



CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data			
Awarding Institution	UWE		
Teaching Institution	UWE		
Delivery Location	UWE Frenchay		
Faculty responsible for programme	Faculty of Arts, Creative Industries and Education		
Department responsible for programme	Arts		
Modular Scheme Title			
Professional Statutory or Regulatory Body Links			
Highest Award Title	BA (Hons) English		
Default Award Title	N/A		
Fall-back Award Title			
Interim Award Titles	BA English Dip HE English Cert HE English		
UWE Progression Route			
Mode(s) of Delivery	SW, FT, PT		
Codes	UCAS: Q300	JACS:	
	ISIS2: Q300 Q30B(SW), Q300(FT/PT),	HESA:	
Relevant QAA Subject Benchmark Statements	English Benchmark Statement		
Periodic Curriculum Review	March 2012		
First CAP Approval Date	20 <sup>th</sup> May 2014	Valid from	September 2014
Revision CAP Approval Date	15 November 2016 AND February 2017	Revised with effect from	September 2017
Version	10		
Review Date	March 2018		

## Part 2: Educational Aims of the Programme

The educational aims of Programme are to:

- provide a current curriculum which offers depth within and breadth across the subject area through distinctive modules based on staff expertise;
- provide students with a thorough knowledge of English literary culture by exposing them to canonical and non-canonical texts from the Renaissance to the twenty-first century;
- develop students' critical practices that stress the crucial balance between close reading and theoretical/contextual models of interpretation;
- extend students' knowledge of the historical and intellectual frames of reference from which literature emerges;
- offer a distinctively varied learning and assessment portfolio which encourages the development of analytic skills, creative expression and critical argument;
- provide a supportive and responsive framework for students' academic and personal development;
- provide intellectually challenging and student-focused teaching that is informed and enriched by staff research;
- offer distinctive and varied teaching practices, including individual tutorials, student-led seminars, lectorials, lectures, workshops and virtual learning teaching environments;
- foster a progressive academic culture in which students mature and develop independence over the course of their degree;
- offer a compulsory curriculum that develops outward-facing, employable students who are fully conscious of the transferable value of their subject-specific knowledge and skills;
- encourage students to practise their subject-specific knowledge and skills in real working environments through the employability strategy;
- offer modules that engage and connect with cognate programmes across the faculty, facilitating integrated learning opportunities;
- offer opportunities that address UWE's wider agenda, such as childhood studies and the creative industries.

## Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

The English Programme encourages students to produce academic work of the highest calibre by achieving the stipulated learning outcomes for all of their modules. Students are advised to engage in extra-curricular activities, such as joining the English Society. At level 3 the Kate Fullbrook Award is presented to the student who best exemplifies achievement in adversity; the Keith Davey Memorial Prize for the best English Independent Project is awarded to the highest achieving student on the module.

## Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

### A. Knowledge and Understanding

On successful completion of this award students will be able to demonstrate knowledge and understanding of the following:

- a wide range of literature in English from the nineteenth and twentieth and twenty-first centuries, with some knowledge of pre-1800 literature;
- the cultural and historical contexts, which shaped and were shaped by the authors and texts

### Part 3: Learning Outcomes of the Programme

studied;

- the formal and aesthetic dimensions of the three main genres of fiction, poetry, and drama;
- the key terms and concepts used in the analysis and interpretation of literary ideas;
- the range and variety of modern approaches to the study of literary texts;
- the interrelations of literary study with the knowledge produced within other disciplines.

#### B. Intellectual Skills

On successful completion of this award students will be able to demonstrate the following skills:

- the ability to identify the complexities of the major literary genres and other forms of written and oral communication;
- the ability to analyse the roles, methodologies, ideologies and historical contexts of literary critical traditions;
- the ability to write critical essays, which demonstrate an ability to form arguments and synthesise critical ideas;
- the ability to think and write creatively in response to a variety of literary forms and genres;
- an awareness of how literature and language produce and reflect cultural difference;
- comprehension of the overall complexities of the discipline and its relationship to other disciplines and forms of language.

#### C. Subject/Professional/Practical Skills

On successful completion of this award students will be able to demonstrate the following skills:

- the ability to apply appropriate techniques of literary criticism and theory to the written interpretation and analysis of texts;
- the ability to deploy appropriate critical language in written and oral communication;
- knowledge of the conventions of literary research and presentation, including citation and referencing;
- the ability to design and produce a substantial piece of independent research or personal writing;
- the ability to work, communicate and participate in groups.

#### D. Transferable Skills and other attributes

On successful completion of this award students will be able to demonstrate the ability to:

- produce effective written communication;
- marshal their ideas in a limited time;
- study effectively and manage their time efficiently;
- locate and evaluate information sources and extract relevant information;
- use IT for a variety of purposes, from research to the production of work for written and presentational assessments;
- use initiative and work independently;
- communicate effectively orally;
- work efficiently as members of a team;
- organise and self-direct substantial projects.

## Part 3: Learning Outcomes of the Programme

<b>Learning Outcomes:</b>	Module No: UPGPPT-30-1	Module No: UPGPPU-30-1	Module No: UPGPPG-30-1	Module No: UGPPPF-30-1	Module No: UGPPPH-30-2	Module No: UGPPPL-30-2	Module No: UGPPTB-30-2	Module No: UGPPTA-30-2	Module No: UGPPPK-30-2	Module No: UGPPTM-30-2	Module No: UGPPPM-30-2	Module No: UGPPPD-30-3	Module No: UGPPPR-30-3	Module No: UGPPFS-30-3	Module No: UGPPFH-30-3	Module No: UGPPTF-30-3	Module No: UGPPPA-30-3	Module No: UGPPPP-30-3	Module No: UGPP6K-30-3
<b>A) Knowledge and understanding of:</b>																			
a wide range of literature in English from the nineteenth, twentieth and twenty-first centuries, with some knowledge of pre-1800 literature	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
the cultural and historical contexts which shaped and were shaped by the authors and texts studied	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
the formal and aesthetic dimensions of the three main genres of fiction, poetry, and drama	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
the key terms and concepts used in the analysis and interpretation of literary ideas	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
the range and variety of modern approaches to the study of literary texts	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
the interrelations of literary study with the knowledge produced within other disciplines	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>(B) Intellectual Skills</b>																			
the ability to identify the complexities of the major literary genres and other forms of written and oral communication	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
the ability to analyse the roles, methodologies, ideologies and historical contexts of literary critical traditions	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
the ability to write critical essays, which demonstrate an ability to form arguments and synthesise critical ideas	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
the ability to think and write creatively in response to a variety of literary forms and genres	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
an awareness of how literature and language produce and reflect cultural difference	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
comprehension of the overall complexities of the discipline and its relationship to other disciplines and forms of language	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>(C) Subject/Professional/Practical Skills</b>																			
the ability to apply appropriate techniques of literary criticism and theory to the written interpretation and analysis of texts	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
the ability to deploy appropriate critical language in written and oral communication	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
knowledge of the conventions of literary research and presentation, including citation and referencing	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
the ability to design and produce a substantial piece of independent research or personal writing												X						X	
the ability to work, communicate and participate in groups	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
<b>(D) Transferable skills and other attributes</b>																			
produce effective written communication	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
marshal their ideas in a limited time	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
study effectively and manage their time efficiently	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
locate and evaluate information sources and extract relevant information	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
use IT for a variety of purposes, from research to the production of work for written and presentational assessments	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
work efficiently as members of a team	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
organise and self-direct substantial projects.												X						X	

## Part 4: Student Learning and Student Support

### Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

Knowledge of a wide range of literature in English is acquired through the required reading on core and optional modules, through constant encouragement to undertake wider, independent study in support of the required reading, and through the support given to students to pursue individual

## Part 4: Student Learning and Student Support

interests and enthusiasms in their English Independent Projects.

The acquisition of knowledge of relevant contexts, formal dimensions, key concepts, a variety of approaches to the study of literary texts and the connection between literary study and other disciplines is achieved through a combination of lectures, lectorials, seminars, and workshops, as appropriate to each module. English Independent Project supervision is provided through a mixture of small-group sessions and individual tutorials.

Students receive guidance in the use of appropriate critical terminology via lectures and seminar discussion, one-to-one tutorials, and in feedback on written work. Individual Module Handbooks offer guidelines on the presentation of literary research. Seminar preparation, participation and more formal presentations offer opportunities for developing competence in oral communication. Writing competencies are tested in a variety of written assignments, including coursework assignments and examinations. Guidance on the planning and production of independent work is given through tutorial support in the compulsory English Independent Project module.

Students learn writing skills not only through formal assignments, examinations and tests but also through written exercises in seminars and workshops. Some of these have time limits set on them. Some of them form self-help study groups and are aided by mentoring schemes. They learn to manage their time by dealing with the time constraints of deadlines and balancing the demands of different modules; they can also gain advice about time management. They are introduced to the library's resources including IT provision in induction and during core modules at each level; they can follow this up by attending IT training courses. They are encouraged to take responsibility for their own learning in a variety of ways; for example, by formulating their own essay titles, making choices about their learning, following up their own interests, and in particular studying for their English Independent Project. They practise their oral communication in seminars on all modules, and in some modules they are expected to do a reading, give an assessed individual or group presentation or lead a session. Some modules specifically encourage teamwork by, for example, requiring groups of students to give a presentation.

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face:face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the English programme teaching is a mix of scheduled and independent learning. For the programme:

**Scheduled learning** includes lectures, lectorials, seminars, tutorials, project supervision, workshops and literary engagement with relevant work experience. Scheduled sessions may vary slightly depending on the module choices made.

**Independent learning** includes hours engaged with essential reading, scheduled teaching preparation, assignment preparation and completion.

**Placement learning** For students on the sandwich route. A typical placement lasts for 26 weeks or more.

### Description of any Distinctive Features

Forms of Reading/Reading Forms is a compulsory level two module which slows the reading process down and requires students to produce creative/professional writing as one of its assessments.

## Part 4: Student Learning and Student Support

English Independent Project is a level three module designed to provide pathways to future careers. Students can choose from one of the following options: Dissertation; Research-Based Creative Writing; Module Design; Anthology; Criticism and Review; Group Project; Work Experience.

## Part 5: Assessment

Approved to University Regulations and Procedures

### Assessment Strategy

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

Assessment is strongly biased towards the continuous assessment of written work and outward-facing skills, which includes traditional critical essays and extended essays, evaluations of critical sources, bibliographical exercises, film analyses, journals, reflections on group presentations, creative writing assignments and portfolios of writing. Students also complete an English Independent Project, an extended and demanding piece of coursework. In accordance with University regulations, at least 25% of the assessment on each module is carried out under controlled conditions, which usually means seen or unseen examinations, but which also includes assessed in-class presentations

### Assessment Map

The programme encompasses a range of **assessment methods** including; essays, presentations, and written examinations. These are detailed in the following assessment map:

#### Assessment Map for BA(Hons) English

		Unseen Written Exam	Seen Written Exam	Oral assessment and/or written report	Reading Log	Annotated Bibliography	Essay, Extended Essay, and/or assignment plan	Review	Anthology	Creative Writing and/or Critical Commentary	Portfolio	Extended and/or Independent Project
Compulsory Modules Level 1	UPGPPT-30-1		A (25)		B (23)						B (52)	
	UPGPPU-30-1			A (25)		B (26)	B (49)					
	UPGPPG-30-1	A (50)								B (50)		
	UPGPPF-30-1		A (50)						B (50)			
Compulsory Modules Level 2	UPGPPH-30-2		A (40)				B (30)			B (30)		
	UPGPPM-30-2**		A (35)				B (65)					
	UPGPTA-30-2**		A (25)								B (75)	
	UPGPPK-30-2**	A (25)			B (30)		B (45)					
Compulsory Modules Level 3	UPGPPD-30-3						A (10)					A (90)

## Part 5: Assessment

Optional Modules Level 2	UPGPPL-30-2		A (40)			B (60)					
	UPGPTB-30-2	A (40)				B (20) & (40)					
	UPGPTM-30-2			A (25)		B (75)					
Optional Modules Level 3	UPGPPR-30-3		A (25)			B (26)				B (49)	
	UPGPFS-30-3			A (25)						B (75)	
	UPGPFH-30-3		A (30)			B (25) & (45)					
	UPGP TF-30-3		A (30)			B (35)	B (35)				
	UPGPPA-30-3			A (25)		B (25)					B (50)
	UPGPPP-30-3		A (25)							B (75)	
	UPGP6K-30-3				A (25)					B (75)	

Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.

\*\*Students choose one or more of these compulsory modules.

## Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:  
 level and credit requirements;  
 interim award requirements;  
 module diet, including compulsory and optional modules

ENTRY		Compulsory Modules	Optional Modules	Interim Awards
Year 1		UPGPPT-30-1 Creativity, Critique and Literature  UGPPTU-30-1 Literature and Ideas  UGPPTG-30-1 Once Upon a Time: Children, Stories and Literature  UGPPTF-30-1 Beyond the Horizon: Places and Spaces in Literature	None	Cert HE English  120 credits
		UGPPTH-30-2 Forms of Reading/Reading Forms  <b>AND</b> UGPPTM-30-2 Shakespeare's World of Words  <b>OR</b> UGPPTA-30-2 Exploring the Eighteenth Century  <b>OR</b> UGPPTK-30-2 Romanticism Unbound	UGPPTL-30-2 Victorian Frictions  UGPPTB-30-2 British Writing 1900-1950  UGPPTM-30-2 Imagining America: Cultural and Literary Legacies of the United States, 1830-1970  Any Compulsory Option Year 2 modules that have not been previously selected to meet compulsory requirements are also available as options (UGPPTM-30-2; UGPPTA-30-2; UGPPTK-30-2)	Dip HE English  240 credits
<b>VCU Year: see International Variant (Appendix 1).</b>				



**Placement Year**

Students on the sandwich route (SW) must undertake and pass a work placement:.

During this time students must complete the 30 credit level 3 module, Professional Development on Placement UPNNA5-30-3

This module assesses the student's personal development, from the experience of placement and their ability to identify issues relevant to their Placement's organisational context and to then frame, scale and position a critical work-based enquiry relevant to the specialism of the degree.

This provides a rich process in which student can make links between theory and practice, reassess themselves and confront the challenges of carrying out a role in a new organisation whilst knowing that they will have the opportunity to be supported if there is a problem and that they will be returning to the programme for a further period of reflection and learning after the placement is completed.

**To be eligible for Placement students would normally be expected to have passed a minimum of 210 credits**

	Compulsory Modules	Optional Modules 90 credits from: <i>Students who have completed a Placement (and passed the relevant modules) are required to select two options up to a maximum credit value of 60 credits.</i>	Interim Awards
Year 3	UPGPPD-30-3 English Independent Project	UPGPPR-30-3 Children's Fiction Since 1900  UGPFFS-30-3 Gothic Literature  UGPFFH-30-3 Literature and Culture in Britain, 1885-1930  UGPPPA-30-3 Contemporary American Narrative  UGPPPP-30-3 Moving Words: Travel Writing and Modernity  UGPPTF-30-3 Fiction in Britain since 1970  UGP6K-30-3 Crime and Detection in Nineteenth-Century Literature	BA English 300 credits

**GRADUATION**

**Part time:**

The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**.

ENTRY	Year 1.1	Compulsory Modules	Optional Modules	Interim Awards
		UPGPPT-30-1 Creativity, Critique and Literature  UPGPPU-30-1 Literature and Ideas	<i>None</i>	
Year 1.2	UPGPPG-30-1 Once Upon a Time: Children, Stories and Literature  UPGPPF-30-1 Beyond the Horizon:Places and Spaces in Literature	<i>None</i>	Cert HE English  120 credits	
Year 2.1	Compulsory Modules	Optional Modules	Interim Awards	
	UPGPPH-30-2 Forms of Reading/Reading Forms  <b>AND</b> UPGPPM-30-2 Shakespeare's World of Words <b>OR</b> UPGPTA-30-2 Exploring the Eighteenth Century <b>OR</b> UPGPPK-30-2 Romanticism Unbound	<i>None</i>		



	Compulsory Modules	Optional Modules	Interim Awards
Year 2.2	None	UGPPL-30-2 Victorian Frictions  UGPPTB-30-2 British Writing 1900-1950  UPGPTM-30-2 Imagining America: Cultural and Literary Legacies of the United States, 1830-1970	Dip HE English  240 credits
		Any Compulsory Year 2 modules that they have not been previously selected to meet compulsory requirements are also available as options (UGPPM-30-2; UGPPTA-30-2; UGP6K-30-2).	

	Compulsory Modules	Optional Modules	Interim Awards
Year 3.1	UGPPD-30-3 English Independent Project	UGPPR-30-3 Children's Fiction Since 1900 <b>OR</b> UGPFS-30-3 Gothic Literature <b>OR</b> UGPPH-30-3 Literature and Culture in Britain, 1885-1930 <b>OR</b> UGPPA-30-3 Contemporary American Narrative <b>OR</b> UGPPP-30-3 Moving Words: Travel Writing and Modernity <b>OR</b> UGP6K-30-3 Fiction in Britain since 1970 <b>OR</b> UGP6K-30-3 Crime and Detection in Nineteenth- Century Literature	

	Compulsory Modules	Optional Modules	Interim Awards
Year 3.2		UGPPR-30-3 Children's Fiction Since 1900 <b>OR</b> UGPFS-30-3 Gothic Literature <b>OR</b> UGPPH-30-3 Literature and Culture in Britain, 1885-1930 <b>OR</b> UGPPA-30-3 Contemporary American Narrative <b>OR</b> UGPPP-30-3 Moving Words: Travel Writing and Modernity <b>OR</b> UGPPTF-30-3 Fiction in Britain since 1970 <b>OR</b> UGP6K-30-3 Crime and Detection in Nineteenth-Century Literature	BA English 300 credits

### GRADUATION

#### Part 7: Entry Requirements

The University's Standard Entry Requirements apply.

#### Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

[QAA UK Quality Code for HE](#)

National qualification framework

Subject benchmark statements

[University strategies and policies](#)

The learning outcomes that underlie the educational aims of the UWE undergraduate English programme are broadly in line with QAA Benchmark Statement (2007) and FHEQ qualification

## Part 8: Reference Points and Benchmarks

descriptors (2008). Learning outcomes are level-specific, increasing in terms of sophistication and complexity with each level. The learning outcomes of UWE English increasingly involve creative opportunities in line with the QAA Benchmark Standards (2007). In the case of the English Independent Project, which has several types of assessment, specific learning outcomes clearly express the equivalence of the range of projects. Assessments operate within QAA Benchmarking guidelines and within the regulatory framework offered by the University's 'Academic Regulations and Procedures' and 'The Academic Quality Management and Enhancement Framework.' Staff research feeds into modules at various levels, and in particular at level three, where modules are created in line with staff expertise as well as what will develop and be of practical use to our students in the workplace. Students are encouraged to attend staff research papers and activities. We have consulted closely with Careers, and part of the programme development was informed by a UWE Learning and Teaching Fellowship project run by a member of the team. Employability skills are developed across modules through appropriate methods of teaching and learning to improve students' employment prospects.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

- Formal and informal student feedback (e.g., Student Representative Staff Forum, Module Evaluation);
- Annual staff peer-review whereby colleagues observe one another's sessions and share good practice;
- English Academic Review 2012 which included feedback from current and former students as well as external colleagues;
- The utilisation of advice and supporting material from Careers to enhance the delivery of the employability-related aspects of the Programme;
- The findings of the university-wide assessment and feedback project led by the English Teaching and Learning Fellow;
- Annual Away Day reflections upon students' learning experience;
- Ongoing review of the Curriculum to ensure quality and standards.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the [University's website](#).

### Appendix 1: VCU International variant

#### UWE Level 2 (VCU Level 300/400 modules)

**NOTE: Students must take a total of 10 (US 3-credit – Level 300/400) modules**

**1. At least three of the following pre-1800 modules (or their equivalent) must be selected:**

ENGL 320: 18th-Century British Literature  
ENGL 335: Literature of the English Renaissance  
ENGL 400: Shakespeare: The Early Works  
ENGL 401: Shakespeare: The Later Works  
ENGL 402: Chaucer  
ENGL 403: Milton  
ENGL 407: Medieval Epic and Romance  
ENGL 409: Medieval Studies  
ENGL 410: Renaissance Studies  
ENGL 411: 18th-century British Studies

**2. The balance of the 10 modules should be chosen from the following (or their equivalent):**

ENGL 320: 18th-Century British Literature  
ENGL 335: Literature of the English Renaissance  
ENGL 400: Shakespeare: The Early Works  
ENGL 401: Shakespeare: The Later Works  
ENGL 402: Chaucer  
ENGL 403: Milton  
ENGL 407: Medieval Epic and Romance  
ENGL 409: Medieval Studies  
ENGL 410: Renaissance Studies  
ENGL 411: 18th-century British Studies  
ENGL 313: Southern Literature  
ENGL 314/AFAM 314: African-American Literature  
ENGL 315: The Modern Novel  
ENGL 316: Modern Poetry  
ENGL 317: Modern Drama  
ENGL 318: Contemporary Poetry  
ENGL 321: British Literature of the Romantic Era  
ENGL 322: Victorian Poetry  
ENGL 323: Early 20th-century British Literature  
ENGL 324: Later 20th-century British Literature  
ENGL 351/TEDU 351: Children's Literature I  
ENGL 352/WMNS 352: Feminist Literary Theory  
ENGL 361/RELS 361: The Bible as Literature  
ENGL 363/AFAM 363/INTL 366: African Literature  
ENGL 365/AFAM 365/INTL 367: Caribbean Literature  
ENGL 367: Eastern Thought in Western Literature  
ENGL 371: American Literature: Colonial and Federal  
ENGL 372: American Literature: American Romanticism  
ENGL 373: American Literature: Realism and Naturalism  
ENGL 374: American Literature: Early 20th Century  
ENGL 375: American Literature: Contemporary  
ENGL 381: Fiction into Film  
ENGL 384/WMNS 384: Women Writers  
ENGL 385/ENVS 385: Nature Writing  
ENGL 386/ANTH 386: Introduction to Folklore  
ENGL 387/WMNS 387: Lesbian Texts/Queer Theories  
ENGL 391: Topics in Literature

\* WE ARE AIMING IN THE FUTURE FOR STUDENTS TO TAKE *UP TO TWO* (US – Level 300/400) MODULES FROM ELSEWHERE IN THE VCU UNDERGRADUATE SCHEME

**FOR OFFICE USE ONLY**

First CAP Approval Date	<i>June 2012</i>			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>	1 February 2017	Version	10	<a href="#">RIA 12086</a> <a href="#">RIA 12175</a> <a href="#">RIA 12177</a> <a href="#">RIA 12178</a> <a href="#">RIA 12179</a> <a href="#">RIA 12176</a>
Next Periodic Curriculum Review due date	<i>Academic year in which next Periodic Curriculum Review due (6 years from initial approval or last Periodic Curriculum Review)</i>			
Date of last Periodic Curriculum Review				