



PROGRAMME SPECIFICATION

<p>NAME OF PROGRAMME:</p> <p>English Studies with Media Communications</p>	<p>UCAS CODE:</p> <p>Q3P3</p>	<p>ADMISSION REQUIREMENTS:</p> <p>The Department aims to operate transparent but flexible admissions policies and procedures, and to interview personally every candidate who is able to attend. Many kinds of international qualification are accepted at Buckingham, which has students from over 80 countries worldwide. We offer our own scholarships to well-qualified candidates, and give automatic entry with the following tariffs: 'A'/'AS' level (pre-2000; 10 points) Curriculum 2000 (190 points); Advanced GNVQ (Merit); International Baccalaureate (24 points); Irish Leaving Certificate / Scottish Higher (CCCC). EFL speakers required to demonstrate IELTS (or equivalent) of 6.5+</p>
<p>1. Awarding institution/body University of Buckingham 2. Teaching institution University of Buckingham 3. Programme validated/accredited by University of Buckingham 4. Final Award BA (Hons.) English Literature 5. QAA Subject Benchmark statement Benchmarking statement for English (2000) / Communication, media, film and cultural studies (2002) 6. Date of Programme preparation/revision 1988 as Single Honours; this combination, 2001</p>		
<p>EDUCATIONAL AIMS OF THE PROGRAMME:</p> <p>This programme combines a Major in the study of English Literature and Language (specifically intended for non-native speakers from either EFL or ESL backgrounds) with a vocationally-orientated Minor that aims to equip students with up-to-the minute writing and software skills appropriate for those wishing to work in some area of the media, corporate communications or marketing industries. It draws on the many natural synergies between literature, language, and graphic design across different media platforms, and aims to</p> <p>English Literature specific</p> <ul style="list-style-type: none"> • provide knowledge of the discipline as traditionally constructed by examining a range of literature in different genres across different historical periods • facilitate critically-informed understanding of ways to approach literary texts, and understanding of current critical issues and theories • give students the ability to engage closely and in detail with the stylistic and rhetorical features of texts <p>English Language specific</p> <ul style="list-style-type: none"> • help students improve their lexical and grammatical knowledge and skills, particularly for English for academic purposes, and also their communicative language skills for interpersonal and mass communication applications • develop students' knowledge of general concepts in the applied language study of English, particularly as they relate to varieties of English and the social dimensions of English <p>Media Communications specific</p> <ul style="list-style-type: none"> • Introduce students to the technology, styles, and issues of the contemporary media • teach up-to-the minute writing and software skills for those wishing to work in some area of corporate communications, marketing or Public Relations • provide high-level conceptual understanding of media practice, and ongoing instruction in media law relevant to different writing platforms <p>Joint programme specific</p> <ul style="list-style-type: none"> • encourage cross-fertilisation between the study and appreciation of English and the creation of flexible and dynamic writing styles • provide awareness of how style variously carries, mediates, and creates message in a variety of professional contexts, and how to apply this reflexively in both critical and rhetorical writing • enable students to consider how questions of political economy, representation, discourse, identity and ideology affect not just the media but their own major discipline • enable students to read, write, and speak the language of effective and thorough communication. • provide opportunities for rigorous discussion and debate, encouraged in a tutorial environment • develop competencies directly relating to employability: <ul style="list-style-type: none"> - high-order conceptual, literacy, and communication skills - intellectual skills of analysis, synthesis, and evaluation - high-level, fluent, and accurate writing skills - excellent IT skills. 		

INTENDED LEARNING OUTCOMES:

Knowledge & Understanding

1. Comprehend a significant number of texts and authors from different periods of literary history (including > 50 units of pre-1800 literature)
2. Understand the cultural, socio-historical, and ideological contexts in which the above are produced and read
3. Understand the lexical and grammatical structure and usage of English.
4. Understand the communicative applications of English.
5. Knowledge of the main structure of national and international media organisations, and understanding of their dynamism
6. Basic knowledge of UK media law and understanding of the principles which underwrite legislation in other countries
7. Practical knowledge of industry-recommended software for DTP and online publishing
8. Historically-informed knowledge of development of media codes of ethics

Learning and teaching strategies used to enable outcomes to be achieved and demonstrated:

1. Courses dealing with specific historical periods and literary movements
2. Seminar and tutorial discussions focussing on detailed reading of texts and their features; course materials situating texts in their different contexts
3. Introductory courses in English composition, grammar and usage
4. Lectures and seminars applying linguistic approaches to the varieties of modern English and its social uses
5. Regular instruction in media law, ethics, and conceptual study of the media; teaching co-ordinated and delivered by experienced working journalists and marketing/PR industry professionals
6. Practical instruction in use of ICT and industry-standard software; analysis of generic graphic design issues
7. 2nd-year courses each dedicated to the writing and project-management skills required in the main media environments

Cognitive skills:

1. Ability to read and describe a text closely in formal terms (stylistic, rhetorical, generic, etc.)
2. Ability to articulate responses to the affective power of literature and its aesthetic qualities
3. Awareness of how, historically, different social and cultural assumptions have operated inherently in the production and reception of literary texts
4. An appreciation of the use of language as a tool for academic argument and communicative purposes in a range of settings.
5. Intellectual analysis of media messaging and representation
6. Ability to draw upon and synthesise ideas from different disciplines
7. Ability to be creative and self-reflexive in carrying out project work in different media

Learning and teaching strategies used to enable outcomes to be achieved and demonstrated:

1. Close analysis through lectures (up to 30), seminar activities, and tutorials (4-7 students) of a text's formal qualities
2. Setting reading and chairing subsequent tutorial debates over the central critical issues raised by set texts, as preparation for writing evaluative essays
3. Lecture and tutorial explanations of historical difference and cultural change
4. Guided introduction to applied linguistic course topics through presentation of representative excerpts of communication and language usage.
5. Syllabus is delivered through analytical lectures, inter-active seminars with an emphasis on discussing messaging and practical semiotics
6. Project work designed to allow students to choose agendas which complement their major discipline
7. Use of log-books to encourage self-reflexive practice

TRANSFERABLE SKILLS AND OTHER ATTRIBUTES:

Key skills:

1. skills of intellectual analysis, discrimination, and evaluation
2. capacity for independent thought and judgement, including appreciation of alternative perspectives
3. receptivity and detailed attention to others' points of view and emotional intelligence of response
4. advanced (EFL/ESL) linguistic skills for general language use
5. ability to discuss media concepts at an advanced level
6. advanced communication skills
7. ability to adapt to different media platforms

Learning & teaching strategies

used to enable outcomes to be achieved and demonstrated:

1. Prescribing different and sometimes conflicting readings of set texts for analysis, to demonstrate the need for synthesis and evaluation
2. Students challenged continually in development of assessed material, to appraise and judge different intellectual positions and to engage constructively with them
3. Weekly, detailed tutorial discussions amongst small groups of students (4 – 7)
4. Provision of progressive sequence of language and linguistic-based courses emphasising advanced communication skills
5. Inviting students to debate ongoing media approaches to news in tutorials and seminars
6. Making students communicate their ideas formally (during simulated live broadcast) and informally (during simulated newspaper work)
7. 2nd-year courses simulate three different media environments (including advertising)

Practical skills:

1. Research skills, including advanced information retrieval, note-taking and organisational abilities
2. Drafting, editing and presentational skills suitable for professional publications
3. Ability to produce work demonstrating competent manipulation of the written word, sound, and image
4. Ability to plan and manage time effectively, individually and as part of a team
5. High level IT skills
6. Ability to write for different platforms and brands

Learning & teaching strategies

used to enable outcomes to be achieved and demonstrated:

1. On-going instruction in use of Library & Information Services, and advice on studying patterns (Personal Tutor system)
2. Detailed feedback on drafts; on grammar, style and presentation of written work; provision of Department's own *Style Guide*
3. Students required to create portfolios of DTP, online and advertising materials
4. Setting frequent deadlines to encourage fluency and discipline
5. All students take a beginner's course in ICT, and are required to use PCs throughout the minor programme, for research, and creating/submitted work
6. Students required to interact with actual and up-to-date examples of brands and formats, and practise writing in each genre

ASSESSMENT: (eg written/oral examination; coursework; project and weighting of each):

Different techniques of assessment are in use in the Department, designed to ensure the learning outcomes specified above.

English Literature

Courses are assessed through a combination of closely-supervised writing tasks, term-papers, and bi-annual closed book examinations, in which weighting of coursework: examination is typically 40%:60%, 50%:50%, or 66%:33%, depending on the number of items to be assessed. Questions set both for coursework and in examination are normative, open-ended, and wide-ranging, and benefit from prior scrutiny and input from External Examiners. The combination of techniques allows students to focus in detail on the critical sophistication and textual analysis which the programme aims to inculcate, and to demonstrate (in examination) broad knowledge of authors, texts, and periods. Given the range of language competencies that the Department's students bring to their studies, and in consultation with AAC sub-committee members and External Examiners, it has been appropriate to increase slightly the coursework element in the assessment of the programme over the past few years. For example, 2 15-unit papers (Shakespearean Drama and Renaissance Drama) are assessed by a portfolio of coursework only.

English Language

English language studies (EFL/ESL) component courses are usually assessed over two terms for 30 units, using the following range of methodologies:

1. Coursework over two terms (25% of overall assessment) related to the theme of each course.
2. One-hour test (25%) at the end of the first term; two-hour closed-book examination (50%) at the end of the second term.

Media Communications

Courses with a combination of skills-based content and conceptual study (e.g. **Introduction to Multimedia, Press Journalism**) are assessed by means of a portfolio of individual project work, a logbook for recording practical sessions, observations, and reflecting on learning, a practical test and a written examination. The more conceptual courses (e.g. **Principles of Media Practice, Media Studies**) are assessed by means of written term-time assignments (coursework; 50% of grade) involving 2 or 3 items, and a 2 or 3 hour closed-book examination (50% of grade)