PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	University of the West of England
Teaching Institution	University of the West of England
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 and English Language
Default Award Title	
Interim Award Titles	BA English and English Language Dip HE English and English Language Cert HE English and English Language
UWE Progression Route	
Mode(s) of Delivery	SW, FT
Codes	**UCAS:** Q390 **JACS:** **ISIS2: Q390** **HESA:** Q39A (SW) Q390 (FT)
Relevant QAA Subject Benchmark Statements	Linguistics Benchmark Statement English Benchmark Statement (HEA English Language Benchmark Statement)
Periodic Curriculum Review	1 March 2012

First CAP Approval Date	20th May 2014	Valid from	September 2014
Revision CAP Approval Date	15 November 2016 and February 2017	Revised with effect from	September 2016 September 2017
Version	5		
Review Date	March 2018		

Part 2: Educational Aims of the Programme

To equip students with knowledge and understanding of:

- English literary culture by exposing them to canonical and non-canonical texts from the renaissance to the twenty-first century, and to the historical and intellectual frames of reference from which literature emerges;
- the English language in its own right, including variations across the globe and all its forms, spoken, written and signed. Here, levels of analysis within the field of Linguistics are drawn upon in order to deepen understanding of the language, in particular relating to the grammar of English, semantics, pragmatics and discourse;
- the English language as a gateway to related thematic studies such as the history of the English language, world Englishes and intercultural communication, teaching English to speakers of other languages and creative writing;
- all of the above provided through intellectually challenging and student-focused teaching that is informed and enriched by staff research.

In addition, the programme aims to develop:

- critical practices that stress the crucial balance between close reading and theoretical / contextual models of interpretation;
- appropriate tools and metalanguage to describe and analyse text, discourse and visual images taking into account form, function and context.
- the ability to use language creatively and precisely for a range of purposes and audiences and of relevance to identified careers;
- generic intellectual skills – notably those of analysis, synthesis, evaluation, critical argument and coherent presentation – in self-directed graduates possessing a high degree of literary and English language awareness;
- key transferable skills emphasising self-motivation and self-reliance, co-operative interpersonal relations, information management, analysis, communication and critique;
- academic and professional research skills such as handling databases, the collation, analysis and re-presentation of data, reviewing, presentation skills, designing and conducting interviews and questionnaires, the use of tools for statistical analysis, and transcription. The aforementioned is of relevance both to the workplace and to postgraduate study;
- awareness of the applied nature of the programme, and the ways in which knowledge and skills gained are used in a variety of careers, as explored through different modules;
- awareness of students' own learning style, personality and values, as well as the value of their subject-specific knowledge and skills, in order for them to be in a position to identify their strengths, and as a result possible suitable careers;
- a progressive, supportive and responsive academic culture in which students develop personally and academically.

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

This programme brings together a developed knowledge of literature and language with an application of this knowledge to industry-facing scenarios and real-world tasks. Successful students will have a well developed understanding of style in language and literature alongside critical thinking, literary theory, genre, historical periodisation, and related areas such as intercultural communication, world Englishes, the teaching of English to speakers of other languages, and creative/professional writing. Teaching, learning and assessment across all modules focuses on the development of skills applicable to a variety of careers aimed at the Cultural Industries and beyond.

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:

Learning Outcomes:	UPGPPT-30-1	UPGPPU-30-1	UPNQ4H-30-1	UPNQ4J-30-1	UPGPPH-30-2	UPGPPM-30-2	UPGPPK-30-2	UPGPTA-30-2	UPGPTB-30-2	UPGPTM-30-2	UPGPPL-30-2	UPNQ4M-30-2	UPNQ4R-30-2	UPGPPR-30-3	UPGPTF-30-3	UPGPFH-30-3	UPGPPA-30-3	UPGPFS-30-3	UPGPPD-30-3	UPNQ4Q-30-3	UPNQ9N-30-3	UPNQ9P-30-3	UPNQ9Q-30-3	UPNQ9V-30-3	UPNQ9W-30-3	UPNN43-30-3	UPNQ9L-30-3	UPGP6K-30-3
A) Knowledge and understanding of:																												
A wide range of literature in English from the nineteenth and twentieth centuries, with some knowledge of pre-1800 literature	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
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
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
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
Basic concepts, modes of analyses and theoretical approaches for different levels			x	x								x	x							x	x	x	x	x	x	x	x	

of analysis: discourse, including narrative and visual, semantics and pragmatics																											
How English has been and is currently used throughout the world and how it changes under different influences			x	x								x	x									x	x	x	x	x	
The structure and function of different text types in English			x	x								x	x									x					
Academic and professional research methods relevant to a specific research project and to the workplace													x				x	x	x	x	x	x	x	x	x	x	
(B) Intellectual Skills																											
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	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
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	x	x	x	x	X
The ability to extract and synthesise key information from the literature and to interpret layers of meaning within texts	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	X
The ability to engage in analytical and critical thinking and to present ideas within the structured framework of a	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	X

reasoned argument																													
The ability to plan and carry out a piece of research, either individually or as a member of a group	x	x			x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	X	
The ability to use a variety of specialised IT packages for retrieving information, analysing data, creating texts and writing assignments	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	X	
(C) Subject/Professional/Practical Skills																													
The ability to apply appropriate techniques of literary criticism to the written interpretation and analysis of texts	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							x				
Critically judging and evaluating the English language in specific modes, genres and contexts			x	x								x	x							x	x	x	x	x	x	x	x		
Acquiring complex information of diverse kinds, from a variety of sources (library, internet, corpora, learners of English, discussion with peers)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	X	
The ability to use and present material clearly, and to reason and argue effectively, both orally and in writing, using the appropriate register and style and with proper referencing	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	X	

Part 3: Learning Outcomes of the Programme																												
Understanding better their own learning style, personality and values in order to identify possible suitable careers	x	x			x	x	x	x	x	x	x	x	x	x	x	x	x	x	x					x		x		
Industry-facing skills emanating from the subject area and applicable to specific careers	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	X	
(D) Transferable skills and other attributes																												
Thinking and judging independently	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	X	
The ability to work autonomously under pressure and to meet deadlines	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	X	
The ability to work co-operatively as a constructive team member	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	X	
Marshalling ideas in a limited time	x		x	x	x	x	x	x	x	x		x	x	x	x	x					x	x	x	x	x	x	x	

Part 4: Student Learning and Student Support

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

From the outset, and across the programme, there is a focus on the careers which are possible on successful completion. In various modules students learn how the knowledge and skills they are developing relate to such areas as:

- creative/professional writing
- speech and language therapy
- marketing and advertising
- travel writing and other written genres
- dictionary production
- teaching English
- further study

Throughout the programme there is a focus on awareness and application of skills developed. This is drawn together in the second year modules taken by all students, 'Language, Research and the Workplace' and 'Reading Forms/Forms of Reading', and the 'English Independent Project' described under 'Distinctive Features' below, and instrumentalised through our assessment strategy.

Visiting speakers are brought in to speak to students to enrich the curriculum and inform students of career possibilities, while supplementary Peer Assisted Learning (PAL) sessions and Academic Personal Tutor (APT) tutorials offer support which is more tailored to individual student needs. The individual attention provided to students through the APT system allows for the initiation of support for students with disabilities/additional needs.

There are opportunities for learning and participation outside the formal curriculum through the English Society and the Linguistics Society. There are also external visits and engagement with employers. There is a Linguistics blog, also for students of English Language and Linguistics, and The English Society produce, edit and publish *Cellar Door*, a magazine for students' original creative writing.

At UWE, Bristol there is a policy for a minimum requirement of 12 hours/week contact time averaged over the course of the full undergraduate programme. This contact time encompasses a range of face-to-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 and English Language programme there is a mix of scheduled teaching and independent learning.

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes, synchronous virtual learning, workshops, fieldwork, external visits, visiting speakers and work based learning. Scheduled sessions may vary slightly depending on the module choices made.

Independent learning includes hours engaged with essential reading, intellectual development, assignment preparation and completion. Students are encouraged to work individually and with peers.

Placement learning   For students on the sandwich route. – a significant period of paid employment or self-employment.   A typical placement lasts for 26 weeks or more.

Description of any Distinctive Features
'Language, Research and the Workplace is a level two module taken by all students. Language analysis is used as a means of undertaking employability related work. As part of a portfolio, all students are required to produce a CV and reflective report and an analysis of interview data. Additionally they have a choice of possible employment and enterprise related tasks. The focus then moves to the development of students' research skills, many of which are industry-facing (e.g. designing questionnaires, conducting interviews and data analysis).

'Reading Forms/Forms of Reading' is a compulsory level two module which slows the reading process down and

Part 4: Student Learning and Student Support

requires students to produce creative/professional writing as one of its assessments.

'The English Independent Project' is an optional level three module designed to provide pathways to future careers. Student can choose from editing, writing reviews, creative writing, work-based projects, group journal production and the traditional dissertation.

Part 5: Assessment

Assessment Strategy

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

Students are assessed in a variety of ways across the programme in line with QAA benchmark expectations. Typically on completion of the programme a student will have demonstrated their learning outcomes through oral presentations, group work, the academic essay, creative/professional writing, exams (seen/unseen), portfolios, reports, projects and dissertations.

Throughout the programme summative work is supported by formative opportunities, one-to-one and written feedback (allied with APT provision) and peer review.

Assessment Map

The programme encompasses a range of **assessment methods** including written coursework and portfolios, reports, presentations and peer assessment, tests, seen and unseen examinations, and dissertations. These are detailed in the following assessment map:

Assessment Map for English and English Language

		Unseen Written Exam	Seen/Open Book Written Exam	In-class Written Test	Oral Assessment and/or Presentation	Reading log	Annotated Bibliography	Written Assignment including essay	Review	Anthology	Creative Writing and/or Critical Commentary	Report / Project	Portfolio	Extended and/or Independent Project
Compulsory Modules Level 1	UPGPPT-30-1 Creativity, Critique and Literature		A (25)			B (23)							B (52)	
	UPGPPU-30-1 Literature and Ideas				A (25)		B (26)	B (49)						
	UPNQ4H-30-1 English: Past, Present and Future	A (40)		A (18)				B (42)						
	UPNQ4J-30-1 Meaning: Style and Discourse	A (25)			A (25)			B (50)						
Compulsory Modules Level 2	UPNQ4R-30-2 Language, Research and the Workplace	A (50)											B (50)	
	UPNQ4M-30-2 Analysing Culture: Language and the				A (30)			B (70)						

Part 5: Assessment

	Module											
	Visual											
	UPGPPH-30-2 Reading Forms/Forms of Reading		A (40)				B (30)		B (30)				
Optional Modules Level 2	UPGPPM-30-2 Shakespeare's World of Words		A (35)				B (65)						
	UPGPPK-30-2 Romanticism Unbound	A (25)			B (30)		B (45)						
	UPGPTA-30-2 Exploring the Eighteenth Century		A (25)							B (75)			
	UPGPTB-30-2 British Writing 1900-1950	A (40)					B (20) & (40)						
	UPGPTM-30-2 Imagining America			A (25)							B (75)		
Optional Modules Level 3	UPGPPL-30-2 Victorian Frictions		A (40)				B (60)						
	UPGPPP-30-3 Moving Words		A (25)								B (75)		
	UPGPTF-30-3 Fiction in Britain since 1970	A (30)					B (35)	B (35)					
	UPGPPR-30-3 Children's Fiction since 1900		A (25)				B (26)				B (49)		
	UPGPFH-30-3 Literature and Culture in Britain 1885 – 1930		A (30)				B (25) & (45)						
	UPGPPA-30-3 Contemporary American Narrative			A (25)			B (25)						B (50)
	UPGPFS-30-3 Gothic Literature			A (25)							B (75)		
	UPGPPD-30-3 English Independent Project								A (10)				A (90)
	UPNQ9L-30-3 Teaching English to Speakers of Other Languages	A (30)					B (70)						
	UPNQ9V-30-3 Creative Writing and the Self		A (25)				B (75)						
	UPNQ9P-30-3 Critical Discourse Analysis	A (40)					B (60)						
	UPNQ9Q-30-3 The Sociolinguistics of Language Contact	A (60)					B (40)						
	UPNQ9N-30-3 The Cultural History of the English Language	A (25)					B (75)						

Part 5: Assessment

	UPNQ9W-30-3 Gender, (Im)politeness and Power in Language	A (25)					B (75)								
	UPNN43-30-3 Analysing Spoken English	A (50)					B (50)								
	UPNN35-30-3 Language Project														A (100)
	UPGP6K-30-3 Crime and Detection in Nineteenth-century Literature			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.

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 UPGPPU-30-1 Literature and Ideas UPNQ4H-30-1 English: Past, Present and Future UPNQ4J-30-1 Meaning: Style and Discourse	None	Cert HE English and English Language

		Compulsory Modules	Optional Modules	Interim Awards
Year 2		UPNQ4R-30-2 Language, Research and the Workplace UPNQ4M-30-2 Analysing Culture: Language and the Visual UPGPPH-30-2 Forms of Reading/Reading Forms	30 credits from: UPGPPM-30-2 Shakespeare's World of Words UPGPPK-30-2 Romanticism Unbound UPGPTA-30-2 Exploring the Eighteenth Century UPGPTB-30-2 British Writing 1900-1950 UPGPTM-30-2 Imagining America: Cultural and Literary Legacies of the United Stated, 1830-1970 UPGPPL-30-2 Victorian Frictions	Dip HE English and English Language

VCU Year: see International Variant (Appendix 1).

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	Interim Awards
Year 3	None	60 English and 60 English Language credits from: *Students who have completed a Placement (and passed the relevant modules) are required to select 30-60 credits from English, and 30-60 credits from English Languages up to a maximum credit value of 90 credits.* UPGPPR-30-3 Children's Fiction since 1900 UPGPPP-30-3 Moving Words: Travel Writing and Modernity UPGPTF-30-3 Fiction in Britain since 1970 UPGPFH-30-3 Literature and Culture in Britain 1885 – 1930 UPGPPA-30-3 Contemporary American Narrative UPNQ9V-30-3 Creative Writing and the Self Contd. UPGPFS-30-3 Gothic Literature UPGP6K-30-3 Crime and Detection in Nineteenth-Century Literature UPNQ9L-30-3Teaching English to Speakers of Other Languages UPNQ9P-30-3 Critical Discourse Analysis UPNQ9Q-30-3 The Sociolinguistics of Language Contact UPNQ9N-30-3 The Cultural History of the English Language UPNN35-30-3 Language Project **Contd.**	BA English and English Language

UPNQ9W-30-3
Gender, (Im)politeness and
Power in Language

UPNN43-30-3
Analysing Spoken English

UPGPPD-30-3
English Independent Project

GRADUATION

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

It would be preferable at level two to take Analysing Culture: Language and the Visual in advance of Language, Research and the Workplace so that the following year the student could carry out their project if desired having just completed the relevant research training. The ideal part-time student journey would therefore be as follows:

Year 1.1
UPNQ4J-30-1 Meaning: Style and Discourse
UPNQ4H-30-1 English: Past, Present and Future
Year 1.2
UPGPPT-30-1 Creativity, Critique and Literature
UPGPPU-30-1 Literature and Ideas
Year 2.1
UPGPPH-30-2 Forms of Reading/Reading Forms
UPNQ4M-30-2 Analysing Culture: Language and the Visual
Year 2.2
One level two English option
UPNQ4R-30-2 Language, Research and the Workplace
Year 3.1
UPNN35-30-3 Language Project (if desired) or another level three English Language option
One level three English option
Year 3.2
One level three English option
One level three English Language option

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

Part 8: Reference Points and Benchmarks

The English and English Language programme has been rewritten to align with university strategy for programmes to be industry-facing and practice-based. As this is an open market programme offering no specific vocational training it is oriented towards a number of career paths which our students have traditionally followed or aspire to. In addition, the module Language, Research and the Workplace requires students to identify and prepare for a particular career alongside developing job application skills of wider relevance.

The QAA subject benchmark statements (Linguistics and English) and to a lesser extent the HEA English Language Benchmark Statement were used to inform the academic content of the programme. The employability slant to the programme, embedded within different modules, has been introduced more explicitly to address the university and faculty strategy to improve students' employment prospects. Added to this, thought has been given to the student experience on this programme, with assessment forming part of a supportive and developmental framework for our students. This addresses elements of the National Student Survey. 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. We have consulted closely our Careers colleagues, and part of the programme development was informed by a UWE Learning and Teaching Fellowship project run by a member of the team.

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);
- Focus groups with current students;
- Annual staff peer-review whereby colleagues observe one another's sessions and share good practice;
- The findings of a study carried out by colleagues: Treffers-Daller & Sakel. 2010. *Wider perspectives and more options for English Language and Linguistics students.* HEA;
- Ongoing consultation with Careers;
- Feedback from Academic Review in 2012 (both English and English Language/Linguistics Programmes were reviewed), for which the panel included current and former students as well as external colleagues;
- Case studies as part of a UWE Learning and Teaching fellowship projects. In one which we worked closely with a former Linguistics student who is training as a Careers Consultant, as well as including best practice from UWE and beyond. In another University wide feedback study was undertaken;
- 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 <u>THE FUTURE</u> FOR STUDENTS TO TAKE *UP TO* TWO (US – Level 300/400) MODULES FROM ELSEWHERE IN THE VCU UNDERGRADUATE SCHEME

FOR OFFICE USE ONLY

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Next Periodic Curriculum Review due date	*Academic year in which next Periodic Curriculum Review due (6 years from initial approval or last Periodic Curriculum Review)*			
Date of last Periodic Curriculum Review				