Introduction
This document provides a summary of the main features of the single honours undergraduate programme in English & American Literatures. It explains what you can expect from studying this degree at Keele and includes information about what you will be able to do if you take full advantage of the opportunities provided during the course of this Programme.

Names of programmes
BA (Hons) English & American Literatures

Mode of study
Full time

Single or Dual Honours
Single Honours Programme

Duration
Three years (BA (Hons))

What is a ‘Single Honours Programme’?
Keele University is committed to offering a broad undergraduate curriculum based on a Dual Honours system which allows students to study two subjects to Honours level. The University also offers a range of Single Honours programmes. Some of these are professional programmes while others enable students to study one academic subject in more depth while taking advantage of the wide range of elective modules open to all students. Single Honours programmes are studied throughout the student’s three years at Keele. This document describes the three-year Single Honours programme in English & American Literatures (EALs).

What is the philosophy of the Programme?
The programme gives you a unique opportunity to study the contrasts and interactions between two major and internally complex national literary traditions. A clearly structured course of study combines breadth with more intensive and specialized work. You will develop skills in critical argument and textual analysis, engaging imaginatively and intellectually with literary texts from past and present. Each part of the programme develops understanding of relevant critical and theoretical perspectives, and there are opportunities to engage in multi- and inter-disciplinary work. You will broaden your awareness of the role of historical, socio-political, ethnic, gender and geographical contexts in the materials with which you will be working as well as of the ways in which the formal characteristics of literature (linguistic, generic and structural) have developed within the English-speaking world.
English & American Literatures at Keele

A national first, English & American Literatures at Keele was established in 2001 and has since built a reputation as the leading such programme in the country. Combining the distinctive strengths of English and of American Studies, the programme is founded on the core principles of quality, innovation, flexibility and diversity. The historical range of the programme runs from the medieval period to the present day, focusing on the full chronological range of the traditions of English and American literature, and considering their direct intersections from the nineteenth century onwards. The formal and cultural range of the programme extends to include modules in creative writing, film, and literature in translation. All modules are taught by dedicated staff with a commitment to lively and innovative teaching methods. All staff are research-active, and many are leading practitioners in their field. The course provides the option to exchange with a partner university in North America, thereby permitting you to experience a different academic environment while pursuing your Keele degree as well, in order to enrich your understanding of the respective cultures of the two countries whose literature you are studying.

Aims of the programme

The programme enables you to:

- Think critically, creatively, and comparatively about literature in English.
- Engage in wide and varied reading among the regional and global varieties of literature and literary criticism.
- Develop and demonstrate skills of information collation and critical interpretation using a variety of analytical methods.
- Understand, evaluate, and apply a range of critical ideas and theories relevant to textual criticism.
- Develop a critical understanding of the defining characteristics of key literary genres (prose fiction, poetry, and drama) and periods.
- Communicate ideas and arguments with clarity and care in a number of different forms (essay, short paper, web projects, oral presentation etc.) using appropriate language and techniques of presentation.
- Work both constructively and critically, by yourself and as part of a team, to deliver specific projects and to reflect productively on your strengths and weaknesses.
- Obtain the knowledge, skills, and personal qualities necessary to find a fulfilling career and to maintain a lifelong interest in literature and related fields.
- Develop an international awareness, thus enhancing the ability to play an active and thoughtful role in society.
What you will learn

What students on the programme will know, understand and be able to do can be described under three main headings:

- Subject knowledge and understanding
- Subject specific skills
- Key or transferable skills (including employability skills)

Students who complete the programme and graduate with a BA (Hons) in English & American Literatures will be able to:

- Apply knowledge and understanding of a range of literary texts and critical materials.
- Describe and evaluate key concepts and theories in literary criticism and apply these approaches critically.
- Apply skills of bibliographical, library and internet research.
- Construct clearly articulated and effective arguments using advanced literacy and communication skills, and be able to harness these skills in oral presentation and in writing.
- Manage time and materials to deliver assignments on time and to required standards of presentation.
- Use the knowledge and abilities they have acquired as the basis for more advanced learning or training.
- Record and reflect on their achievements.
- Work constructively and respectfully with others.

How is the programme taught?

Learning and teaching methods used on the programme vary according to the subject matter and level of the module. They include the following:

- Lectures in which the tutor provides you with a framework for reading and independent study. Some lectures involve interaction (for example, when students are asked to consider and then respond to tasks or questions set by the lecturer). Lectures may involve the use of audio-visual materials and Powerpoint presentations.
- Tutorials, seminars, and workshops in groups of up to 20 students where key issues and reading (usually a primary text and some associated reading) can be discussed in more depth. Written guidance on preparation will be given. Students play a
full part in - and occasionally lead - these discussions. Some classes involve student presentations or group work and some involve audio-visual presentations.

- Independent study based on directed reading of primary (novels, poems) and secondary (books, articles) texts.

- Web-based learning using the Keele Learning Environment (KLE). The KLE is an online learning environment which provides a range of tools to support your learning, including access to documents and other resources, quizzes, discussion boards, assignments and announcements. It is accessible to all students on and off campus.

- Final year Independent Study Projects (ISPs) provide the opportunity to undertake independent research or creative writing and to be individually supervised by a member of staff with expertise in the field. Both English and American topics can be pursued, and comparative work is also welcomed.

Apart from these formal activities, you are also provided with regular opportunities to talk through particular areas of difficulty, and any other particular learning needs you may have, with your tutors during weekly consultation hours. You also have access to the Programme Director and a Personal Tutor who can discuss academic progress individually.

These learning and teaching methods enable you to achieve the learning outcomes of the programme in a variety of ways. For example:

- Lectures allow you to gain a wider understanding of the contexts (cultural and historical) in which English and American literature may be understood as well as giving you ideas and examples for seminar discussion and independent study.

- Seminars, tutorials, workshops and online discussions provide opportunities for you to ask questions about, and suggest answers to, problems arising from literary and critical analysis, and to present ideas clearly and effectively. They provide a supportive environment for discussion and an opportunity to express ideas as well as to interact with other students.

- Workshops in creative writing allow you to present your own work at draft stage and receive constructive feedback both from the tutor and other members of the group as well as providing the opportunity to respond and learn from others’ work.

- Lectures, seminars, tutorials and web-based activities encourage you to reflect on your learning and take responsibility for its development by addressing areas of difficulty, perhaps by discussing particular academic or intellectual issues with fellow students or by receiving additional help from a member of staff.
• Undertaking an ISP allows you to formulate relevant research questions and strategies for answering those questions in a scholarly way and to appropriate standards of presentation.

• An ISP in Creative Writing allows you to work on an extended piece of writing and, with the support of a supervisor, to submit this work to rigorous standards of editing.

Teaching staff

The permanent teaching staff on the programme consists of five professors, six senior lecturers, seven lecturers. All full-time members of staff have doctorates and/or a track record of publication in their field including critical monographs, articles in international journals, poetry collections, and novels. As a group, the staff group has a wide range of interests in literatures in English, as well as in film and creative writing.

The staff group has extensive experience of teaching at undergraduate and postgraduate level in universities in the UK, continental Europe, and North America. Several members of staff have been leading members of the English Subject Centre. Qualifications of the staff group include the Teaching and Learning in Higher Education and the Diploma in English Language Teaching to Adults. All new academic staff undertake Keele’s nationally accredited Teaching and Learning in Higher Education Programme. One member of staff has received a prestigious National Teaching Fellowship from the Higher Education Academy.

What is the structure of the programme?

An outline of the structure of the programme is provided in the table below. Compulsory and optional core modules are shown in **bold**; elective modules are in regular font.

All modules (except ISPs, which are worth 30 credits across two semesters) are worth 15 credits. Students must accumulate at least 255 credits in EALS approved modules (core or elective) to graduate with a Single Honours Degree in English & American Literatures. This is equivalent to seventeen modules, or fifteen modules plus the ISP.

In Year 1 (FHEQ Level 4), all students take two core modules in each semester. Students can take an additional 60 credits worth of elective modules, but are not restricted in their choice to EALS-approved modules provided they meet the minimum of 255 credits overall.

In Year 2 (FHEQ Level 5), students take one compulsory and one optional core module in each semester. Students can take an additional 60 credits worth of elective modules, but again are not restricted in their choice to EALS-approved modules provided they meet the minimum of 255 credits overall.

In order to qualify for the Single Honours award, you must complete at least one module (15 credits) over and above the core and optional core
requirements at Levels 4 and 5 (i.e. 8 modules, 120 credits); that is, you must have minimum 135 EALs-approved credits going in to Year 3.

In Year 3 (FHEQ Level 6), students choose one of the options below (each of these options represents one way of accumulating the minimum 60 credits; students may in addition take further elective modules in EALs):

- The year-long ISP, Dissertation in English (worth 30 credits), plus at least one elective module in each semester. Work on a comparative topic for the ISP is welcomed.
- The year-long ISP, Dissertation in English and American Literature (worth 30 credits), plus at least one elective module in each semester. Work on a comparative topic for the ISP is welcomed.
- The year-long ISP, Creative Writing Portfolio (worth 30 credits), plus at least one elective module in each semester.
- Two ISPs, but this excludes doing both of the literature dissertations.

Elective modules are subject to change depending on staff availability.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
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<tbody>
<tr>
<td></td>
<td><strong>Note highlighted pathways in Creative Writing (*) and Film (</strong>)**</td>
<td><strong>Note highlighted pathways in Creative Writing (*) and Film (</strong>)**</td>
</tr>
</tbody>
</table>
| 1    | Reading Literature  
Starting Out: An Introduction to American Literature  
Plus up to two of:  
Telling Tales: An Introduction to Narrative Fiction  
Poetry Through Practice*  
Reading Film**  
A Beginner’s Guide to Contemporary America | Becoming a Critic  
AND  
Transatlantic Gothic: Studies in Nineteenth-Century English and American Literatures  
Plus up to two of:  
Playing Parts: Studying Drama and Poetry  
Fiction Through Practice*  
Approaches to Film**  
New York, New York: An Introduction to American Culture  
The American Past: Explorations in US History |
<p>| 2    | The Romance of Fiction: History and Society in Nineteenth-Century American Literature | From Modernity to Counterculture: Literature and Social Criticism in Twentieth-Century |</p>
<table>
<thead>
<tr>
<th>PLUS EITHER</th>
<th>OR</th>
<th>American Literature PLUS EITHER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Romanticisms</td>
<td>The Age of Shakespeare and Donne</td>
<td>Victorian Performances OR Post-War British Fiction and Poetry</td>
</tr>
<tr>
<td>Plus up to two of:</td>
<td></td>
<td>Plus up to two of:</td>
</tr>
<tr>
<td>Hooray for Hollywood? Approaches to American Film**</td>
<td>Alfred Hitchcock’s America**</td>
<td>The Detective and the American City</td>
</tr>
<tr>
<td>Burning Crosses: Religion and American Culture</td>
<td>Creative Writing: Poetry and Prose*</td>
<td>French Cinema**</td>
</tr>
<tr>
<td>Twentieth Century Novels into Films**</td>
<td>The Drawn Sword: Literature and the English Civil War</td>
<td>Postwar British Fiction and Poetry</td>
</tr>
<tr>
<td>Aspects of the Novel 1740-1930</td>
<td>Satire</td>
<td>Medieval Literature</td>
</tr>
<tr>
<td>Lyrics and the Popular Song*</td>
<td>Film Genre, Narrative, and the Star**</td>
<td>Film Genre, Narrative, and the Star**</td>
</tr>
<tr>
<td>Gender and the Cinematic Gaze**</td>
<td>Lyrics and the Popular Song*</td>
<td></td>
</tr>
<tr>
<td>Teenage Dreams: Youth Subcultures in Fiction, Film, and Theory</td>
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<tr>
<td>Seoul Summer School: South Korean Film**</td>
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<tr>
<td>Writing for the Screen*</td>
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</tr>
</tbody>
</table>

3 At least one year-long ISP: 
Dissertation in English Literature
Dissertation in English and American Literatures
Creative Writing Portfolio*

Up to three of:
Silence, Strength and Sentiment: Gender and Sexuality in Nineteenth-Century American Literature 
Words and Pictures: The Contemporary American Graphic Novel 
Film Noir: The Dark Side of America** 
Postcolonial and World Literature in English 
Sex, Scandal and Society: 

Up to three of:
High Culture: Drink, Drugs, and the American Dream
Postmodernism: Fiction, Film and Theory**
The Two Cultures of the Arts and the Sciences
Romantic Voices
The Canadian Metropolis
Milton
Shakespearean Stages: Making and Re-Making the Plays of Shakespeare and his
| Eighteenth-Century Writing                 | Contemporaries                  |
| Miners, Monetarism and Movements: Literature, Culture and Politics in the 1980s | Contemporary American Fiction   |
| Contemporary British Fiction              | James Joyce’s Ulysses            |
| The Writer as Psychologist: The Great Russian Realists | Writingscapes*                  |
| Shakespeare on Film: Adaptation and Appropriation** | The Alcohol Question            |
| Dickens, Collins and Detection            | Cinematic Modernisms**          |
| Wild Woods and Wide Worlds: British and American Children’s Fiction |                                 |
| Programme elective:                      |                                 |
| Seoul Summer School: South Korean Film    |                                 |

In addition to the elective modules listed in this table, you may choose to study modules offered as part of other programmes in the Faculty of Humanities and Social Sciences and across the University. These include:

- Modules in other programmes such as Media, Culture and Communication.
- Modules in other subjects in which you might have a particular interest such as History, Psychology, Politics, or Music.
- Modules designed to help students for whom English is not their first language.
- Modern foreign languages modules at different levels in French, German, Spanish, Russian, Japanese and Mandarin.
- Freestanding modules in subjects of general interest.
- Freestanding modules related to student volunteering, studying abroad as part of the University’s exchange programme, employability skills and personal development.

**Learning Outcomes**

The table below sets out what students learn in each year of the programme, the modules in which that learning takes place, and the main ways in which you are assessed on your learning. In Years 1 and 2 the
main learning outcomes are achieved in core modules. Some outcomes may also be achieved in elective modules together with other outcomes not stated here. In Year 3 the stated outcomes are achieved by taking any of the modules offered in each semester.

**YEAR 1 (FHEQ LEVEL 4)**

First year modules provide students with a thorough grounding in academic study skills and introductory modules in English and in American literature (one core module and one elective module in the second semester treat these national traditions comparatively). Students cover a wide range of primary texts (poetry, prose and drama) and are introduced to some of the key critical and historical contexts for studying these. In addition to the core modules, students may identify pathways in Creative Writing and Film Studies in their selection of electives.

**Subject knowledge and understanding**

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Modules</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to engage in description and analysis of varied examples of literary forms: prose, poetry and drama</td>
<td>All EALs approved modules</td>
<td>Assessment methods include essays, unseen exams, short written exercises and class participation</td>
</tr>
<tr>
<td>Demonstrate insight into some of the critical and theoretical traditions that have shaped the understanding of literature</td>
<td>All EALs approved modules</td>
<td>Assessment methods include essays, unseen exams, short written exercises and class participation</td>
</tr>
<tr>
<td>Carry out varied reading from a range of authors within the literary period 1600 to the present</td>
<td>All EALs approved modules</td>
<td>Assessment methods include essays, unseen exams, short written exercises and WebCT assessments</td>
</tr>
<tr>
<td>Articulate an appreciation of the regional and global varieties of English literature</td>
<td>All EALs approved modules</td>
<td>Assessment methods include essays, short written exercises, WebCT assessments and class participation</td>
</tr>
<tr>
<td>Demonstrate an awareness of the importance of questions of socio-historical contexts in understanding literary meaning</td>
<td>All EALs approved modules</td>
<td>Assessment methods include essays, unseen exams, short written exercises and class participation</td>
</tr>
<tr>
<td>Recognize literature’s relationship to other forms</td>
<td>Becoming a Critic</td>
<td>Essays; class</td>
</tr>
</tbody>
</table>
of cultural production, especially film

Subject specific skills

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Modules</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to</td>
<td>Use appropriate bibliographic search tools to find relevant primary and secondary literary materials in hard copy and electronic formats</td>
<td>Becoming a Critic Starting Out Transatlantic Gothic</td>
</tr>
<tr>
<td>Develop analytic skills: close reading, description and analysis of form, meaning, and discourse</td>
<td>Reading Literature Becoming a Critic Starting Out Transatlantic Gothic</td>
<td>Short written exercises, unseen exams, class participation</td>
</tr>
<tr>
<td>Present written work in English in an appropriate scholarly style using the Harvard system of citation and using basic word processing skills</td>
<td>Becoming a Critic Starting Out</td>
<td>Short written exercises, essays</td>
</tr>
</tbody>
</table>

Key or transferable skills (including employability skills)

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Modules</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to</td>
<td>Work constructively with others, weighing up differing or opposing critical positions and assessing their relative value</td>
<td>All EALs approved modules</td>
</tr>
<tr>
<td>Construct a clear and convincing argument using reasoning, analysis and judgment</td>
<td>All EALs approved modules</td>
<td>Essays, unseen exams, peer review, short written exercises</td>
</tr>
<tr>
<td>Acquire, assess, organize and engage with a wide variety of sources as part of the practice of research</td>
<td>All EALs approved modules</td>
<td>KLE assessment, short written exercises, essays, unseen exams, peer review</td>
</tr>
</tbody>
</table>
Develop a facility for self-reflective and critical thinking | All EALs approved modules | Short written exercises, unseen exams, peer review, class participation

Reflect on and plan their own learning by acting appropriately on feedback | All EALs approved modules | Essays, unseen exams, peer review

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**YEAR 2 (FHEQ LEVEL 5)**

In the second year students build on the skills and subject knowledge they acquired in the first year. The level 5 learning outcomes are reflected in the core modules, which provide an opportunity to focus your studies by looking at specific periods and literary traditions. You can combine these modules with programme electives and develop pathway choices within your degree.

**Subject knowledge and understanding**

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Modules</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to identify some of the distinctive formal and thematic features of literature from a given period</td>
<td>All EALs approved modules</td>
<td>Assessment methods include essays, unseen exams, short written exercises and presentations</td>
</tr>
<tr>
<td>Describe the defining characteristics of specific literary forms</td>
<td>All EALs approved modules</td>
<td>Assessment methods include essays, unseen exams, short written exercises and presentations</td>
</tr>
<tr>
<td>Understand and apply a variety of critical approaches to the interpretation of particular works</td>
<td>All EALs approved modules</td>
<td>Assessment methods include essays, unseen exams, short written exercises and presentations</td>
</tr>
<tr>
<td>Engage in contextualised close analysis</td>
<td>All EALs approved modules</td>
<td>Assessment methods include essays, unseen exams, short written exercises and presentations</td>
</tr>
<tr>
<td>Compare and contrast literature by different authors writing within the same literary period</td>
<td>All EALs approved modules</td>
<td>Assessment methods include essays, unseen exams, short written exercises and presentations</td>
</tr>
</tbody>
</table>
Interpreting literary texts in the light of historical and cultural contexts | All EALs approved modules | Assessment methods include essays, unseen exams, short written exercises and presentations

### Subject specific skills

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Module</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use a range of bibliographic search tools</td>
<td>All EALs approved modules</td>
<td>Essays and short written exercises</td>
</tr>
<tr>
<td>Construct clear and convincing arguments using advanced literacy and communication skills on paper and orally</td>
<td>All EALs approved modules</td>
<td>Essays and unseen exams</td>
</tr>
<tr>
<td>Weigh up differing or opposing critical positions</td>
<td>All EALs approved modules</td>
<td>Assessment methods include essays, unseen exams, short written exercises and presentations</td>
</tr>
<tr>
<td>Harness a range of communication skills in appropriate contexts, and for a range of audiences, through oral presentation and in writing</td>
<td>All EALs approved modules</td>
<td>Assessment methods include essays, unseen exams, short written exercises and presentations</td>
</tr>
</tbody>
</table>

### Key or transferable skills (including employability skills)

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Module</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work under pressure of time to produce examples of writing that is clear, logical and analytical</td>
<td>All EALs approved modules</td>
<td>Unseen exams</td>
</tr>
<tr>
<td>Demonstrate skills in listening, responding and close reading both in person and on paper</td>
<td>All EALs approved modules</td>
<td>Presentations and short written exercises</td>
</tr>
<tr>
<td>Articulate examples of both abstract thought and</td>
<td>All EALs approved modules</td>
<td>Assessment methods include essays, unseen</td>
</tr>
</tbody>
</table>
### YEAR 3 (FHEQ LEVEL 6)

In the third year students deepen their knowledge of selected authors, genres and literary periods with 30-credit ISP modules in English and in American Literature (a third 30-credit ISP is available in Creative Writing). You must take one of the three ISPs, but you can take more than one ISP. The credit balance is made up of elective modules based on the specialist expertise and research interests of members of staff.

### Subject knowledge and understanding

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Module</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to Critically assess and evaluate the relevance of aspects of critical theory to the practice of literary criticism</td>
<td>All EALs approved modules</td>
<td>Modules are assessed in a variety of ways including: dissertations, essays, short research papers, seen exams, portfolios and presentations</td>
</tr>
<tr>
<td>Students will be able to Clearly articulate and substantiate through argument and detailed analysis (in person and on paper) their critical judgements about literature</td>
<td>All EALs approved modules</td>
<td>Modules are assessed in a variety of ways including: dissertations, essays, short research papers, seen exams, portfolios and presentations</td>
</tr>
</tbody>
</table>

### Subject specific skills

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Module</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to Apply skills in textual analysis and intellectual argument and engagement in a diverse range of contexts</td>
<td>All EALs approved modules</td>
<td>Modules are assessed in a variety of ways including: dissertations, essays, short research papers, seen exams, short research papers, portfolios and presentations</td>
</tr>
<tr>
<td>Demonstrate complex skills in literacy and reasoning</td>
<td>All EALs approved modules</td>
<td>Modules are assessed in a variety of ways including: dissertations, essays, short research papers, seen exams, portfolios and presentations</td>
</tr>
<tr>
<td>Work productively as individuals and as group members, in both structured and unstructured contexts, exercising initiative and personal responsibility.</td>
<td>All EALs approved modules</td>
<td>Modules are assessed in a variety of ways including: dissertations, essays, short research papers, seen exams, portfolios and presentations</td>
</tr>
<tr>
<td>Plan, research and produce work within the limitations of time and resources available to them and responding to feedback on this work positively.</td>
<td>All EALs approved modules</td>
<td>Modules are assessed in a variety of ways including: dissertations, essays, short research papers, seen exams, portfolios and presentations</td>
</tr>
</tbody>
</table>

**Key or transferable skills (including employability skills)**

| **Outcome** | **Module** | **Assessment** |
| Students will be able to | | |
| Acquire and present bibliographical and other evidence to an advanced level | All EALs approved modules | Assessment includes: essays, dissertations, short research papers, portfolios and presentations |
| Work independently to produce significant research projects using advanced skills of written expression, analysis, argument and persuasion | All EALs approved modules | Essays, dissertations |
| Demonstrate advanced skills of verbal expression and teamworking skills in class and small group work | All EALs approved modules | Class participation and presentations |
Students may leave the programme in English & American Literatures with one of three final awards:

1. **Honours Degree (360 credits).** To be awarded a Single Honours Degree in English & American Literatures a student normally requires a total of at least 360 credits. Of these 360 credits 255 must be obtained in English literature modules and American literature modules (including Creative Writing and Film). Students must normally obtain a total of 120 credits at each level of study (i.e. in each of the three years of their degree). Of these 120 credits at each level of study at least 60 credits must be obtained in English literature modules and American literature modules (including Creative Writing and Film).

2. **Diploma in Higher Education (240 credits).** To be awarded a Diploma in Higher Education a student requires a total of at least 240 credits. Of these 240 credits at least 120 must be obtained at Level 5 (Year 2) or higher.

3. **Certificate in Higher Education (120 credits).** To be awarded a Certificate in Higher Education a student requires a total of at least 120 credits at Level 4 (Year 1) or higher.

**How is the Programme assessed?**

The function of the assessments listed in the table above is to test students’ achievement of the programme learning outcomes. For example:

- **Closed examinations** test your knowledge of literature and ability to construct a clear argument using detailed textual knowledge under timed conditions. In some cases, you are supplied with a copy of the examination paper up to a fortnight in advance of the exam. Exam papers generally consist of two answers. Students are sometimes asked to analyse short extracts.

- **Essays** allow you to demonstrate your ability to articulate ideas clearly using argument and reasoning skills and with close reference to the contexts and critical concepts covered in the modules. Essays also develop and demonstrate research and presentation skills (including appropriate scholarly referencing).

- **Close reading exercises** test your skills in close textual analysis, your ability to identify key aspects of literary form, and your ability to articulate the connection between form and meaning in a text.

- **Class tests** taken either conventionally or online via the Keele Learning Environment (KLE) assess subject knowledge and your ability to apply it in a more structured and focused way.
• **Formative exercises** are used either to test your understanding of key critical terms or to develop writing and research skills. In either case, you receive early feedback on your academic progress in a particular module.

• **Short papers** enable you to apply and develop research and bibliographic skills and to develop a reflective awareness of the writing process.

• **Peer Review** requires you to offer constructive feedback on the draft copies of work (essay or exam drafts, for example) submitted by other students. You are assessed on the quality of reflection, insight and thoughtfulness that they bring to the process.

• **Individual and Group presentations** to the seminar or tutorial group allow you to give an oral presentation to the larger group on an aspect of a text, or on a particular author or critical concept. They also test your ability to work effectively as members of a team, to communicate what you know both orally and visually, and to reflect on these processes as part of your own personal development. Students will be supported in their use of appropriate technology and visual aids.

• **Reviews** of books, poetry, drama, films or other scholars’ work test your ability to identify the differences between academic and journalistic discourse and key distinctions within these fields as well as to summarise the key points of a text and to evaluate the quality of arguments (in an academic work) and the evidence used to support them.

• **Creative Writing Portfolios** give you the opportunity to submit a range of creative pieces (poetry, short stories, novel extracts, drama, travel writing) and tests your ability to compose innovative and interesting literature that displays an awareness of existing literary conventions and structures.

• **Reflective Diaries** require you to keep a record of your critical or creative responses to the work of the module. You are assessed on the quality of this reflection and on your ability to respond constructively to the challenges and difficulties you encounter in the process of your own creative development and learning.

• **Annotated Bibliographies** test your ability to construct a bibliography according to, for example, the Harvard system of citation. It also asks you to reflect critically on the content, usefulness and importance of the secondary sources you have encountered and their contribution to your own learning.

Marks are awarded either formatively (enabling you to monitor your progress and staff to identify and address specific learning needs) or summatively (assessing achievement of stated learning outcomes).
Formative assessment is not graded, though it does provide you with feedback on the quality of your academic writing and the development of your subject knowledge and understanding. Feedback, including guidance on how you can improve the quality of their work, is also provided on all summative assessments and more informally in the course of tutorial and seminar discussions.

**Assessment Rationale**

In the first year, students are introduced to a range of assessments to develop and test a number of key skills and knowledge sets which will be of use to them as they proceed onto more specialized modules in Levels 5 and 6. First-year assessments therefore include short papers involving close reading of texts (for example on *Telling Tales* and *Playing Parts*), presentations (for example on *Becoming a Critic*) as well as essays and examinations. Generally speaking there are more examinations in the first year than in later years, partly because of the need to give new students a range of assessments and cater for different learner types, but also because of the need to test important subject-specific content and ideas. Thus the core module *Reading Literature* includes a seen examination.

Level 5 and 6 assessments move progressively toward essays, culminating in the independent dissertation for final-year students, as students begin to dig more deeply into more specific topics and, using skills and approaches acquired in the first year, applying them to longer, more discursive pieces of writing. They may also produce specific scholarly pieces of writing for assessments, for example the critical review which students write on *Contemporary British Fiction* and *Words and Pictures*, or innovative presentations of research such as the podcast which forms part of the module *Satire*. The trend in assessments, as in the module subjects more generally, is toward increased depth and specialization. On Creative Writing modules, commentaries and portfolios of student work are the main forms of assessment throughout the three years, but the final-year individual study project is a more substantial submission (for example a series of poems or a longer prose work).

**What are the typical admission requirements for the programme?**

The University’s general entry requirements are a minimum of two A-level passes or the equivalent in other qualifications, plus GCSE grade C or above in English Language and either mathematics or a science subject.

As a general rule, offers are in the 260–320 point range. There are no specific subject or additional GCSE requirements. Within this tariff range we also indicate a preference for students who have achieved a grade B or higher in their *English Literature A-Level*.

Keele also welcomes applications from students with qualifications other than A-levels including 14-19 Diplomas, the BTEC National Certificate and Diploma, the Scottish Certificate of Education (Advanced Higher Level) and the International Baccalaureate. Students with these qualifications are advised to contact the University’s Admissions Office before applying through UCAS. The University also accepts Access to Higher Education
Diplomas and normally requires 60 credits of which 45 have been passed at Level 3.

Applicants who are not currently undertaking any formal study or who have been out of formal education for more than 3 years and are not qualified to A-level or BTEC standard may be offered entry to the University’s Foundation Year Programme.

**How are you supported on the programme?**

Support for student learning on the programme is provided in the following ways:

- Module and seminar tutors are responsible for providing support for learning on the modules and in the groups for which they are responsible. They also give individual feedback on in-course assessments and examinations.

- Every student is allocated to a personal tutor who is responsible for reviewing and advising on the student’s academic progress.

- Personal tutors also act as a first point of contact for students on non-academic issues which may affect their learning and can refer students on to a range of specialist health, welfare and financial services co-ordinated by the University’s Student Support and Development Services.

- Additional help with study skills and development can be sought from the Life and Learning team within Keele’s Student Support and Development Services (SSDS).

All members of teaching staff are available to see students during advertised weekly Advice and Feedback hours and at other times by appointment.

**Learning resources**

The programme is taught in modern teaching rooms across the University, almost all of which are equipped with computers, internet access and electronic whiteboards or projection equipment. Rooms may be arranged either in traditional lecture format or more informally to allow students to work together in small groups.

The learning resources available to students include:

- The extensive collection of research materials relevant to undergraduate study held in the University Library. These materials include books, journals, newspapers, and DVDs. Material is also accessible online to Keele students from anywhere in the world with a University username and password.

- The Keele Learning Environment (KLE) provides easy access to a wide range of learning resources including lecture notes, electronic materials available in a repository maintained by the
University Library and other resources – video, audio and text-based – accessible from external providers via the internet. It may also be used for assessments such as quizzes and seminar preparation tasks such as discussions threads, Chat sessions etc.

- A collection of American literature publications and materials is held in the Undergraduate Resource Centre in the University’s Chancellor’s Building, room CBB1.045. The URC is open at regular times during teaching periods and the resources are specifically related to the needs of students on the American Studies and English & American Literatures Programmes.

Other learning opportunities

The programme provides opportunities for students to undertake a one- or two-semester period of study during the second year in a number of North American universities. Places on the exchange are awarded competitively. No additional tuition fees are payable for studying abroad but you will have to bear travel and insurance costs. Current exchange partners includes universities in (U.S.) California, Colorado, Indiana, Louisiana, Maine, Minnesota, Mississippi, Ohio, Oregon, North Carolina, Tennessee, Texas, Utah, Virginia, and (Canada) Alberta, British Columbia, Ontario, Newfoundland and Nova Scotia. Exchanges are also possible with partner institutions in Continental Europe and elsewhere. Further information on studying abroad is available from advisers in the University’s Study Abroad Office and at the annual Study Abroad Fair held in November.

Students have the opportunity to take advantage of the many Creative Writing events and resources available at Keele. Amongst these are a prestigious and long-running series of poetry readings - Poetry Live! - which has seen many of the major names in contemporary British poetry visit and give remarkable readings. Several poets have also participated in workshop events with students to help develop their own writing voice and style.

Student writing is also supported by Keele Writing, now in its fifth year: this magazine is produced in both hard copy and as an online publication.

Keele has a flourishing Creative Writing Society, with its own Facebook group. They run their own writers’ workshops, and help organize regular and varied literary and social events.

Keele also has a Literature Society, which organizes both regular and occasional events.

Quality management and enhancement

The English & American Literatures Programme Director is responsible for the overall direction of learning and teaching. There are separate Learning and Teaching Committees in English and American Studies. These consist of student representatives plus members of staff teaching on undergraduate and taught postgraduate programmes.
The quality and standards of learning are subject to a continuous process of monitoring, review and enhancement.

- The Learning and Teaching Committee of the School of Humanities is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.

- Individual modules and the programme as a whole are reviewed and enhanced every year as part of the University’ Curriculum Annual Review and Development (CARD) process.

- The programme is run in accordance with the standards set out in the University’s Academic Quality and Standards Manual (AQSM) and is subject to annual audits of its compliance with the Manual by the University’s Assurance and Academic Audit Office.

Student evaluation of, and feedback on, the quality of learning takes place in several ways:

- The results of student evaluations of all modules are reported to module leaders and reviewed by Learning and Teaching Committees as part of the CARD process.

- Findings from the annual National Student Survey (NSS), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and school level.

- Feedback received from representatives of students in all three years of the programme is considered and acted on at regular meetings of the Staff/Student Liaison Committees in English and American Studies.

In addition to this, the quality and standards of learning are regularly discussed and monitored by English and American Studies and by the School Learning & Teaching Committees.

Two senior members of academic staff from other universities are appointed by the University’s Senate to act as external examiners on modules in English literature. A third external examiner is in the same way responsible for modules in American literature. External examiners:

- Approve all examination questions
- Confirm all marks which contribute to a student’s degree
- Review and give advice on the structure and content of the programme and assessment procedures.

External examiners see all work marked internally as a ‘fail’, of ‘first class’ standard or on the borderline between two classes (e.g. between a ‘2:1’ and a ‘2:2’). They also see work on the rare occasions when there is
substantial disagreement between internal markers and receive a sample of work from all modules in Years 2 and 3.

**Principles of programme design**

The programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:


*Keele Assessment Strategy*, Keele University, 2008.


*Faculty of Humanities and Social Sciences Learning and Teaching Strategy 2007-2010*, Keele University, 2007.

*Distinctive Keele Curriculum: Keele Graduate Attributes*, Keele University, 2012.


*Educational Aims for Undergraduate Courses*, Keele University, 2005.


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