



**PROGRAMME HANDBOOK  
BA (HONS) ENGLISH  
SINGLE/JOINT  
SEPTEMBER 2008**

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## **1. WELCOME TO NEW AND CONTINUING STUDENTS FOLLOWING THE ENGLISH PATHWAY**

On behalf of the English team, may I welcome you to your coming year of study at the University of Bolton. This is the year of the move from Chadwick and the new timetable arrangements which will use the 2+1 or 1+2 pattern rather than the three hour blocks we have got used to whilst the course was taught at Chadwick Street. At the time of writing, all this is something of an unknown quantity, but we hope there will not be any big problems with it and that you will soon get used to our new accommodation and the altered teaching arrangements.

There will be some changes in staffing this year. As many of you will know, a valued member of the team, Jackie Wilkin, will retire before the start of teaching, and to replace her we hope to welcome "new blood" into the team by January, which should give us scope to develop some new modules for 2009-10. Other new developments are the start of an Access programme to recruit into English, and at post-graduate level David Rudd has been working to develop a new M.A. course in Children's Literature, the first modules of which will recruit this year.

We hope very much that you will like the look of the programme on offer this year, and will find something there to excite you, entrance you, perplex you, enrich you, and all those other wonderful things that can come your way through the study of English at undergraduate level!

Here's to a successful and productive year!

Allan Parkinson (English Programme Leader)

## 2. Staff who teach on the English degree

**Brid Andrews** B.Ed.(Reading), M.A.(Sheffield). Research interests include film theory and the history of the stage.

**Ann-Marie Bird** B.A. (Hons.) (Bolton), M.A. (distinction) (Bolton), PGCE. Research interests include children's literature, literature for adolescents, women's writing, literary modernism, postmodern theory

**Mike Fuller** B.A. (Hons.) (Bolton), Ph. D. (Manchester). Research interests include the philosophy of language, meaning and interpretation, symbolist literature, the translation of poetry.

**Janet Lewison** B.A.(Hons.), M.A., Ph.D (Liverpool), PGCE (Manchester). Research interests include Charles Dickens, the short story, contemporary fiction, the poetry of Carol Ann Duffy.

**Jill Marsden** B.A.(Hons.), M.A., Ph.D (Essex). Research interests include feminist criticism, literary theory, aesthetics.

**Makiko Minow-Pinkney** B.A.(Hons) (Tokyo); M.A.(Tokyo); M.A.; Ph.D.(Warwick). Research interests include Virginia Woolf, Contemporary Feminist Theory, Modernism.

**Allan Parkinson** B.A.(Hons.) (Bolton); M.A.(Lancaster). Research interests include Romanticism, William Blake, Mysticism, Literature and the Visual Arts.

**David Rudd** B.A. (Hons.) (Hull), P.G.C.E. (Bolton); M.A., PhD (Sheffield Hallam). Research interests include Children's Literature, the Fairy Tale, Popular culture, Literary and Cultural Theory, Stylistics.

### **IMPORTANT!**

**Much useful (and also essential) information relevant to all programmes including English is contained in the *School Handbook* located at <http://www.bolton.ac.uk/ame>, which you should consult at your earliest opportunity in order to familiarise yourself with its contents, and thereafter as needed throughout the course of your studies. Please note especially the arrangements which apply in cases where for good reason (illness, accident, etc.) you are unable to meet the deadlines for submission of work, and the section on plagiarism/unfair means. The *School Handbook* also contains useful explanations of the systems of scholarly referencing which you will need to use in written work for English, under the guidance of your tutors.**

## 3. The English programme

**3.1 General** English is part of the Cultural and Creative Studies subject grouping within the School of Arts, Media and Education. The grouping includes History, Film and Media Studies, and Creative Writing. English (then called "Literature") was first offered as a subject at Bolton in 1974, and the present course, regularly re-vamped and re-validated over the years, is the successor to the course that was taught then. The academic year is divided into two semesters. Full-time students will take three modules per semester. Part-time students will take a maximum of two modules per semester. The timetable should allow part-time students to complete their programme of study by evening-only attendance (though with a necessarily restricted choice of modules). Part-time students may also attend day-time classes if they are able to do so, and evening classes are open to full-time students. Full-time students will normally complete their programme of study in three years. Part-time students will take a minimum of four and a half years.

**3.2 Location of classes** During 2008-9 the English programme (also known as the English *pathway*) will relocate along with the rest of the School to floor T4 at the Eagle Campus. This is where staff offices and most of the teaching rooms will be.

**3.3 Times of classes** For 2008-9, teaching on the English programme has been re-organised. Each module now has a main 2-hour session, plus a flexible hour which will be used by tutors in different ways to meet the learning outcomes of the module. Some of these flexible hours could be used for formal lectures, others as a straightforward continuation of the 2-hour block, others for a variety of tutorial activities. English modules are timetabled Monday to Thursday from 9.00 a.m. to 9 p.m. and on Friday to 3.00 p.m. The actual organisation of teaching and learning activity within each of these slots is down to the tutor. In addition to these scheduled sessions, most tutors will make other times available for tutorial activity, during the course of the module. Please note that the “second edition” of *How to choose your English modules* (July, 2008) shows the new slightly modified timetable.

**3.4 Preparation for classes** When you begin a module you will be issued with a module handbook which will set forth in fuller detail the ground the module will cover during that particular occurrence (precisely which texts will be covered and *when* they will be covered during the fourteen weeks for which the module runs). You should make every effort to read the texts in question *before* the session in which they are to be discussed. Many seminars make use of small group and/or whole group discussion as a means of getting to grips with relevant aspects of the texts under scrutiny; your contribution to such discussion – in terms of what you put in, but also what you get out – will be severely limited if you have not yet read what is supposed to be the object of your study! Having “watched the video” (i.e. a filmic adaptation of, say, a novel) is *never* a substitute for reading, and in fact may lead you seriously astray when it comes to answering questions. Watching filmed adaptations of plays (or, even better, going to watch live performances) can be very useful in getting the “feel” of a dramatic work, but do remember that every production is an *interpretation* of the play text, and can only be an adjunct to your reading it. Tutors may sometimes give out secondary reading in the form of handouts. If your tutor announces that such a piece of reading is to form the basis of the following week’s discussion, again, do not expect to get much out of this discussion if you have not actually read it!

## 4. Communication systems

**4.1 Communication** Good communication between staff and students is crucial to ensure that courses and individual student programmes run smoothly, to ensure that students feel supported, and to enable any problems to be dealt with promptly. In terms of English, the systems that are in place for communication between staff and students are these:

- **Face-to-face** (the good old fashioned tried-and-tested way, and probably the most immediate and efficient!) You will see your tutor every week in the seminar and at other times in tutorial. This is your opportunity to ask questions and/or clarify points relating to the modules you are taking. In English we try to operate an “open door” policy, which means that if you have a particular problem related to the work of that module, you may seek further advice from your tutor outside the seminar/tutorial/lecture times, depending on his/her availability (i.e. it’s quite all right for you to “pop your head around the door”; if your tutor is unable to see you there and then, you should be able to fix up an appointment).
- **Email** All students are allocated an email account and address. Email will be used to contact you usually only to convey important information and/or when there is something urgent to which you need to attend, so please get into the habit of checking your email regularly. You may email your tutor to ask brief questions relating to your modules, but this should generally only be done when circumstances have prevented your finding out in the above “old fashioned” way. Email may also be used for the purpose of fixing up tutorials or other appointments with your tutor.

- **Notice Boards** The English notice board (location yet to be fixed at the time of writing) will display relevant notices. A subject-group notice board system will be used to communicate arrangements for examinations, module selection and so on. It is important that you pay attention to any such notices. Electronic notice boards are also a feature of some modules.
- **Telephone** Staff can be contacted via the numbers listed below. You will normally be telephoned by academic or administrative staff if there is something which requires your fairly immediate attention (for instance, if a class is cancelled at short notice, in order to prevent a needless journey, or if some vital piece of information relating to your progress is missing in the run-up to an examination board). For this reason, *it is vital that you inform the office if your main telephone number or daytime contact number changes.*
- **Letter** Certain notices (e.g. notification of exam results) will be sent by letter.
- **Pigeon hole** All staff have pigeon holes in the office. Notes and other items (e.g. borrowed books) can be left with the office staff for deposit in these pigeon holes. If other means have communication have failed (this may be more likely with part-time staff who are in the building on a less regular basis), a note left for a tutor might well be the best way of contacting him/her. Notes slipped under doors are a riskier means of communication than those deposited in staff pigeon holes.
- **Website** An English Website is currently under construction and should be accessible soon.

Students can communicate with each other in class (at certain points time will be set aside for interaction, e.g. preparing presentations), by meetings out of class, or by using email. The student representative system can be used as another way of communicating certain issues to University staff (see below, 15.3, 16).

#### 4.2 Staff Contact Details

Staff Name	Position	Location/means of contact	Ext.	Email (follow with '@Bolton.ac.uk')
Brid Andrews	English/Film and Media Lecturer	Room T4-12	3300	ba2
Ann Marie Bird	English Lecturer (part-time)			
Mike Fuller	English and Philosophy Lecturer	Room T4-038	3238	mf6
Janet Lewison	English Lecturer (part-time)			
Jill Marsden	English and Philosophy Lecturer	Room T4-038	3238	jm2
Makiko Minow-Pinkney	English Lecturer	Room T4-032	3254	mm7
Allan Parkinson	English Lecturer,	Room T4-032	3256	ap1

	Programme Leader			
David Rudd	English Lecturer	Room	3261	dhr1

## 5. The School Office

The School office (T4-02/04/06/110) will be open from 8.45 a.m. to 5.00 p.m. and on selected evenings until 7 pm.

The staff include:

- Barbara Shaw
- Jeanette Cafferkey
- Natalie Ryder
- Tracy Williams
- Lesley Woodcock

Office Staff will be happy to help with communications and will make appointments for you to see tutors.

The School Office will try to help with all of your queries about the modules for which you are registered. The Office keeps records of your address, your programme of study and your progress. You must tell the Office if:

- you change your home or term address
- you change your contact telephone number
- you want to change modules or pathways
- you are ill or may be absent for other reasons

If other means of communication fail (see 4.1), the office staff will be happy to try to arrange an appointment for you with Personal Tutors, Programme Leaders or any other Academic Staff. The Office staff will help you to pass information to the Student Information Centres.

If you are studying all of your pathways within the School of Arts, Media and Education, the Office will be your main source of information about the course and your main contact point if you have questions (other than those which can be answered by your tutors). If you are studying pathways from Schools within the University (e.g. Mathematics, Science, Community Studies or Business) you will also have to liaise with their offices.

The Office staff will try to advise you on the best way of sorting out problems. Sometimes you will have to wait; sometimes you will need to see several tutors to discuss your programme and get signatures on forms. Staff will try to help you as quickly and as fairly as possible. Please help them to help you by reading the relevant handouts, including this handbook, and forms and by keeping them up to date with relevant personal and academic details (addresses, module changes, etc).

Information on other University offices and the facilities of the University can be found in the Bolton University Student Handbook, available from the Student Centre.

## **In an Emergency**

If a family member needs to contact you in an emergency, the School Office number is 01204 903231 and the message will be taken and delivered to you in class. In the unlikely event that we have to cancel a class (for example, because of a tutor's illness) the Office will do everything possible to let you know in advance. However, please be understanding; if the Office learns from a tutor only early in the morning that a class is to be cancelled owing to illness it is difficult to phone everyone before 9.30 a.m.

## **6. Pastoral Support: Advice and Counselling**

### **6.1 Personal Tutor System**

During enrolment week, or as soon as possible thereafter, you will be allocated a "Personal Tutor" (see the [School Handbook](#)), who will normally remain in this role for the duration of your studies. Your Personal Tutor is there to advise primarily on matters relating to the academic coherence of your programme (for instance, if you are having difficulties in fitting the modules you want to take into a programme which is practically possible, or if you have fallen behind with your studies and need advice on the best ways of catching up). *Your Personal Tutor is also responsible for oversight of your Personal Development Plan (PDP) and will need to see you once per semester in the designated "Personal Tutor Week"* (please watch the notice boards for details), but is otherwise available for academic counselling, by appointment. Go and see him/her directly, or telephone or email to make an appointment.

### **6.2 Personal counselling**

If you wish to speak to someone within the subject group about more personal, serious or confidential matters, there are a number of staff within Cultural and Creative Studies who have completed some introductory training in counselling, and who are available to any student within the subject group on a drop-in basis at times published on their office doors. They are:

Makiko Minnow-Pinkney	Room T4-032
Dorothy Nelson	Room T4-16C
Matthew Welton	Room T4- 034

These tutors are here to listen and to help. Please make use of them.

### **6.3 Student Centre Services**

If more specialised help is necessary, course members will be referred to Student Services (see the [School Handbook](#)). A variety of services is available, including:

- specialist guidance and support for international students
- pastoral and spiritual guidance for all students
- co-ordination of arrangements for student welfare and personal counselling
- liaison with the Student Union on guidance and welfare provision
- in-programme guidance and support for modular degree students
- central careers guidance and assistance with part-time employment during study
- special needs analysis prior to entry, as well as support on arrival

## 7. Academic Support and Guidance

### 7.1 Academic Tutoring

Academic tutorial support and feedback is embedded within modules and is offered in a co-ordinated way around assessment deadlines. Further academic support can be obtained by approaching your individual module tutor (see 4.1). We operate an 'open door' policy for brief, everyday issues, but if more in-depth support is required it should be possible to make an appointment with your tutor for this purpose. Your broad academic progress and co-ordination of your study programme (e.g., enrolment for the correct modules) will sometimes be discussed with you by your personal tutor (see 6.1). Please also see 8.4 for details of how and why feedback is delivered.

### 7.2 Choosing Modules

Full details of how to choose your modules are contained in the *How to Choose your English Modules* booklet (issued separately) but staff will also be available at enrolment/ module selection times to offer advice on module choice. Detailed information about module aims and content is available in the *How to Choose* booklet and also in the module specifications available on the University's website. The *How to Choose* booklet contains the most up-to-date information, including where possible the actual texts to be studied in any module's forthcoming occurrence, but the (slightly stuffy!) formal module specifications give a fuller picture in terms of learning outcomes and what you will need to do to meet those outcomes. The fullest information of all will be in the module handbook issued at the start of each module. If you are interested in taking a particular module in the future but are undecided, it should be possible to get hold of a current module handbook (or simply have a word with the tutor).

### 7.3 Dissertation/project supervision

Dissertation supervision takes place at the mutual convenience of the student and the tutor, and is conducted outside of class time. An individual schedule of supervision will be determined in consultation with the student, and recorded on a special form for that purpose. Tutorials for 'Open Study' modules will follow the model for dissertation supervision.

### 7.4 Learning to learn support; communication skills

Support will be available from individual tutors and at a curriculum level in the designated 'learning to learn' modules available at Level 1. These modules are designed to promote and prime students in key study skills, and you must include at least one of them (normally the designated English 'learning to learn' module, *Language and Style*), in your programme at Level 1. Extra support is available in class at Level 1, with some portion of each module having a focus on study skills. Help may also be obtained informally from the pathway team.

Extensive study supporting literature is available in the library (including a Creative Studies Workbook) and on the University website. The following are useful booklets that are available from Learning Support at the University, and can also be downloaded in PDF form through L, S & D's web pages (<http://www.bolton.ac.uk/learning/pubs/csu/index.htm>):

Cite Me I'm Yours (Numeric and Harvard versions)  
Essay Writing  
Note taking  
Preparing for Dissertations and Projects  
Giving a Presentation  
Study skills: a brief guide  
Writing: the basics

The University website also features 'BISSTO', an interactive study skills tutorial that can help you to practice and develop important skills (<http://www.bolton.ac.uk/learning/bissto/index.htm>). Communication skills are developed by the course through forms of assessment such as presentations (see section 14) and also through participation in seminars, tutorials and the student-centred approach outlined in section 13 of this document. Advice and guidance on presentations is built into modules where they feature. Literature in support of these skills is also referred to above, and can be accessed via [www.bolton.ac.uk/learning](http://www.bolton.ac.uk/learning).

The specialist librarian for the English subject area is Gina Hunter who will be happy to help you with any queries about resources.

## **8. Assessment Procedures**

### **8.1 Submitting Assignments**

The general procedure is explained in the [School Handbook](#). You should complete an essay receipt form for each assignment, making sure that you have filled in all relevant details. When you have done this your work will be logged into a record held by the office; possession of the receipt proves that you submitted an item of work in the (extremely unlikely) event of its getting mislaid. *You are advised always to keep a hard copy or, at the very least, an electronic or disk copy of any assignment you submit.* The English programme also uses "bespoke" (purple) cover sheets specific to each English module, and each assignment. These include feedback boxes which match your achievement to the learning outcomes for that module. These feedback sheets will be given to you by the module tutor normally at the first meeting. Complete all relevant details and attach them to your work before completing and attaching the essay receipt form.

### **8.2 Assignment Deadlines**

Deadlines for submission of work for each module will be given in the module handbook, and should be adhered to. Work submitted after the deadline will incur a penalty in terms of the mark awarded, and work submitted more than a fortnight late will receive no more than the bare pass mark of 40%. It is therefore important for you to jot down at the start of each semester the dates of deadlines for each piece of assessed work you are required to produce, and remind yourself of them so that you may organise your study activities accordingly. Being able to organise yourself and work to specified deadlines is a useful "transferable skill" which ought to have been acquired by anyone who graduates in English. Feeling under pressure to complete an essay for tutors A and B is not a sufficient reason for being unable to complete an essay due for tutor C!

### **8.3 Personal Mitigating Circumstances**

In some cases, you may feel that external circumstances beyond your control have affected your ability to meet submission deadlines. You have a right to ask for these factors to be taken into consideration by the Examination Board, but you must follow the correct procedure so that this can be handled properly. Mitigating circumstance claims are granted at the discretion of the appropriately designated committee of the Examination Board. The procedure is set forth in full in the [School Handbook](#). *It is important that you follow this procedure.* Please note that "circumstances beyond your control" is taken to apply to serious matters such as illness; that you have missed a deadline because you went away on holiday (or some such reason) will not be accepted as a genuine mitigating circumstance.

### **8.4 Marking and Feedback Procedures**

Feedback on individual items of assessment can be formal or informal. Formal feedback will include written comments on English cover sheets responding to specific outcomes/criteria;

written comments on your typescript; written comments on specially designed forms for presentations and dissertations; verbal comments delivered when you see your tutor. Informal feedback might include verbal or written comments in response to drafts, or verbal advice during the period of planning/preparing an assignment. Where individual feedback arrangements differ in any single module, these will be identified in the module outline, as will any scheduled tutorials and, of course, submission dates. We are happy to give feedback on assignments to the extent and depth that the individual student requires (within reason), which may entail a combination of formal and informal feedback.

All marking is carried out with reference to the assessment criteria set out in this handbook. Work is first-marked by your module tutor and moderated by another member of the English team. Work is also scrutinised by the External Examiners for English. All first class and failing work is double-marked and a sample of work from each classification is also double-marked.

All marks are formally agreed at Programme level at a meeting of the Programme Board and at School level at the School Board.

### **8.5 Publication of Results**

Official notification of results will occur at the end of each semester, by post and on display in the Naughton building. In the summer you will receive a transcript of your overall grades and achieved credits for the year. *Please note that any individual marks issued by tutors are provisional until they have passed through both Examination Boards.*

### **8.6 Location of Regulations; Appeals against Examination Board decisions**

*Assessment Regulations for Undergraduate Modular Programmes* (common across all Bolton degree programmes) can be readily found in two places. In print, a version is available in the current Student Handbook. Online, they can be found via the University's Academic Quality and Standards webpages (<http://www.bolton.ac.uk/aqas/Sitemap.htm>).

See the [School Handbook](#).

## **9. Attendance and withdrawal**

You should attend all of the scheduled classes and make every effort to attend additional events such as research papers given by internal and external speakers (see below, 18.1). If you are not able to attend please phone in and leave a message. If you are likely to be away from classes for some time please contact us by 'phone or letter or email and explain. We will do our utmost to help you to succeed, but our scope for action is limited if you simply cease to attend classes and do not explain what has happened.

*Please note there is a minimum attendance requirement for each English module of 80%, and attendance which falls much below this may result your failing the module.* It is therefore important that, if you do experience difficulties of any sort, you contact your tutor as soon as is possible. Often, it is possible to make contingency arrangements in cases of illness or personal problems. It is our policy to offer support and encouragement to students, but in order to be able to do this we need to be informed of the situation.

If you need to suspend your studies please discuss this with one of your tutors. Usually work already done can be 'left in the bank'. If you need to take a semester out (because of work or health problems) we can usually help you to return later at a time that is more convenient. For further information on this, and on withdrawing from your studies, see the [School Handbook](#).

## 10. Programme Aims and Intended Learning Outcomes

The key programme aims, as outlined in the Programme Specification Document (12.2) are:

- to develop the analytical, interpretative and presentational skills of students in the field of literary study to a point where they can be exercised independently
- To provide students with a range of cognitive and practical transferable skills appropriate for employment or post-graduate study in an area related to the field of study or in general employment.

Distinctive features:

- The curriculum incorporates a wide range of subject areas and periods. This includes contemporary writing and writing that is translated into English from other languages.
- Literary study is informed by current theoretical debate.
- A programme of guided study leads to opportunities for progressive development of personal interests.
- Single Honours English students with the intention of entering the teaching profession have the opportunity to build into their programme a “long thin strand” of education-orientated modules.

## 11. Professional-body accreditation

While English is not a subject for which formal, professional-body accreditation is applicable, it may be noted that English has long been an established area of study at the University, and the degree here continues to develop an increasingly impressive reputation in literary and educational circles. It can represent an important skill as part of further professional training, for example in the PGCE.

## 12. Programme structure and content

### 12.1 Overview

#### Curriculum content and rationale

English is a particularly accessible subject and is a very popular choice of degree course both in the U.K. and world-wide. It is a subject which can be studied at a meaningful and rewarding level by people of all ages and from a wide range of backgrounds. English may be studied as a subject in its own right but it also combines well with other programmes within Cultural and Creative Studies and with other disciplines both within the broad field of the humanities and without. It is one of the principal Humanities subjects on the National Curriculum and a degree in English is an excellent starting point for entry into the teaching profession. It also provides the basis for a wide range of other career opportunities.

The degree course described here is essentially a programme of literary study. Students will be introduced to a rich and varied range of writing in English. This will include some writing that has been translated into English from other languages and which is included in the curriculum in order to extend students' awareness of the broader traditions of writing within which English Literature is situated.

The study of literature confers many benefits. It especially extends the imagination, promotes appreciation of the expressive resources of language and develops understanding of verbal creativity. It enables readers to engage in dialogue with past and present cultures and with contexts other than their own. Although not usually thought of as a ‘science’, literary study calls for rigorous methods of analysis, scrutiny and research. The act of reading is one which

itself can become an object of study: students will benefit from critical reflection on textual production and reception.

## 12.2 Structure and Progression

The programme has been designed with reference to the QAA English subject benchmark (2000). The benchmark represents an up-to-date measure of key debates and approaches in the subject area. Assessments conform to the standards defined by the *NICATS Report 1996-99* and to the associated level descriptors from the same document.

Level distinctions in the programme complement those key intellectual attributes defined by NICATS levels 4, 5 and 6 (equal to programme levels 1, 2 and 3); some brief indicative examples are given below:

- At level 1, a student must acquire a broad knowledge base. Such a level is typically taught/assessed through the general introductory modules *Literature 1 : Theory and Practice* and *Literature 2: Text and Context*.
- At level 2, a student must generate ideas through the analysis of information and concepts at an abstract level. Such a level is typically taught/assessed through the H5 core modules or the theory module *Unlocking the Text*, which requires a student to go beyond mere familiarity with a given theory and show ability to apply it through, or in conjunction with, formal (textual) analysis.
- At level 3, a student is expected critically to review, consolidate and extend a systematic and coherent body of knowledge. The *Dissertation and Research Skills* module employs self-directed, supervised learning around a topic initiated by the student to these ends. The 'extension' of the specialised knowledge may be modest in terms of originality, but a successful student will be expected to have used his or her developing expertise to identify a reasonably specialised area and to select/apply the most fitting research methods to it.

In relation to QAA subject benchmarks, the "threshold" or passing level will be to demonstrate some competency in those abilities broadly outlined in the Programme Specification Document (as filtered through individual module specifications). Individual module specifications (see Appendix 1) define threshold levels for passing modules. Where student achievement passes beyond the threshold level, the interpretation of marking tutors is called upon (with careful reference to overall marking criteria; individual module assessment criteria, and within a context of overall programme outcomes). Such interpretation is regulated, and quality assured, by internal/external moderation processes.

Each level advances the skills and abilities developed by the student, and modules are designed to be progressively more complex and challenging, or to highlight/develop different skills or approaches. The English programme consists of 20-credit standard modules and is arranged in three levels of 120 credits (six modules) each. Each module has notionally 200 hours of study time required for its completion, of which attendance at seminars for three hours per week for fourteen weeks (one semester), plus some tutorial sessions, is the central requirement, the exact arrangements for this varying from module to module. The remainder of the 200 hours is for private study.

## 12.3 Programme Specification Document

1. Qualification <b>B.A.(Hons)</b>	2. Programme Title <b>English</b>	3. UCAS Code <b>Q300</b>	4. Programme Type <b>Modular, Single, Joint</b>
5. <b>Main Purposes and Distinctive Features of the Programme</b> Main purposes:			
<ul style="list-style-type: none"> <li>• to develop the analytical, interpretative and presentational skills of students in the field of literary study to a point where they can be exercised independently</li> </ul>			

- To provide students with a range of cognitive and practical transferable skills appropriate for employment or post-graduate study in an area related to the field of study or in general employment.
- To enable students to follow a structured and supportive process to reflect upon their own learning, performance and achievement, and to plan for their personal, educational and career development via student PDP.

Distinctive features:

- The curriculum incorporates a wide range of subject areas and periods. This includes contemporary writing and writing that is translated into English from other languages.
- Literary study is informed by current theoretical debate.
- A programme of guided study leads to opportunities for progressive development of personal interests.
- Single Honours English students with the intention of entering the teaching profession have the opportunity to build into their programme a “long thin strand” of education-orientated modules.

## 6. What a graduate should know and be able to do on completion of the programme

### *Knowledge and understanding in the context of the subject(s)*

- Knowledge and understanding of a wide range of literary achievement (the range is defined by reference to historical period, cultural provenance, literary genre and literary form, linguistic register and intended readership)
- Understanding of the central role of language in the creation of meaning
- Knowledge and understanding of a range of literary theory and critical debate
- Knowledge and understanding of historical and cultural contexts of literary production

### ***Cognitive skills in the context of the subject(s)***

- Ability to respond imaginatively to the language and ideas of a literary text
- Ability to undertake independent critical analysis and evaluation of literary and critical texts
- Ability to apply theoretical concepts to the discussion of literary texts

### *Subject-specific practical/professional skills*

- Ability to apply critically alert reading strategies
- Ability to undertake research on a literary topic
- Ability to summarise material
- Ability to undertake close critical scrutiny of a literary text
- Ability to formulate an argument with reference to evidence
- Ability to present the results of study clearly and persuasively in a variety of forms and using appropriate academic conventions
- Ability to appraise own needs for academic, personal and professional development

### ***Other skills (e.g. key/transferable) developed in subject or other contexts***

- Effective communication in a variety of registers, formats and situations (including both written and oral communication)
- Retrieval and redeployment of information (including effective use of IT skills)
- Ability to participate critically and constructively in group discussion or activity
- Effective time management skills

<b>7. Qualities, Skills &amp; Capabilities Profile</b>			
<i>A. Cognitive</i>	<i>B. Practical</i>	<i>C. Personal &amp; Social</i>	<i>D. Other</i>
<ul style="list-style-type: none"> <li>• Critical reasoning</li> <li>• Imaginative interpretation</li> <li>• Manipulation and application of abstract concepts</li> <li>• Attentive and evaluative reading and listening</li> </ul>	<ul style="list-style-type: none"> <li>• Writing skills</li> <li>• Oral presentation</li> <li>• Information processing</li> <li>• Research skills</li> </ul>	<ul style="list-style-type: none"> <li>• Self-expression</li> <li>• Time management</li> <li>• Group participation</li> <li>• Self-confidence and individual initiative</li> </ul>	<p>Appreciation of creativity and originality</p> <p>Ability to appraise own needs for academic, personal and professional development</p>

HE6 Honours Modules	<p><b>Core Module</b> (40 credits)</p> <p><i>Research Skills and Dissertation</i></p>	<p><b>Options</b> (20 credits)</p> <p><i>Ambivalent Intimacies</i></p> <p><i>Children's Literature: Exploding the canon</i></p> <p><i>Children's Literature: from World War II</i></p> <p><i>Constructing the Child (pre-teen and youth) in Film and Media (cc. FMS)</i></p> <p><i>Decadence</i></p> <p><i>Dramas of Self-Delusion</i></p> <p><i>Fairy Tales, ancient and modern</i></p> <p><i>Adaptation (cc. FMS)</i></p> <p><i>Gothic Narratives</i></p> <p><i>Open Study</i></p> <p><i>Oppression and Liberation</i></p> <p><i>Pursuits of Happiness</i></p> <p><i>Romantics</i></p> <p><i>What Does a Woman Want?</i></p> <p><i>Women in Shakespeare</i></p> <p><i>Work based learning module</i></p>
HE5 Honours Modules	<p><i>Poetry 1: Renaissance to Romantic*</i></p> <p><i>Poetry 2: Symbolist to Post-Modern*</i></p> <p><i>Drama 1: Before Naturalism*</i></p> <p><i>Drama 2: Naturalism and after*</i></p>	<p><i>English in the Classroom</i></p> <p><i>Unlocking the Text</i></p> <p><i>Recent Feminist Critical Theory</i></p> <p><i>The Short Story</i></p> <p><i>Writing Selves</i></p> <p><i>Career Planning and Development</i></p> <p><i>Open Study</i></p>

	<p><i>Prose 1: Nineteenth Century* Realism</i></p> <p><i>Prose 2: Twentieth Century Narratives of Self*</i></p> <p>(* also available as option module if core requirement is met)</p>	
HE4 First Year (or Part-Time Equivalent)	<p><i>Literature 1: Theory and Practice</i></p> <p><i>Literature 2: Text and Context</i></p> <p>Plus one of the following designated "Learning to Learn" modules:</p> <p><i>Language and Style</i> (PDP content)</p> <p><i>Screenwriting in Context</i> (PDP content)</p>	<p><i>Issues in Educational Theory and Practice</i></p> <p><i>Introduction to Dramatic Theory and Practice</i></p> <p><i>Language and Style</i></p> <p><i>Reading Popular Fiction</i></p> <p><i>Writing Women</i></p> <p><i>The Good, the Bad, the Beautiful and the Ugly</i></p>

### **9. Learning, Teaching and Assessment Strategy**

#### *Learning and Teaching Methods*

Seminar, tutorial, supported independent study;

Students will be encouraged progressively to take independent responsibility for their own learning.

#### **Assessment Methods**

Formal unseen exams of varying length,  
 Open book exams,  
 Coursework (including short and long essays),  
 Short analytical commentary,  
 Project work,  
 Dissertations,  
 Oral assessments (Individual and group presentations),  
 External Placements/ work-based learning reports,  
 IT based exercises (using electronic databases; e-books; Powerpoint; search engines),  
 Contributing to virtual seminars,  
 Annotated bibliographies,  
 Journals, reflective logs,

### **10. Other Information (including compliance with relevant University policies)**

#### *Date programme first offered*

Offered 1974 as Full-time programme  
 Offered 1975 as Part-time programme

#### **Admissions Criteria**

Two GCE A/AS level passes (180 points) including at least two A2 passes, or Advanced Vocational Certificate of Education (AVCE) double award with 180 points, or Edexcel/BTEC National Diploma/Certificate with grades equivalent to 180 points. The BTEC National Award (6 units) should be combined with GCE AS/A level or AVCE qualifications, or Pass in a relevant Kitemarked access to HE course  
 Other equivalent qualifications e.g. Scottish Higher passes, Irish Leaving Certificate, International/European Baccalaureate  
 Applicants under 21 will also normally require 5 GCSE grade A-C passes, including English  
 In some cases, mature applicants will be considered without such qualifications on the basis of relevant work/life experience that can be demonstrated through personal statement/interview. Students can apply for Accredited Prior Learning (APL), which will need

Creative writing

Production history log

#### *Assessment Classification System*

Pass mark for individual assignments is 40%; one element of assessment marked at 35% or over may be permitted in the case of overall module mark being above 40% (in line with University of Bolton regulations).

At Level 1, assessment of the overall performance is made on a pass / fail basis. Students will be notified of a final weighted average mark for all modules and for their overall performance but Part I results will not be formally recorded by classification.

Degrees will be awarded and classified on the basis of results achieved in Part II (Levels HE5 and HE6). The degree result is based on ten Part II modules. The four highest HE5 modules are counted at 30%, whilst the remaining six HE6 modules are counted at 70%.

#### Honours Classification Bands

First Class 70 – 100

2:I 60 – 69

2:ii 50 – 59

Third Class: 40 – 49

Fail: 0 – 39

Attention will be given to all students whose final overall result falls two percent short of a classification boundary. A student may be raised to the higher classification if there is sufficient evidence to justify doing so.

to be supported by documentary evidence and can be discussed with the programme leader in the first instance.

#### *Indicators of Quality and Standards*

External examiners moderate all assessed work. Particular attention is given to the appropriateness of classifications (1<sup>st</sup>, 2:i, 2:ii, 3<sup>rd</sup> and fail), to the content and assessment methods of each taught module, to the overall range and structure of the taught programme and to internal methods of monitoring quality and standards.

Internal evaluation of the course is undertaken on an annual basis (Annual course monitoring). This annual review is based upon staff and student response to the year's work and is scrutinised by the quality control officers of the Faculty and the University's Academic Affairs Board.

The Programme Committee reviews progress on a regular basis in the light of:

- Student response to delivery of modules (module questionnaires)
- External examiners' reports
- Subject benchmarks on course content and delivery
- Peer observation of teaching

## 13. Teaching and Learning Methods

The student-centred English learning and teaching strategy should enable you to become progressively more independent as you move through the programme. The Programme exploits a wide range of teaching and learning methods which are fully interactive wherever possible, and thus rely on your participation:

**Lectures** are sometimes used for the purpose of introducing critical approaches to topics, outlining questions of methodology, and for providing a basis for more detailed discussion.

**Seminars** are study groups usually of about ten to twenty students. Texts and topics for discussion are announced in advance and you are expected to have undertaken preparatory reading and thinking, as appropriate. Seminars continue discussion of topics introduced in lectures and will consist primarily of exercises which relate questions raised to examples of textual practice. Student participation is an important element. This may take the form of short formal presentations by individuals or groups, or (more commonly) small and whole group discussion. The seminar is a main opportunity for raising questions of your own.

**Reflective practice** is encouraged through the keeping of a critical and/or reflective journal in certain modules, and through student PDP (personal development planning). Work-related learning encourages independent study and reflection, and usefully allows you to situate and further your skills in a professional environment

**Virtual Classroom** (trialled in 2005-6) will be re-introduced as an element of assessment in core modules at levels HE4, HE5 and HE6 during the next two academic years. This allows for an even gentler shift to evaluative assessment.

**Tutorials** are small group meetings or can be used for individual tuition. Their primary function is to help you in the preparation of future coursework assignments, and to help you learn from assignments already tackled. Tutorials also provide a useful forum in which to monitor your general academic progress.

**Dissertation supervision** is offered in the form of individual tutorial sessions held regularly during the period in which you are working on the dissertation.

**Library induction and refresher courses** are provided at the beginning of each semester or at other times by previous arrangement with the librarian responsible for English.

## 14. Assessment

### 14.1 Overall Assessment Strategy

English modules are assessed by a variety of methods. Essays, seminar papers, presentations, notebooks, and exams of various sorts are used in different modules and will account for varying proportions of the total marks available. The details given in the *How to Choose* booklet and in the module specifications indicate the mode and the different weightings of assessment for each module. The different exercises, as well as enabling tutors to evaluate your progress, also provide opportunities for you to develop a number of different skills

Assessment has several purposes. First, assessment is a “learning tool” which enables you to adapt your subject skills and knowledge to a variety of tasks in a variety of contexts. It enables you to demonstrate that you have fulfilled the objectives of the module and indicates the level of attainment reached. It also enables tutors to evaluate your knowledge, skills and

understanding and to advise on the progress made. Tutorials offer opportunities to discuss course work both before and after it is submitted.

Assessment is continuous and progressive. You will receive results for each module at the end of each semester. *Please note that until results are officially confirmed by the School Examination Board, they are all provisional.* It is important that you monitor your own progress and take opportunities to build on identified strengths and to shore up weaknesses. The process of becoming aware of your strengths and weaknesses is part of your Personal Development planning, and should be discussed with your personal tutor, and with your module tutor, as appropriate.

The assessment assignments and criteria for each module are indicated in the *How to Choose* booklet, in the module specifications, in the individual module handbooks, and on the English Coursework Submission Sheets (the purple sheets). Module specifications identify individual and customised learning outcomes and the assessment criteria by which a tutor can evaluate whether those outcomes have been met. These outcomes and criteria do not indicate the ultimate level of accomplishment you can achieve, but set a standard that recognises the 'threshold' level any student must achieve to pass the module. The threshold level will be to demonstrate some competency in abilities such as the ability to analyse texts critically or demonstrate knowledge of texts, form and genres; or an ability to handle abstract concepts/theories or to consider the validity of views other than the your own. Individual module specifications are designed with reference to external benchmarks and quality indicators common to HE institutions in Great Britain. General marking criteria are listed below.

## 14.2 Forms of Assessment

The full range of assessment methods is included in the Programme Specification Document. The principal forms of assessment are as follows:

**Essays.** In general, essays increase in length between Levels 1 (HE4), 2 (HE5) and 3 (HE6), although at each level the shorter essay may still have an appropriate function. The essay is designed to demonstrate careful and thorough research, a fully considered account of a topic and a well-organised presentation of analysis and conclusions. Essays will broaden in scope and in analytical sophistication from level to level.

**Textual Analysis Exercises.** Analysis of textual practice is the foundation of more broadly based literary analysis. This exercise is focussed on a short example of writing - a poem, a scene from a play, an extract from a novel. It gives attention to its linguistic ingenuity and inventiveness and seeks to elucidate its expressive force. This exercise complements the broader and more discursive approach of the essay. It is used at all levels.

**The Notebook, Journal or Portfolio.** All of these assessment types function as a record of the week-by-week progress of a student's engagement with the concerns of an *individual module* (i.e. the notebook is not intended as an ongoing, cumulative exercise which stretches across the entire degree programme). The notebook, journal or portfolio will record your own development of thought in response to the tutor's direction, the results of group discussion and the your own private study. What distinguishes the notebook from other forms of exercise is that it is continuous and progressive and also allows for a degree of informality that has a valuable function in literary study.

**Examinations.** Formal examinations are not used at level 1 (though the "timed analysis" is a kind of exam). At levels 2 and 3, examinations of different sorts are used occasionally. There is a place in literary study for a quick, focussed response to specific questions which complements the more reflective, researched approach that is measured in the assessed essay. 'Open book' and 'seen' examinations are used alongside the 'unseen' examination.

**Dissertation.** All students must complete a dissertation as part of their level 3 (HE6) assessment. Single honours English students will submit an English dissertation; those taking English as a joint subject may choose the discipline in which their dissertation will be offered. The English dissertation is a written project of between 7,000 – 10,000 words on a topic of your own choice (subject to approval). The dissertation is designed to encourage you to develop *your own* literary interests and critical approach (with supportive tutor guidance); it provides the opportunity for you to apply the sum total of your acquired expertise to an extended project *of your own devising*. The dissertation is part of a double (40-credit) module, with the dissertation itself counting 80% in terms of marks.

**Seminar Presentation** This exercise is designed to develop your skills in oral presentation. The presentation may be individual or group-based, depending on the module. It will encourage ability to present a topic in a clear and succinct way and will also measure ability to respond in an unprepared way to questions arising from the presentation.

**E-learning opportunities** Versions of E-learning were trialled in 2005-6 but dropped, following a number of unexpected difficulties. Over the next two years the team aims to re-introduce opportunities for E-learning to the programme (in a revised form) and embed them at each level.

### **14. 3 Policy on Unfair Means ('Plagiarism')**

Plagiarism and other variations on the use of 'unfair means' are hugely detrimental to your experience as a student and can, in certain circumstances, lead to your being expelled from the University. **Use of unfair means is taken very seriously by the English team and you must thus take care to understand both what plagiarism is and how to avoid it (see the [School Handbook](#)).**

#### 14.4 Marking Criteria for Written Work

CLASS	MARK RANGE	CRITERIA
Fail	0 – 29	Wholly unsatisfactory; little or no evidence of preparation, analytic or evaluative skills, understanding of material or ability to structure or present material.
Fail	30 – 39	Bare fail; generally unsatisfactory but with redeeming features, e.g. use of appropriate material but inadequately planned and presented and with no or poor understanding; OR properly organised but wholly irrelevant.
III	40 – 49	Bare pass; presents relevant material, shows some understanding, but lacks critical and evaluative skills; material not well-organised, argument obscure, weak or badly one-sided.
II.ii	50 – 59	A competent piece which shows understanding of material and presents it satisfactorily. There is a coherent argument throughout and an adequate conclusion. Evaluative/critical skills present but not highly-developed.
II.i	60 – 69	Shows a firm grasp of material and contextualises it, has good research and presentation skills, argues well and effectively, is able to criticise and evaluate material convincingly and appropriately.
I	70 – 84	Very good understanding of material and contextualises it well, shows facility in the handling of ideas/theories/concepts; communicates clearly and effectively, shows insight and perceptiveness, a well-developed critical faculty and good judgement. A fresh and original, unusual or substantial contribution to the debate
I	85 – 100	Has totally mastered relevant material; research and presentation skills of a very high order, perspicacious, discriminating, authoritative and original. Of professional standard.

## 14.5 Marking Criteria for Presentations

The criteria for presentations are as follows:

<b>Class</b>	<b>Mark Range</b>	<b>CRITERIA</b>
<b>Fail</b>	0 - 29	Wholly unsatisfactory, little or no evidence of preparation, understanding of material or ability to structure or present material.
<b>Fail</b>	20 - 39	Bare fail; generally unsatisfactory but with some redeeming features, e.g. use of appropriate material but inadequately planned and presented and with no or poor understanding OR properly organised and tolerably well-presented but wholly irrelevant.
<b>III</b>	40 - 49	Bare pass; some evidence of competence but significantly flawed, e.g. unfocused, at an inappropriate level or evidence of lack of understanding of material. Use of presentational techniques of visual aids occasionally effective, but betraying lack of skill or ease of use to an extent which damages communication.
<b>II ii</b>	50 - 59	A competent presentation which shows understanding of issues and satisfactory choice of relevant material. Communicates well to audience, but content will be pedestrian or unexciting, or else not fully illustrated.
<b>II i</b>	60 – 69	An impressive presentation with attention to detail, effective use of techniques and visual aids and appropriate delivery given with skill and ease. Many aspects admirable but some not fully successful, e.g. an interesting idea confusingly communicated or imperfectly illustrated, or excellent choice of illustrative material imperfectly or incompletely explained.
<b>I</b>	70 – 84	Excellent understanding of material and extremely well-chosen illustrative material. Shows facility in the handling of ideas and ease in the use of visual aids; communicates clearly and effectively, with an appreciation of the nature and response of the audience. Shows insight and perceptiveness, a well-developed critical faculty and good judgement in the choice of illustrative material. A fresh, original, unusual or substantial contribution, excellently presented.
<b>I</b>	85 – 100	Has totally mastered relevant material; research and presentation skills of a very high order demonstrated; perspicacious, discriminating, authoritative and original. Communicates complex ideas with ease and facility, showing complete understanding of the needs of the audience and a perfect choice of illustrative material. Of professional standard in both content and presentation.

## 14.6 Open Study Modules

An Open Study Module has no fixed syllabus or curriculum. Instead it offers you the opportunity to negotiate a topic and a programme of study with a tutor. The result of this process will be a *Learning Contract*, which will specify:

- What you intend to do
- The time-scale over which you will do it
- The expected outcomes
- The means by which those outcomes will be assessed

There are four main reasons why you might substitute an Open Study Module for a conventional one:

- You have to re-take a module which is no longer running and has been dropped from the programme (this will not normally apply to core modules).
- You wish to complete a module which illness or other problems prevented you from taking properly and which is now no longer part of the programme.
- You wish to tackle a subject or a project which is not otherwise going to be available to you.
- Unusual circumstances have led to your having a “hole” in your programme which cannot be fixed in any other way

Exceptionally, a module which is still part of the programme but which is being “rested” – i.e., there are no scheduled occurrences of the module that year – may be taken with the agreement of the module tutor concerned. In this case, the module is *not* an Open Study module, but, rather, a regular module that you take *by* open study, i.e. tutorial and other arrangements are negotiated between you and the tutor involved, though the pattern of assessment for the module remains the same.

In view of the heavy commitment in terms of staff time, open study modules are not ones you may simply opt to do, but may be made available to you in the circumstances described above, following consultation with a member of the English team (subject to agreement of the Programme Leader).

## 15. Programme management

**15.1 English within the School.** The English Programme is part of the provision of the Cultural and Creative subject group within the School of Arts, Media and Education. The Head of School is responsible for staffing and resources and other organisational matters within the constraints and guidance of the University.

**15.2 The Programme Leader.** The Programme Leader is responsible to the Head of School for day-to-day running of the programme and other matters outlined in the University's guidelines and notes on the responsibilities and duties of Programme Leaders. The Programme Leader will convene team meetings to take day-to-day decisions on running the programme, assessment procedures and planning. The team meetings, chaired by the Programme Leader, will take responsibility for managing the timetable, making proposals on staffing of modules and will comment on policy issues raised by the School and University, and advise the Head of School on planning and quality matters. The English Programme Leader is responsible for the timetable and day-to-day running of modules on the English Programme.

**15.3 English Programme Committee.** The Programme Leader chairs the meetings held by the English Programme Committee (normally three or four meetings per semester). The Programme Committee is made up of the staff who teach on the English Programme, student representatives and the subject librarian. This Committee is where specific issues

affecting quality and planning for the English programme are discussed, and action proposed. Action may include referring matters to the Head of School, or to various School committees as appropriate. Meetings are held throughout the year with the agenda covering matters required by the University including:

- Review and approval of course documentation
- Review and proposals for action concerning External Examiner reports
- Review and approval of Annual Programme Quality Monitoring documents
- Advising the annual subject quality reports
- Matters concerning the maintenance and enhancement of quality identified through student questionnaires, staff and External Examiner comment and the recommendations of the University and its committees

Student items may be placed on the agenda via the appointed student representatives.

## 16. Student representation and feedback

Methods of electing student representatives are organised through the Student Union (which provides full training for reps), but occasionally elections may be held in time set aside in class. The University has a co-ordinator for the course representative system. Details and a training pack can be found at <http://www.bisu.co.uk>. Students' views can also be made known through the use of questionnaires distributed to each module group, and through internal subject reviews and external (QAA) subject reviews. Module-based Questionnaires are usually given in mid-semester (to help identify pressing matters) and at the end of each semester. Student Satisfaction Questionnaires are issued on an annual basis to HE4 and HE6 cohorts. If you have urgent matters in relation to the English programme which cannot be dealt with in any of the above ways (owing to their nature or their urgency) please feel free to raise them with your tutors, your personal tutor, or the Programme Leader, as appropriate.

## 17. Teaching rooms and learning resources

For 2008-9, teaching rooms will be located on T4, Eagle campus.

**17.1 The Library** The University's Library is based at Eagle. If you have any particular concerns with the English book-stock or if there are particular books which you think should be ordered, please speak to one of your English tutors.

In addition to books and journals, the library also provides computing and graphics services. (see the [School Handbook](#)). So far as English is concerned, its aim is to provide integrated access to materials and services required for learning. You will need to use these services in order to borrow books, read journals, search for further reading and use PC's for word processing, email and the Internet. The Library provides "A Guide for New Users" (available electronically and in the Library) and they will also arrange introductory or 'refresher' sessions on the various facilities available. If you have any questions or require help with using any of the resources in the Library, including computer queries, please do not hesitate to ask for assistance at the Information Desks or contact your subject librarian, Gina Hunter. In addition to the User Guide, the Library Web Pages are an excellent starting point for basic information on which library services are available. They detail how to use the catalogue and how to renew and reserve books. They outline what resources are available such as computing, photocopying and printing facilities. The web pages also provide a full list of resources for English students including electronic and Internet resources.

**17.1.1 Electronic Databases** The Library provides access to a number of online databases which allow students to search vast amounts of information quickly and efficiently. The

majority of these databases can be accessed remotely and a growing number now provide full-text access to articles from journals and newspapers. A free, subject specific, workbook which shows students how to search the most important of these databases, such as Humanities full text and MLA International Bibliography, is available online and in print format in the Library.

**17.1.2 Journals relevant to the English:** Lists of print and electronic journals relevant to English are available on the English subject web pages at <http://www.bolton.ac.uk/learning/ejour/english.htm>. In many cases there are significant back-stocks of these and other journals available in the Library. There is also a wide range of critical journals related to creative writing, film, theatre and other art forms. A growing number of these journals are now available electronically and can be accessed from outside the University. Please contact your Librarian or the Information Desks for help with accessing these journals.

**17.1.3 Borrowing books** There is always a great demand on books – usually everyone wants the same books at the same time. The library maintains multiple copies of certain key texts. However, it is important that you learn to borrow and return books swiftly so that all students have access to materials. Certain books will be placed in the Textbook collection, so that a copy is always available in the library or on Desk Reference (2 hour loan period) in order to ensure that they remain widely accessible. Some very popular texts are now available in electronic book format and can also be accessed remotely.

Because of limited space in the new Library, it has been necessary to move a substantial proportion of the books to a nearby store. You can, however reserve any book from store and it will be brought into the Library for collection within 24 hours.

## 18. Further Information and Special Features

### 18.1 Societies and Special Events

A number of student and staff-led societies exist which organise events of interest to students in the Cultural and Creative Studies subject grouping. An annual programme of readings and lectures by contemporary poets and novelists is organised in conjunction with the Arts Council and local arts organisations. Cultural and Creative Studies also has a special relationship with the Octagon Theatre, Bolton. Professor David Rudd currently co-ordinates the **English Research Seminar** (open to staff and students alike), where speakers from other universities both in this country and overseas (and sometimes the University's own English staff) present research papers on a variety of topics in the broad field of literary and cultural studies. Drinks are provided, the atmosphere is informal, and papers are normally followed by a question and answer session, leading to a broader discussion. The seminar is held a number of times each year (watch out for notices) and you are urged to come along and support this whenever you can; finding out what other people – usually experts in their field – are doing in your subject can be both stimulating and illuminating and is a very useful adjunct to your “mainstream” studies and part of what we mean by participating in the “intellectual life” of a University.

The famous annual “**Lakes Trip**” is always scheduled for a Wednesday or Thursday in late May or early June (immediately after exam week) and gives you a chance to escape from deadlines in a fun day out which combines some cultural visits and activities with a fair old helping of “popular culture”. Keep the middle of Week 15 free!

### 18.2 Student Exchanges

The University has a student exchange arrangement with Connecticut State University and each year up to three or four students have the opportunity to spend between 6 months and

a year in the States studying for credits which are fully transferable back into the Modular Degree Scheme.

The English programme similarly has contacts with European universities in Poland and Slovakia, which are interested in furthering student exchanges and visits. There is an established programme of *grant-aided* exchanges lasting normally one semester. Teaching is in English, and, again, the credits gained are fully transferable back into the Modular Degree Scheme. This is a wonderful opportunity to live and study in another country which brings countless educational benefits, in addition to the sheer “good fun” element (travel and living is still fairly cheap, and previous exchange students have enjoyed visits to Prague, Bratislava, Budapest, Krakow, Vienna, (etc.) and engage in many other extra-curricular activities whilst making friends with other students from all over the world!). The best time for such an exchange is the second semester of year 2, so if you are new to the English programme, now is the time to start thinking (if you want to go, you will need to plan your second year timetable before the start of semester 1 – see the Programme Leader for details).