

## **BA (Hons) English**

### **Programme Specification**

**Awarding Institution:**

University of London (Interim Exit Awards made by Goldsmiths College)

**Teaching Institution:** Goldsmiths, University of London

**Name of Final Award and Programme Title:** BA (Hons) English

**Name of Interim Exit Award(s):**

Certificate of Higher Education in English

Diploma of Higher Education in English

**Duration of Programme:** 3 years full-time or 4-6 years part-time

**UCAS Code(s):** Q300

**HECoS Code(s):** (100320) English Studies

**QAA Benchmark Group:** English

**FHEQ Level of Award:** Level 6

**Programme accredited by:** Not applicable

**Date Programme Specification last updated/approved:** October 2022

**Home Department:** English and Creative Writing

**Department(s) which will also be involved in teaching part of the programme:**

Not applicable

## **Programme overview**

Our English degree is designed to give you a robust foundation in literary and cultural studies, and it puts a strong emphasis on social and cultural diversity. You will study canonical literary texts alongside voices outside the cultural mainstream, and questions of gender, class, race and ethnicity form an integral part of our syllabus. Our introductory modules include sessions that equip you with central approaches to the study of such questions, with which you will engage more deeply at subsequent levels. Throughout, your studies will be complemented by a series of lectures and activity-based seminars which allow you to develop and consolidate your practical academic skills and strategies. The flexible format of our programme allows you to specialise in topics related to American literature and culture, comparisons of literatures across different cultures and art forms (also known as Comparative Literature), and linguistics; at entry level, you may choose two out of three introductions to these fields, which allow you to find your personal interests; your choices will not limit you at subsequent levels, as these introductions are not a requirement

for further studies in the field. Our programme integrates the new Goldsmiths Connected Curriculum, so you take the Goldsmiths Social Change module and an approved Goldsmiths Elective in your second year.

The programme gives you the opportunity to develop the critical and verbal skills needed for a confident, effective reading of literary and non-literary texts. It develops your core skills in analytical and imaginative reading and writing, and it also allows you to develop skills in creative writing and the study of language which further enhance your understanding of creative processes and the formation of meaning.

Module options in English chiefly offer an historical view of writing; more specialised options typically explore thematic or genre-based approaches to literature, or literature from particular contexts or communities (for example, Black British). The strong focus of our offer on diversity is enhanced by options in American literature and culture, Comparative Literature, and Linguistics. Our staff come from diverse cultural backgrounds and research areas, and they are thus ideally placed to offer you insights as you develop your own interests in American, British, European, Irish, Caribbean or other literatures in English and in translation.

## **Programme entry requirements**

The typical GCE A-level offer is BBB (or equivalent points score). Grade B in A-level English Literature (or English Language and Literature or English Language) required; A-level General Studies is not accepted.

Qualifications considered equivalent to GCE A-level BBB:

BTEC: DDM

IB: 33 points, HL655

Access: 60 credits overall with 30 distinctions and distinctions/merits in related subject.

## **Aims of the programme**

The programme aims to:

1. provide an intellectually stimulating experience of learning and studying, and to foster wide and varied reading through a broad and diverse curriculum
2. promote independent critical, analytical and evaluative skills, and intellectual curiosity
3. promote your analytical, creative and imaginative engagement with the complexities of literary and non-literary discourse

4. expand your knowledge and understanding of cultural, historical and regional evolutions and continuities of literatures in English, in translation into English, and of the English language
5. foster your awareness of a range of differing contextual approaches to the subject
6. develop your understanding of the diverse and sometimes conflicting ways in which literary texts have been interpreted and are being reinterpreted
7. stimulate your appreciation of genre and literary forms and conventions
8. encourage self-development into professionally organised and interactive individuals by practising skills of selection, assimilation and communication in both written and oral domains
9. facilitate a learning environment which promotes continuing enthusiasm for the subject and offers an appropriate foundation for further study of literatures and related disciplines.

## Programme learning outcomes

A typical candidate, who completes 120 credits (normally after one year of study, in situations in which a student cannot complete the BA) to complete the Certificate of Higher Education in English will be able to:

### Knowledge and understanding

| Code | Learning outcome   | Taught by the following module(s)   |
|------|--|---|
| A1   | Demonstrate an adequate understanding of some writings in English from selected periods, including some from before 1800                 | All modules (Explorations and, to a lesser extent, The Short Story and Introduction to Comparative Literature encompass pre-1800 literature)        |
| A2   | Demonstrate an adequate understanding of some writings (or other texts) expressive of diverse regional, cultural, and social backgrounds | All modules. Strong emphasis on diversity in choice of core primary texts for Approaches to Text, and in syllabus for Understanding Language in Use |
| A3   | Demonstrate an adequate knowledge of the importance of selected historical and cultural contexts of some literary texts                  | All literature modules  |
| A4   | Demonstrate an adequate understanding of selected genres, their basic conventions, and examples for their diversity                      | All literature modules. Specific coverage in Introduction to Poetry and The Short Story   |

| Code | Learning outcome   | Taught by the following module(s)  |
|------|--|--|
| A5   | Demonstrate an adequate understanding of selected central methods, concepts and appropriate terminologies in literary study            | Covered explicitly by Approaches to Text and developed across literature modules |
| A6   | Demonstrate an adequate knowledge of selected traditional and contemporary key debates in English Studies                              | Covered explicitly by Approaches to Text and developed across all modules        |
| A7   | Demonstrate an adequate understanding of selected structural, rhetorical and linguistic strategies in literature                       | All modules; also covered to some extent in Understanding Language in Use        |
| A8   | Demonstrate an adequate understanding of the part that literature and language play in selected instances of cultural change or stasis | All modules  |

## Cognitive and thinking skills

| Code | Learning outcome  | Taught by the following module(s) |
|------|---|-----------------------------------|
| B1   | Conduct textual or linguistic analysis informed by introductory methodological and theoretical reflection | All modules                       |
| B2   | Analyse some central characteristics and powers of creative language                                      | All modules                       |
| B3   | Recognise and critically explore alternative views  | All modules                       |
| B4   | Articulate interpretations and arguments backed up with textual analyses                                  | All modules                       |
| B5   | Explore complex or unfamiliar modes of expression and/or narrative in the light of introductory guidance  | All modules                       |

## Subject specific skills and professional behaviours and attitudes

| Code | Learning outcome   | Taught by the following module(s) |
|------|--|-----------------------------------|
| C1   | Recognise examples for links between historicity of production, modes of transmission, and reception in the creation of textual meanings | All modules                       |
| C2   | Use close reading to produce plausible interpretations and to engage   | All literature modules            |

| Code | Learning outcome  | Taught by the following module(s) |
|------|---|-----------------------------------|
|      | imaginatively and creatively with literary texts  |                                   |
| C3   | Recognise and explain the role of main generic conventions in selected literary texts   | All literature modules            |
| C4   | Use critical commentary and comparative techniques to an adequate professional standard   | All modules                       |
| C5   | Produce your own written work in line with basic professional standards in organisation, relevance, expression, referencing, and bibliography | All modules                       |
| C6   | Research literary topics using data resources and employing primary and secondary evidence  | All literature modules            |
| C7   | Understand and apply key terminology appropriate to selected areas of English Studies   | All modules                       |
| C8   | Express ideas in seminar discussion on issues arising from texts  | All modules                       |

## Transferable skills

| Code | Learning outcome   | Taught by the following module(s) |
|------|--|-----------------------------------|
| D1   | Display adequate communication and discussion skills, in written and oral contexts                         | All modules                       |
| D2   | Demonstrate adequate skills in accessing verbal data using hard copy / electronic resources                | All modules                       |
| D3   | Respond to ideas in rational, critical and evaluative ways   | All modules                       |
| D4   | Demonstrate open-mindedness and attempts at independent judgement  | All modules                       |
| D5   | Demonstrate management of learning under introductory guidance, including working effectively to deadlines | All modules                       |
| D6   | Demonstrate application of skills of close analysis to a variety of texts and contexts at a basic level    | All modules                       |

| Code | Learning outcome   | Taught by the following module(s) |
|------|--|-----------------------------------|
| D7   | Organise information, and the ability to recognise and discuss competing arguments | All modules                       |
| D8   | Make contributions to groups, and develop an awareness of group dynamics           | All modules                       |

A typical candidate, who completes 240 credits (normally after two years of study, in situations in which a student cannot complete the BA) to complete the Diploma of Higher Education in English will be able to:

## Knowledge and understanding

| Code | Learning outcome   | Taught by the following module(s)   |
|------|--|---|
| A1   | Demonstrate a good understanding of a range of writings in English from some different periods, including some from before 1800            | All modules (modules substantially encompassing pre-1800 literature are specified below)  |
| A2   | Demonstrate a good understanding of a sample of writings (or other texts) expressive of diverse regional, cultural, and social backgrounds | A concern with such diversity informs the design of all modules, including those that focus on canonical periods and modes of writing. Specific coverage in Sociolinguistics; Discourse and Society; Black British Writing; (Re-)Writing America; Contemporary Indigenous Literatures and Culture |
| A3   | Demonstrate a good understanding of the importance of historical and cultural contexts of a sample of literary texts                       | All literature modules  |
| A4   | Demonstrate a good understanding of genres, their main conventions, and examples for their diversity                                       | All modules. Specific coverage in Introduction to Poetry and The Short Story  |
| A5   | Demonstrate a good understanding of central methods, concepts and appropriate terminologies in literary study                              | Covered explicitly by Approaches to Text and developed across all modules   |
| A6   | Demonstrate a good understanding of a sample of traditional and contemporary debates in English Studies                                    | All modules   |

| <b>Code</b> | <b>Learning outcome</b>   | <b>Taught by the following module(s)</b> |
|-------------|---|--|
| A7          | Demonstrate a good understanding of sample of structural, rhetorical and linguistic strategies in literature                        | All literature modules                   |
| A8          | Demonstrate a good understanding of the part that literature and language play in a range of examples for cultural change or stasis | All modules                              |

### **Cognitive and thinking skills**

| <b>Code</b> | <b>Learning outcome</b>  | <b>Taught by the following module(s)</b> |
|-------------|--|--|
| B1          | Conduct detailed textual or linguistic analysis at an adequate professional level                    | All modules                              |
| B2          | Analyse a range of central characteristics and powers of creative language                           | All modules                              |
| B3          | Explain and persuasively evaluate alternative views  | All modules                              |
| B4          | Articulate coherent interpretations and arguments backed up with textual analyses                    | All modules                              |
| B5          | Explore complex or unfamiliar modes of expression and/or narrative at an adequate professional level | All modules                              |

### **Subject specific skills and professional behaviours and attitudes**

| <b>Code</b> | <b>Learning outcome</b>   | <b>Taught by the following module(s)</b> |
|-------------|---|--|
| C1          | Perceive a sample of interactions between historicity of production, modes of transmission, and reception in the creation of textual meanings | All modules                              |
| C2          | Use close reading to produce convincingly structured interpretations and to engage imaginatively and creatively with literary texts           | All modules                              |
| C3          | Recognise and discuss the role of a sample of generic conventions in literary texts   | All literature modules                   |
| C4          | Use critical commentary and comparative techniques persuasively   | All modules                              |

| <b>Code</b> | <b>Learning outcome</b>  | <b>Taught by the following module(s)</b> |
|-------------|--|--|
| C5          | Produce your own written work that approximates professional standards in organisation, relevance, expression, referencing, and bibliography | All modules                              |
| C6          | Research literary topics using data resources and collecting and employing a range of primary and secondary evidence                         | All modules                              |
| C7          | Understand and apply terminology appropriate to a range of fields in English Studies   | All modules                              |
| C8          | Contribute ideas and arguments to seminar discussion on issues arising from texts  | All modules                              |

## Transferable skills

| <b>Code</b> | <b>Learning outcome</b>   | <b>Taught by the following module(s)</b> |
|-------------|---|--|
| D1          | Display good communication and discussion skills, in written and oral contexts                                  | All modules                              |
| D2          | Demonstrate professionally developed competence in accessing verbal data using hard copy / electronic resources | All modules                              |
| D3          | Discuss ideas in rational, critical and evaluative ways   | All modules                              |
| D4          | Demonstrate open-mindedness and some capacity for independent judgement   | All modules                              |
| D5          | Demonstrate management of key aspects of own learning, including working effectively to deadlines               | All modules                              |
| D6          | Demonstrate application of skills of close analysis to a variety of texts and contexts at an advanced level     | All modules                              |
| D7          | Organise information, and the ability to explain and and evaluate competing arguments                           | All modules                              |
| D8          | Make positive contributions to groups, and some perception of group dynamics                                    | All modules                              |



At the end of the three-year programme, a typical candidate who completes all 360 credits to complete the BA (Hons) English programme will demonstrate skills in the following categories, and be able to:

## Knowledge and understanding

| <b>Code</b> | <b>Learning outcome</b>   | <b>Taught by the following module(s)</b>  |
|-------------|---|---|
| A1          | Demonstrate a very good understanding of a range of writings in English from different periods, including some from before 1800     | All modules (modules substantially encompassing pre-1800 literature are specified below)  |
| A2          | Demonstrate a very good understanding of writings (or other texts) expressive of diverse regional, cultural, and social backgrounds | A concern with such diversity informs the design of all modules, including those that focus on canonical periods and modes of writing. Specific coverage in Sociolinguistics; Discourse and Society; Language and Gender; Modern American Fiction; Caribbean Women Writers; Black British Writing; (Re-)Writing America; Contemporary Indigenous Literatures and Cultures; Writing, Culture and Society |
| A3          | Demonstrate an extensive understanding of the importance of historical and cultural contexts of literary texts                      | All literature modules  |
| A4          | Demonstrate a very good understanding of genres and their conventions and diversity   | All modules. Specific coverage in Introduction to Poetry and The Short Story  |
| A5          | Demonstrate a very good understanding of methods, concepts and appropriate terminologies in literary study                          | Covered explicitly by Approaches to Text and developed across all modules   |
| A6          | Demonstrate a very good understanding of traditional and contemporary debates in English Studies                                    | All modules   |
| A7          | Demonstrate a very good understanding of structural, rhetorical and linguistic strategies in literature                             | All modules   |

| <b>Code</b> | <b>Learning outcome</b>  | <b>Taught by the following module(s)</b> |
|-------------|--|--|
| A8          | Demonstrate a very good understanding of the part that literature and language play in cultural change or stasis | All modules                              |

### **Cognitive and thinking skills**

| <b>Code</b> | <b>Learning outcome</b>  | <b>Taught by the following module(s)</b> |
|-------------|--|--|
| B1          | Conduct detailed textual analysis at an enhanced level                             | All modules                              |
| B2          | Analyse diverse characteristics and powers of creative language                    | All modules                              |
| B3          | Assimilate and lucidly evaluate alternative views                                  | All modules                              |
| B4          | Formulate coherent and persuasive interpretations and arguments                    | All modules                              |
| B5          | Respond with insight to complex or unfamiliar modes of expression and/or narrative | All modules                              |

### **Subject specific skills and professional behaviours and attitudes**

| <b>Code</b> | <b>Learning outcome</b>  | <b>Taught by the following module(s)</b> |
|-------------|--|--|
| C1          | Perceive interactions between historicity of production, modes of transmission, and reception in the creation of textual meanings      | All modules                              |
| C2          | Use close reading to produce independent interpretations and to engage imaginatively and creatively with literary texts                | All literature modules                   |
| C3          | Recognise and discuss the role of generic conventions in literary texts  | All modules                              |
| C4          | Use critical commentary and comparative techniques discriminatingly  | All modules                              |
| C5          | Produce your own written work to adequate professional standards in organisation, relevance, expression, referencing, and bibliography | All modules                              |

| <b>Code</b> | <b>Learning outcome</b>   | <b>Taught by the following module(s)</b> |
|-------------|---|--|
| C6          | Research literary topics using data resources and collecting and sifting primary and secondary evidence | All literature modules                   |
| C7          | Understand and apply terminology appropriate to English Studies   | All modules                              |
| C8          | Contribute constructively to seminar discussion on issues arising from texts                            | All modules                              |
| C9          | Design and execute an independent literary project  | Dissertation                             |

## Transferable skills

| <b>Code</b> | <b>Learning outcome</b>   | <b>Taught by the following module(s)</b>                 |
|-------------|---|--|
| D1          | Display enhanced communication and discussion skills, in written and oral contexts  | All modules  |
| D2          | Demonstrate facility in accessing verbal data using hard copy / electronic resources  | All modules  |
| D3          | Handle ideas in rational, critical and evaluative ways  | All modules  |
| D4          | Demonstrate open-mindedness and capacity for independent judgement  | All modules  |
| D5          | Demonstrate management of own learning, including working effectively to deadlines  | All modules  |
| D6          | Demonstrate application of skills of close analysis to a variety of texts and contexts to a professional standard                           | All modules  |
| D7          | Organise information, and the ability to assimilate and evaluate competing arguments  | All modules  |
| D8          | Make positive contributions to groups, and perception of group dynamics   | All modules  |
| D9          | Initiate and conduct research leading to an independent project   | Dissertation   |
| D10         | Understanding of project-based learning and skills in problem-solving and in applying theoretical ideas and concepts to real-world problems | Goldsmiths Social Change module; final-year Dissertation |

## Grading criteria

| Mark    | Descriptor                    | Specific Marking Criteria   |
|---------|-------------------------------|---|
| 80-100% | 1st: First (Exceptional)      | Exceptional grasp of all the issues raised by the question, but also a truly original, creative approach to the question, challenging current scholarship. Demonstrates full independence of thought, exceptional powers of analysis and synthesis and exceptional insights into primary texts and critical contexts. Communicated with intellectual brilliance in a superbly structured piece of work to an exceptional, professional standard of execution, displaying evidence of an exceptional application of knowledge, understanding and skills detailed in module and programme outcomes. |
| 70-79%  | 1st: First (Excellent)        | 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; a professional standard of execution. A mark in this range represents the overall achievement of the module and programme learning outcomes to a distinguished level.  |
| 60-69%  | 2.1: Upper Second (Very good) | Lucid and analytical discussion showing clear understanding of some of the issues raised by the question, and making aptly selective use of module 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 module and programme learning outcomes to a very good level.   |
| 50-59%  | 2.2: Lower Second (Good)      | 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 module and programme learning outcomes to a good level.   |
| 40-49%  | 3rd: Third (Pass)             | A limited attempt to answer the question, demonstrating a basic familiarity with module text(s) and/or issues; adequate competence in organisation and expression. A mark in this   |

| Mark   | Descriptor                    | Specific Marking Criteria   |
|--------|-------------------------------|---|
|        |                               | range represents the overall achievement of the module and programme learning outcomes to a satisfactory level.   |
| 25-39% | Fail                          | An essay may fail on grounds of inadequate relevance to the question; lack of evidence of your having studied the work set for the module; incoherent expression and argument; learning outcomes insufficiently demonstrated. |
| 10-24% | Bad fail                      | A submission that shows a significant overall failure to achieve the appropriate learning outcomes. Written work shows no evidence of an attempt to address the question.   |
| 1-9%   | Very bad fail                 | A submission that does not even attempt to address the specified learning outcomes (shall be deemed a non-valid attempt and unit must be re-sat).   |
| 0%     | Non submission or plagiarised | A categorical mark representing either the failure to submit an assessment or a mark assigned for a plagiarised assessment.   |

## How the programme is structured

The programme is available in full-time (3 years) and part-time (4-6 years) modes. A degree completed in part-time mode of study takes 6 years (if part-time is the mode throughout), 5 years (if one year is completed in full-time mode), or 4 years (if two years are completed in full-time mode). You take modules worth 360 credits, 120 credits at each level. Four Level-4 modules (two 30 credit modules and two 15 credit modules) form a foundation and are compulsory. The remaining 30 credits are chosen from a list of three 15 credit options which provide introductions to areas of optional specialisation (American Literature and Culture, Comparative Literature, and Linguistics) at subsequent levels. However, you do not need to have taken these introductions in order to take options in these areas at levels 5 and 6. Rather, these options are meant to help you explore and develop your personal interests.

Subsequent modules are designated specifically as being at either Level 5 or Level 6, and are taken by full-time students in the second and third years respectively. In line with national benchmarks for the subject, you must take at least the equivalent of one module (30 credits) at Level 5 from modules which substantially encompass pre-1800 texts. At level 5, you must take the module 'Literature and Power in the Victorian Period' (with level-5 PASS sessions). At Level 6 you must take and pass a 6-8,000-word dissertation on a topic of your own choice; your supervision includes compulsory level-6 PASS sessions.

Level 4:

The following first year modules are compulsory for this programme:

Explorations in Literature (30 credits); Approaches to Text (including weekly sessions on Practical Academic Skills & Strategies) (30 credits); Introduction to Poetry (15 credits); The Short Story (15 credits).

The remaining 30 credits are taken from the following list of 15 credit option modules:

- Introduction to US Literature and Culture
- Understanding Language in Use
- Introduction to Comparative Literature

Progression requirements Level 4 to Level 5 (Year 1 to Year 2): Minimum of 3 modules (90 credits) to be passed.

Level 5/Year 2 (direct entry is possible for suitably qualified applicants)

You take the compulsory module 'Literature and Power in the Victorian Period' (including weekly sessions on Practical Academic Skills & Strategies) the Goldsmiths Social Change module (15 credits, Term 2) and a further three or more modules (amounting to 75 credits) from a range characterised by wide literary, historical and contextual scope, at least 30 credits of which must be from those designated by the Department as substantially encompassing pre-1800 literature. These are indicated in the list of Level-5 modules below by an asterisk. (NB: In any given year some modules may be temporarily suspended owing to staffing changes/sabbatical leave.)

- \*Literature of the Later Middle Ages
- \*Old English
- \*Shakespeare
- \*Renaissance Worlds
- \*18th-Century Literature
- \*Sensibility & Romanticism: Revolutions in Writing and Society
- Moderns
- Literary London
- (Re-)Writing America: from the 19th Century to the Present Day

A range of single-term 15-credit modules are also offered at this level. The list may vary from year to year according to the availability of staff, but the following are typical:

- Black British Literature
- Communicating the Climate Crisis [under development]
- Contemporary Indigenous Literature and Culture

- Sociolinguistics: Language Variation, Change and Identity
- Discourse and Society
- Language Learning
- Aesthetics
- Classical Epic and Contemporary Literature
- Staging Women's Voices
- Level 5 Work Placement – English, Creative Writing and the World of Work

Progression requirements Level 5 to Level 6 (Year 2 to Year 3):

Minimum of 3 modules (90 credits) to be passed, which must include 'Literature and Power in the Victorian Period'

Level 6/Year 3

In addition to a 6-8,000-word dissertation (including fortnightly sessions on Practical Academic Skills & Strategies) on a topic of your choice (which you must pass in order to be awarded your degree), you take 90 credits in Level-6 modules from the list below. (NB: In any given year some options may be temporarily suspended owing to staffing changes/sabbatical leave.)

- Caribbean Women Writers
- Creating the Text
- Decadence
- Modern American Fiction
- Modernism & Drama (1880-1930)
- The Art of the Novel
- Studies in Literature and Film
- The Emergence of Modern America
- The English Renaissance Stage
- Professional Communication

There is also each session a range of single-term 15-credit modules at this level. The list varies from year to year according to the availability of staff, but the following are typical:

- Approaches to Language and the Media
- Poetry since 1945
- Language & Gender
- Words, Meaning and Contexts of Use
- The American South
- Writing, Culture & Society
- Writing the European City

- The Outsider in Shakespeare
- Shakespeare’s Sisters: Contemporary Women’s Writing
- Level 6 Work Placement – English, Creative Writing and the World of Work (unless the Level 5 version has been taken already)

All the Department’s modules are informed to a greater or lesser extent by the research interests of staff.

## Full-time mode

### Academic year of study 1

| Module Title                              | Module Code | Credits | Level | Module Status | Term |
|---|-------------|---------|-------|---------------|------|
| Explorations in Literature                | EN51001A    | 30      | 4     | Compulsory    | 1,2  |
| Approaches to Text (with PASS)            | EN51002C    | 30      | 4     | Compulsory    | 1,2  |
| Introduction to Poetry                    | EN51009B    | 15      | 4     | Compulsory    | 1    |
| The Short Story                           | EN51018A    | 15      | 4     | Compulsory    | 1    |
| Plus <b>two</b> of the following:         |             |         |       |               |      |
| Introduction to US Literature and Culture | EN51015A    | 15      | 4     | Optional      | 2    |
| Understanding Language in Use             | EN51016A    | 15      | 4     | Optional      | 2    |
| Introduction to Comparative Literature    | EN51017A    | 15      | 4     | Optional      | 2    |

### Academic year of study 2

| Module Title  | Module Code | Credits | Level | Module Status                  | Term |
|---|-------------|---------|-------|--------------------------------|------|
| Literature and Power in the Victorian Period (with PASS)  | EN52404A    | 30      | 5     | Compulsory (Non-Compensatable) | 1, 2 |
| Goldsmiths Social Change module   | tbc         | 15      | 5     | Compulsory                     | 2    |
| Modules to a total value of 75 credits from a list of approved level- 5 modules available annually from the Department of English & Creative Writing and including the Goldsmiths | Various     | 90      | 5     | Optional                       | 1,2  |



| Module Title   | Module Code | Credits | Level | Module Status | Term |
|--|-------------|---------|-------|---------------|------|
| Elective. Modules to a total value of at least 30 credits must be chosen from those designated by the Department as substantially encompassing pre-1800 literature |             |         |       |               |      |

## Academic year of study 3

| Module Title   | Module Code | Credits | Level | Module Status                     | Term |
|--|-------------|---------|-------|-----------------------------------|------|
| Dissertation (with PASS)   | EN53301B    | 30      | 6     | Compulsory<br>(Non-Compensatable) | 1,2  |
| Modules to a total value of 90 credits from a list of approved level- 6 modules available annually from the Department of English & Creative Writing | Various     | 90      | 6     | Optional                          | 1,2  |

## Part-time mode

The sequence of modules ensures that PASS sessions are provided at the beginning of each new level

## Academic year of study 1

| Module Title                   | Module Code | Credits | Level | Module Status | Term |
|--------------------------------|-------------|---------|-------|---------------|------|
| Explorations in Literature     | EN51001A    | 30      | 4     | Compulsory    | 1,2  |
| Approaches to Text (with PASS) | EN51002C    | 30      | 4     | Compulsory    | 1,2  |

## Academic year of study 2

| Module Title                      | Module Code | Credits | Level | Module Status | Term |
|-----------------------------------|-------------|---------|-------|---------------|------|
| Introduction to Poetry            | EN51009B    | 15      | 4     | Compulsory    | 1    |
| The Short Story                   | EN51018A    | 15      | 4     |               | 1    |
| Plus <b>two</b> of the following: |             |         |       |               |      |

| Module Title                              | Module Code | Credits | Level | Module Status | Term |
|---|-------------|---------|-------|---------------|------|
| Introduction to US Literature and Culture | EN51015A    | 15      | 4     |               | 2    |
| Understanding Language in Use             | EN51016A    | 15      | 4     |               | 2    |
| Introduction to Comparative Literature    | EN51017A    | 15      | 4     |               | 2    |

## Academic year of study 3

| Module Title  | Module Code | Credits | Level | Module Status     | Term |
|---|-------------|---------|-------|-------------------|------|
| Literature and Power in the Victorian Period (with PASS)  | EN52404A    | 30      | 5     | Non-Compensatable | 1, 2 |
| Modules to a total value of 30 credits from a list of approved level- 5 modules available annually from the Department of English & Creative Writing and including the Goldsmiths Elective. In years 3 and 4, modules to a total value of at least 30 credits must be chosen from those designated by the Department as encompassing substantially pre-1800 literature. These 30 credits can be spread over both years or be taken all in any one of the two years. | Various     | 30      | 5     | Optional          | 1,2  |

## Academic year of study 4

| Module Title  | Module Code | Credits | Level | Module Status | Term |
|---|-------------|---------|-------|---------------|------|
| Goldsmiths Social Change module   | tbc         | 15      | 5     | Compulsory    | 2    |
| Modules to a total value of 45 credits from a list of approved level- 5 modules | Various     | 60      | 5     | Optional      | 1,2  |

| Module Title   | Module Code | Credits | Level | Module Status | Term |
|--|-------------|---------|-------|---------------|------|
| Goldsmiths Social Change module  | tbc         | 15      | 5     | Compulsory    | 2    |
| available annually from the Department of English & Creative Writing and including the Goldsmiths Elective (unless taken in year 3). In years 3 and 4, modules to a total value of at least 30 credits must be chosen from those designated by the Department as substantially encompassing pre-1800 literature. These 30 credits can be spread over both years or be taken all in any one of the two years. |             |         |       |               |      |

## Academic year of study 5

| Module Title   | Module Code | Credits | Level | Module Status                     | Term |
|--|-------------|---------|-------|-----------------------------------|------|
| Dissertation (with PASS)   | EN53301B    | 30      | 6     | Compulsory<br>(Non-Compensatable) | 1, 2 |
| Modules to a total value of 30 credits from a list of approved level- 6 modules available annually from the Department of English & Creative Writing | Various     | 30      | 6     | Optional                          | 1,2  |

## Academic year of study 6

| Module Title   | Module Code | Credits | Level | Module Status | Term |
|--|-------------|---------|-------|---------------|------|
| Modules to a total value of 60 credits from a list of approved level- 6 modules available annually from the Department of English & Creative Writing | Various     | 60      | 6     | Optional      | 1,2  |

## Academic support

Support for learning and wellbeing is provided in a number of ways by departments and College support services who work collaboratively to ensure students get the right help to reach their best potential both academically and personally.

All students are allocated a Personal Tutor (one in each department for joint programmes) who has overall responsibility for their individual progress and welfare. Personal Tutors meet with their student at least three a year either face-to-face, as part of a group and/or electronically. The first meeting normally takes place within the first few weeks of the autumn term. Personal Tutors are also available to students throughout the year of study. These meetings aim to discuss progress on modules, discussion of the academic discipline and reports from previous years if available (for continuing students). This provides an opportunity for progress, attendance and assessment marks to be reviewed and an informed discussion to take place about how to strengthen individual learning and success.

All students are also allocated a Senior Tutor to enable them to speak to an experienced academic member of staff about any issues which are negatively impacting their academic study and which are beyond the normal scope of issues handled by Programme Convenors and Personal Tutors.

Students are provided with information about learning resources, the [Library](#) and information available on [Learn.gold \(VLE\)](#) so that they have access to department/ programme handbooks, programme information and support related information and guidance.

Taught sessions and lectures provide overviews of themes, which students are encouraged to complement with intensive reading for presentation and discussion with peers at seminars. Assessments build on lectures and seminars so students are expected to attend all taught sessions to build knowledge and their own understanding of their chosen discipline.

All assessed work is accompanied by some form of feedback to ensure that students' work is on the right track. It may come in a variety of forms ranging from written comments on a marked essay to oral and written feedback on developing projects and practice as they attend workshops.

Students may be referred to specialist student services by department staff or they may access support services independently. Information about support services is provided on the [Goldsmiths website](#) and for new students through new starter information and induction/Welcome Week. Any support recommendations that are made are agreed with the student and communicated to the department so that adjustments to learning and teaching are able to be implemented at a department level and students can be reassured that arrangements are in place. Opportunities are provided for students to review their support arrangements should their circumstances change. The [Disability](#) and [Wellbeing](#) Services maintain caseloads of students and provide on-going support.

The [Careers Service](#) provides central support for skills enhancement, running [The Gold Award](#) scheme and other co-curricular activities that are accredited via the Higher Education Achievement Report ([HEAR](#)).

The [Centre for Academic Language and Literacies](#) works with academic departments offering bespoke academic literacy sessions. It also provides a programme of academic skills workshops and one-to-one provision for students throughout the year.

## **Employability and potential career opportunities**

Although not vocational in the narrow sense of the word, the degree does develop linguistic and critical skills that provide a sound basis for careers in areas including journalism, the media, publishing, the Civil Service, local government, teaching and research, and the commercial world. The programme's emphasis on the development of critical and analytical skills, on achieving proficiency in assessing evidence and in expressing ideas clearly, its commitment to enhancing the ability to bring together insights from a range of subjects, and providing a thorough education in the reading and comparison of texts from diverse cultures are all attributes that are attractive to prospective employers. Our graduates learn to think critically and creatively, to solve problems, and to communicate with clarity. If you obtain a good degree you may consider postgraduate study – undertaking original research or studying for a professional qualification – at Goldsmiths College or elsewhere. Most recent statistics regarding our graduates indicate that a significant percentage gain employment or a place on a postgraduate course of study within a few months of leaving the College.

Participation in the Goldsmiths Connected Curriculum through, e.g. the Social Change module at L5, and the Work Placement Module at either L5 or L6 will enhance your employability by developing your familiarity of a particular working environment.

Goldsmiths also offers a range of opportunities, including Master's and Doctoral programmes, taught diplomas and certificates, and a Postgraduate Certificate in Education for prospective teachers.

## **Tuition fee costs**

Information on tuition fee costs is available at: <https://www.gold.ac.uk/students/fee-support/>

## **Specific programme costs**

Not applicable.