Queen Mary
University of London

Programme Specification (UG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and programme title:	BA Comparative Literature and Linguistics
Name of interim award(s):	
Duration of study / period of registration:	3 years
QMUL programme code / UCAS code(s):	QQ21
QAA Benchmark Group:	
FHEQ Level of Award :	Level 6
Programme accredited by:	n/a
Date Programme Specification approved:	
Responsible School / Institute:	School of Languages, Linguistics & Film

Schools / Institutes which will also be involved in teaching part of the programme:

Collaborative institution(s) / organisation(s) involved in delivering the programme:

Programme outline

On this programme, you divide your time equally between the two subjects. Comparative literature is about making comparisons – and connections – between challenging themes and motifs in different literatures and cultures. As well as having the opportunity to study a range of genres, time periods, and national literatures (all of which can be studied in translation), you can cross nationalities and even time periods. You could also examine links between literature and a whole range of other art forms: such as music; film; popular culture or visual arts.

Linguistics complements the study of literature, allowing you to gain an understanding of how language works and how we communicate with each other. You will develop systematic ways of looking at examples as diverse as youth language in our multicultural and multilingual cities, or the English used in the media and politics. You will consider how new technologies shape the form of English and whether the spread of English in the world is changing or even killing other languages.

In your first year you will follow foundation modules introducing you to various aspects of linguistic and literary theory alongside modules focusing on particular aspects of both subjects. Advanced options in second and final years permit you to concentrate on the areas of literature and linguistics that interest you the most.

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Programme Title: BA Comparative Literature and Linguistics

Aims of the programme

1. To provide a coherent, innovative and intellectually challenging programme which promotes the study of contemporary linguistics and the linguistics of the English language, and of literature from around the world to a broad constituency of well-qualified students.
2. To offer students a knowledge and appreciation of a comparative contextual approach to the production and reception of literary and non-literary texts and discourse via the cross-cultural and transnational exploration of themes, movements and periods.
3. To offer the opportunity to study European, Latin American and other literatures in translation for those without the language skills to study these in their original languages, but to encourage the reading of literatures in their original language where possible.
4. To familiarize students with essential critical and theoretical methodologies for the study of literature and culture generally, and for the examination of questions of form, genre, literary history, authorship and reception in particular.
5. To problematize the acts of reading and writing so that students can reflect critically upon textual production and reception both in history and in their own practice.
6. To offer knowledge and understanding of the organising principles underlying a) the structure of language (phonetic, phonological, morphological, syntactic and semantic); b) variation and change in the English language; c) the sociocultural and sociolinguistic dimensions of language; d) the psycholinguistic dimension of language
7. To offer students the opportunity to critically engage with current theoretical perspectives on topics in language and linguistics which are of particular interest to them.
8. To provide students with an opportunity and the necessary analytical skills to investigate for themselves aspects of the modern English language.
9. To enable students to develop independent critical thinking and judgment and to undertake independent research tasks.
10. To develop a range of skills necessary to the effective communication of ideas and arguments.
11. To develop a range of subject-specific and transferable skills appropriate to a wide range of subsequent careers; in particular, to develop graduates' capacity for further learning; to prepare them for further study or research; to equip them to meet international, national, regional or local needs.

What will you be expected to achieve?

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes in the areas below. The programme outcomes are referenced to the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education 2010 and Queen Mary Statement of Graduate Attributes have been used as a guiding framework for curriculum design.

Please note that the following information is only applicable to students who commenced their Level 4 studies in 2017/18, or 2018/19

In each year of undergraduate study, students are required to study modules to the value of at least 10 credits, which align to one or more of the following themes:

- networking

- multi- and inter-disciplinarity

- international perspectives

- enterprising perspectives.

These modules will be identified through the Module Directory, and / or by your School or Institute as your studies progress.

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Academic Content:	
A 1	Ability to identify the literary, historical and cultural contexts which inform the production and reception of an individual literary or cultural product.
A 2	Develop sensitivity to and awareness of the similarities and dissimilarities between other cultures, societies and literatures, and their own, and an attitude of curiosity and openness towards other cultures.
A 3	Ability to make theoretically informed connections between texts of different periods, literatures and cultures.
A 4	Gain knowledge of the place of literature in relation to the other arts and to popular culture.
A 5	Ability to demonstrate a knowledge of the core linguistic concepts in the study of the English language and evaluate different theoretical perspectives on these concepts.
A 6	Ability to illustrate the core analytical ideas relevant to these concepts, specify and apply these core analytical ideas.
A 7	Ability to demonstrate an understanding of evaluations of different analyses and develop informed evaluations of different analyses.
A 8	Ability to demonstrate a knowledge of appropriate terminology in Linguistics and the English language, and apply the appropriate terminology in discussing Linguistics and describing and analysing the English Language.

Disciplinary Skills - able to:	
B 1	analyse literary or cultural texts with sophistication.
B 2	construct cogent and sophisticated critical essays with evidence of independent study and initiative.
B 3	formulate theoretically informed arguments and express these clearly and effectively in the form of oral presentations.
B 4	bring critical skills to bear on the analysis of texts. In addition, to compare the effectiveness of different critical techniques.
B 5	demonstrate and deploy a range of key transferable skills appropriate to analytical investigation and independent critical thinking.
B 6	identify issues (including ethical issues) in collecting reliable data relevant to the study of linguistics and the English language, and discuss these issues in an informed way.
B 7	collect typical sorts of data, with minimal guidance.
B 8	demonstrate an understanding of the issues involved in data analysis and an ability to use analytical techniques under supervision, evaluate and choose appropriate analytical techniques, and use them with minimal guidance.

Attributes:	
C 1	Demonstrate effective spoken and written communication skills, using IT competently, and adapting communication appropriately according to the social, professional or cultural setting.
C 2	Critically evaluate information from a variety of sources to extend understanding of a subject or situation, and apply this knowledge confidently and constructively.

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C3	Demonstrate the independent learning ability required for continuing professional development.

How will you learn?

The programme is taught in accordance with the Teaching, Learning and Assessment Strategy of the School. Teaching will be led by research-oriented staff. These strategies aim to:

Foster a sense of community amongst students and staff in the pursuit of teaching and learning;
Promote the relationship between staff research, teaching and student learning;
Expose students to a diverse set of approaches to the study of their subject area;
Encourage students to take responsibility for their own learning and progress and to develop qualities of self-discipline and self-direction;
Inspire intellectual independence in students;
Employ a variety of assessment methods;
Prepare graduates for training and/or employment, or further academic study through the acquisition of transferable skills.

Teaching takes a number of forms, which may include:
Lectures;
Seminars, including a variety of group work;
Small group tutorials;
Workshops;
Lab work using multi-media resources;
Writing intensive courses;
Field trips;
Independent work by students, including research, presentations and peer review;
Individual supervision of projects and dissertations;
Individual and group feedback on written work.

How will you be assessed?

Assessment is typically by a combination of examination and coursework, or of different kinds of coursework. The kind of examination or coursework will vary with the content of each module. Examinations may take the form of essay questions, analysis or exercises. Coursework may consist of essays, longer research projects, textual commentaries, critical reviews, practical exercises, diaries of your own research, poster presentations. Oral presentations, suitably monitored, or in-class quizzes may also be used.

How is the programme structured?

Please specify the structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

Requirements

Students must take a minimum of 135 credits in Comparative Literature modules and a minimum of 150 credits in Linguistics modules over the period of their studies.

Structure

Year 1 – Level 4
30 credits The Scene of Learning (compulsory module)
15 credits Introduction to Literature: Texts and Contexts (compulsory module)
15 credits Introduction to Comparison (compulsory module) (QMUL Model Module)
30 credits Foundations of Language (compulsory module)
30 credits optional modules to be chosen from LIN-coded modules at level 4

Requirements for progression to Year 2
To successfully progress from Year 1 to Year 2 students must meet the overall credit requirements for progression under the Academic Regulations which apply to them.

Year 2 – Level 5

15 credits The Scene of Reading (compulsory module)
Minimum 15 credits / Maximum 60 credits optional modules in COM-/SML- coded modules at level 5
Minimum 45 credits / Maximum 90 credits optional modules to be chosen from LIN-coded modules at level 5
Minimum 0 credits / Maximum 45 credits optional modules from
The School of Languages, Linguistics and Film
The Faculty of Humanities and Social Sciences
Psychology
Computer Science
QMUL Model Modules within the School of Languages, Linguistics and Film
Maximum 30 of these credits may be at level 4 or level 6 with the agreement of the students' adviser.

Progression Requirements to Final Year
To successfully progress to the Final Year students must meet the overall credit requirements for progression under the Academic Regulations which apply to them.

Year 3 – Level 6

15 credits The Scene of Writing (compulsory module) (QMUL Model Module)
Minimum 30 credits / Maximum 60 credits optional modules to be chosen from COM-/SML- coded modules at level 6
Minimum 45 credits / Maximum 75 credits optional modules to be chosen from LIN-coded modules at level 6
Minimum 0 credits / Maximum 30 credits optional modules to be chosen from all modules offered across QMUL, subject to space available on modules and with the guidance of the students' adviser. These modules may be at level 5 or 6. Students may not take level 4 modules in Final Year.

Requirements for award
Students must meet the overall credit requirements for award under the Academic Regulations which apply to them.

Academic Year of Study

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester

What are the entry requirements?

The entry requirements are as stated in the Queen Mary prospectus for current entry, and on the Queen Mary website http://www.qmul.ac.uk/undergraduate/coursefinder/index.html

How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

Each school/institute operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in the committee's work in a number of ways, such as through student membership, or consideration of student surveys.

All schools/institutes operate an Annual Programme Review of their taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery; the main document of reference for this process is the Taught Programmes Action Plan (TPAP) which is the summary of the school/institute's work throughout the year to monitor academic standards and to improve the student experience. Students' views are considered in this process through analysis of the NSS and module evaluations.

The Staff-Student Liaison Committee provides a formal means of communication and discussion between schools/institutes and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

Students are given the opportunity to provide feedback through the Module Evaluation system, and through Queen Mary and national surveys.

What academic support is available?

All students beginning study on the programme participate in a series of Welcome Week activities, which involve introductions to the programme and specific inductions in the use of the online learning environment. These events also include opportunities for social interaction, and scheduled small group and individual meetings with personal advisers.

Each student's academic progress and personal welfare is monitored by an adviser, the designated members of staff with whom students can raise issues and problems, and from whom they can seek advice and guidance.

All teaching staff hold regular advice and feedback hours in which students are actively encouraged to discuss their work and their progress.

There is a dedicated Student Experience Manager in the School of Languages, Linguistics and Film, who works with academic staff to assist students in need of support.

Where appropriate, students will be advised to make use of relevant professional service departments at QMUL, including Disability and Dyslexia, Welfare, and Counselling services.

The School of Languages, Linguistics and Film recognises how closely writing is linked to thinking; and how important writing skills are both in the academic and professional worlds, and collaborates with QMUL's Thinking Writing team which supports students in the development of their writing skills. QMUL also offers a range of services to support you in your learning and help you develop academically and professionally. These include: Academic Study Workshops, Academic English and Study Skills Support and One-to-One Tutorials working with you on your written assignments.

Programme-specific rules and facts

None

Specific support for disabled students

QMUL has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all QMUL students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:
• Finding out if you have a specific learning difficulty like dyslexia
• Applying for funding through the Disabled Students' Allowance (DSA)
• Arranging DSA assessments of need
• Special arrangements in examinations
• Accessing loaned equipment (e.g. digital recorders)
• Specialist one-to-one "study skills" tuition
• Ensuring access to course materials in alternative formats (e.g. Braille)
• Providing educational support workers (e.g. note-takers, readers, library assistants)
• Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Links with employers, placement opportunities and transferable skills

Graduates from QMUL's School of Languages, Linguistics and Film go on to work in a wide variety of careers. Some apply their degree knowledge directly, entering careers such as education and the arts, whilst others transfer skills gained during study into areas such as public relations.

Programme Specification Approval

Person completing Programme Specification:	Heather Heiner
Person responsible for management of programme:	David Adger, Head of School
Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:	January 2019
Date Programme Specification approved by Taught Programmes Board:	

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