	As for the Major programme
QAA Subject Benchmark or other external reference	This programme is designed in accordance with the QAA English Subject Benchmark.
Faculty that owns the minor	Arts and Humanities
Minor Leader	Mary Hammond
Date specification was written	30-08-2013

Overview of Minor

1 Brief outline of the minor

A Minor in English enables you to:

- explore the methods by which texts of different kinds can be analysed
- analyse texts in their historical and generic aspects
- investigate the interaction of language, text, and culture, all of these terms being taken in a broad sense
- engage with the political dimensions of texts, including gender politics, class, capitalism, and the historical development of English in relation to colonialism, diaspora, and postcolonialism

2 Learning and teaching

English employs a wide variety of teaching methods and provides a range of opportunities for learning, so as to facilitate a progressively deeper understanding of the subject and foster independent learning. We recognise that students joining the programme are often unfamiliar with the subject or have had only limited experience of it, and we arrange our teaching provision in that light.

- You will be helped to achieve the learning outcomes of the English minor by a broad portfolio of learning and assessment experiences. Not every module or tutor will provide all, or even many, of these, but you will certainly experience the variety of this portfolio to some degree, depending on the component of English that you include.
- Lectures and seminars: these two activities form the backbone of the teaching. The former can provide knowledge, instruction in method, and in skills in an economical, controlled, and communal way. It is teacher-led learning. The latter involves student discussion, which may be more or less formal, and more or less student-led, and may at higher levels and in appropriate modules, involve very light supervision. *However*, the distinction is not always clear: lectures may turn more towards seminar discussion, and may involve exercises, question and answer sessions, communal interpretation of visual material, and so on. Longer classes, whether lectures or seminars, are likely to involve a range of activities, such as lecture, student presentations (singly or in groups), use of digital, audio-visual material, etc. Seminar discussion also varies in style, and will frequently require teamwork and promote interpersonal skills.
- Your own research: you will be required to carry out personal research at all levels in the programme, but increasingly through levels 2 and 3. Independence in learning is the hallmark of the maturing student of English at Southampton.
- Giving Presentations: presenting your ideas orally as well as in writing will be an important aspect of your work here. It is something you have to learn (and on which you are assessed) *and* an activity which helps you learn about your subject. There will be plenty of opportunities to practise your skills at oral presentation and these may form part of your assessment.
- IT: English in the School of Humanities uses IT in its teaching, e.g., Blackboard (which is used throughout the programme); PowerPoint; email discussion lists, student presentations posted to the group electronically in advance of seminars, feedback on group exercises, etc. You will learn to access this material and, with guidance, to provide it.

3 Assessment

A varied portfolio of assessment activities is central to the Southampton English experience, and one of the ways we ensure the high quality of our graduates. It will help to develop your intellectual flexibility both for the study itself and for future work. The following methods are used currently:

- assessment of a written version of an oral presentation
- module journals
- diary or project record
- essays from 1k to 3k words in length
- “take-away” papers
- “closed” examinations using questions of varying formats: essay-type; practical analyses; multiple short, information-based.
- Some modules may use student self-assessment and team work, such as group feedback on seminars to a discussion list, as aids to learning (without formally assessing these activities).

For further information on any of the above, please consult the English website <http://www.soton.ac.uk/english/>

Educational Aims of the Minor

The aims of the minor are to:

- provide you with an understanding of the ways in which texts can be analysed in terms of language, genre and context
- introduce you to some of the critical debates and theoretical approaches to literary and cultural texts
- introduce you to the significance and contexts of literary meaning and rhetoric.
- enable you to engage with issues and ideas at the cutting-edge of contemporary research in English.
- allow you to appreciate the bearing of your studies in English on the other subject(s) you are studying.
- encourage you to think critically, develop the ability to learn independently and remain receptive to fresh ideas and approaches.
- ensure that you develop the skills and abilities required for further study and/or your future career path.

Learning Outcomes for the Minor

Knowledge and Understanding

Having successfully completed this minor you will be able to demonstrate knowledge and understanding of:

- the methods by which texts of different kinds can be analysed
- texts in their historical and generic aspects
- the interaction of language, text, and culture, all of these terms being taken in a broad sense
- the political dimensions of texts, including gender politics, class, capitalism, and the historical development of English in relation to colonialism, diaspora, and postcolonialism

Teaching and Learning Methods

To ensure you achieve these learning outcomes, English employs a wide variety of teaching and learning methods. For example:

- Lectures
 - These are an effective way of conveying information concerning literary texts and contexts. As your study progresses, the lectures explore the relevant issues in greater depth to reflect and further the development of your knowledge and understanding.
- Tutorials and seminars
 - These small group activities offer further opportunities to engage in debate (facilitated by the tutor) concerning the issues raised in lectures. In addition,

they aim to develop your skills in presenting and evaluating your textual analysis both in writing and orally.

- Consultation with academic staff
 - All academic staff hold 'office hours' during which you can drop in for individual discussion of the ideas and arguments encountered in lectures and your reading, or which you have arrived at yourself.
- Independent study
 - Given the nature of the subject, independent study forms an essential part in the development of your knowledge and understanding of English. This will involve careful reading of primary and secondary texts, thoughtful reflection on literary meaning and context raised in those texts or in class, and arriving at your own considered opinions on the topics you are studying.

Assessment methods

A wide range of assessment methods are used to ensure that you attain the learning outcomes of this minor (see Overview above). Different assessment tasks allow you to develop and demonstrate different skills.

Subject Specific Intellectual and Research Skills

Having successfully completed this programme you will be able to:

- manage coherently some of the ideas gained from your reading and cultural experience
- articulate this body of knowledge effectively
- apply selected critical terminology and method as appropriate to the modules studied
- recognise the importance of and analyse literary contexts: linguistic, generic, social, historical and theoretical
- engage in advanced independent thought and convey this effectively in writing and orally
- evaluate and use relevant critical theory and/or analytic method
- recognise the rhetorical origins and character of literary emotion (affectivity)
- engage in critical reflection on your own viewpoint

Teaching and Learning Methods

Activities designed to enhance the above skills are integrated into all aspects of teaching in English at Southampton (see above). Activities particularly important for the enhancement of your skills in textual analysis and research include: tutor-led and student-led seminar discussion, and oral presentations. Meetings with your tutor on essays or in consultation hours are also designed to promote this.

Assessment methods

All assessment tasks for English are designed to encourage the above skills and give students a chance to demonstrate them (see above). Examinations, essays of different lengths, analytical exercises and shorter pieces of assessed work, individual and group presentations will all assess your intellectual skills. The portfolio of assessment is designed to give you flexibility in this area.

Transferable and Generic Skills

Having successfully completed this programme you will be able to:

- analyse and present ideas and positions, both orally and in writing.
- identify and use appropriate resources.
- work effectively to deadlines.
- argue effectively and dispassionately.
- manage, plan and execute projects.
- work effectively in a team.
- understand and extract relevant information from complex texts.

Teaching and Learning Methods

Your transferable and generic skills will be developed through tutor-led and student-led seminars and tutorials, IT workshops with the Library, library induction sessions, use of the English website, independent research, and interviews with your Academic Advisor to consider your progress and acquisition of skills.

Assessment methods

You will be asked to demonstrate your key skills through participating in individual and group presentations (assessed), class exercises and class discussion. All of our assessment activities are geared to developing your transferable skills, most obviously those related to researching, planning, writing and speaking.

Structure of Minor

1 Typical content

This broad and flexible programme will offer you the chance to explore some of the texts and contexts central to English literary studies. The modules on offer explore particular periods and genres, such as Modern American Poetry, The Novel in the Literary Marketplace, or Objects of Desire while others introduce you to the study of particular aspects of literary studies, such as Images of Africa, Children's Literature, and Jewish Fictions. Some modules focus primarily on particular texts and authors, such as Visions of *Beowulf* and Chaucer, while others focus more on a range of texts and contexts, such as Globalisation.

2 Special Features of the programme

N/A

3 Details of the minor

The Minor in English is undertaken at three levels (year 1 corresponding to 12.5% of one year of full-time study, and years 2 and 3 corresponding to 25% of one year of full time study excluding study abroad). The English programme is divided into modules. Single modules have a credit

value of 15, while double modules have a value of 30. Students taking the minor in English are required to choose single modules.

All modules are optional for students on the English minor programme and the modules have no pre-requisites.

Our teaching is research-led at levels 2 and 3. As a result, the modules on offer vary from year to year as staff research interests and priorities develop and change. The following is an indicative list of the modules on offer:

Year 1

ENG1091	World Drama
ENGL1080	Literary Transformations

Year 2

ENGL 2027	Children's Literature
ENGL 2094	Victorian Feelings
ENGL 2011	Women, Writing and Modernity in Britain, 1790 - 1865
ENGL2101	African Worlds
ENGL2103	Sweatshops, Sex Workers and Asylum Seekers s2
ENGL 2052	Images of Women
ENGL 2078	Scriptwriting
ENGL2087	Great Writers Steal
ENGL 2092	Women Writers Remixed ca. 1850-1915
ENGL2096	Making New York Modern
ENGL2099	The Renaissance Body

Year 3 Modules

ENGL 3015	Fantasy Film and Fiction
ENGL3101	Narratives of 19 th -century America
ENGL 3058	Radical England; from Shakespeare to Milton
ENGL3089	Islands and Oceans
ENGL3091	American Dreams?
ENGL3099	The Historical Novel
ENGL3049	Creative Writing in Schools
ENGL3086	Eve and the Angels

4 Progression Requirements

The programme of which this minor comprises a part follows the University's regulations for Progression, Determination and Classification of Results: Undergraduate and Integrated Masters Programmes as set out in the University Calendar: <http://www.calendar.soton.ac.uk/>
In order to qualify for the minor, students must pass all modules that make up the minor. There is no provision for students to be referred in a minor module solely for the purpose of qualifying for the minor.

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