



1. Programme title(s) and UCAS code(s):

Minor in English Language (Q300)

Awarding body or institution: University of Leicester

2. a) Mode of study: Full time

b) Type of study: Campus based.

3. Registration periods:

The normal period of registration is three years

The maximum period of registration is five years

4. Typical entry requirements:

There are no requirements for the minor.

5. Accreditation of Prior Learning:

Accreditation of Prior Learning may be considered for entry into the second year of the course if the student has completed a first year on another English or English related course at university; has completed modules with content comparable to the first year in topic and level; and has passed at a high level (normally a 2:1 average overall). This is dependent on places being available on the programme.

6. Programme aims:

The **English Language Minor pathway** aims

- to develop students' knowledge and understanding of language and linguistics, and to provide a syllabus with historical range, intellectual progression and opportunities for independent study;
- to foster students' independent thinking and judgment;
- to develop students' core skills in the description and analysis of language;
- to develop students' initiative and ability to carry out creative work and independent research;
- to develop students' ability to access and assess information, to communicate clearly and effectively, and to present their findings in a professional manner;

- to deliver learning opportunities through lectures, seminars, workshops, small group work, e-learning, and guided study, as well as a range of group projects and independent research;
- to enable students to demonstrate their abilities in essay writing, critical and reflective writing, oral presentations, analysis and group projects.

7. Reference points used to inform the programme specification:

- The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ)
- Benchmark statement for English:
<http://www.qaa.ac.uk/en/Publications/Documents/SBS-English-15.pdf>
- University of Leicester Learning Strategy:
<http://www2.le.ac.uk/offices/sas2/quality/learnteach>
- University of Leicester Employability Strategy
- University of Leicester Periodic Review (1996, 2004, 2012)
- First Destination Survey
- Graduate Survey
- Staff-student Consultative Committee student survey
- External Examiners' Reports
- Leicester Learning Institute Guidance on Accessible Curriculum Design

8. Programme Outcomes:

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
Demonstrate mastery of an appropriate body of knowledge and practice relating to language and linguistics; examine and analyse language in a diversity of contexts and modes.	Workshops, seminars, lectures, autonomous learning groups, online activities, independent research, group projects, guided study.	Essays, extended essays, portfolios, commentaries, analyses, reports, online tests, projects.
(a) Discipline specific knowledge and competencies		
(i) Mastery of an appropriate body of knowledge		
Demonstrate knowledge and understanding of key frameworks for describing English and skills in a range of approaches for studying language use.	Workshops, seminars, lectures, autonomous learning groups, online activities, independent research, group projects, guided study.	Essays, extended essays, portfolios, commentaries, analyses, reports, online tests, projects.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(ii) Understanding and application of key concepts and techniques		
Demonstrate ability to discuss and analyse variations in contemporary English and in language use in different social and cultural contexts; examine attitudes to language use; describe sounds and grammatical structures of English; collect linguistic data for analysis; understand historical aspects of language development.	Workshops, seminars, lectures, autonomous learning groups, online activities, independent research, group projects, guided study.	Essays, extended essays, portfolios, commentaries, analyses, reports, online tests, projects.
(iii) Critical analysis of key issues		
Demonstrate skills in using appropriate terminology and frameworks to analyse language, and identify differences in language use. Evaluate the relationship between language use and context. Demonstrate knowledge and understanding of historical and social variation in the English language.	Workshops, seminars, lectures, autonomous learning groups, online activities, independent research, group projects, guided study.	Essays, extended essays, portfolios, commentaries, analyses, reports, online tests, projects.
(iv) Clear and concise presentation of material		
Present arguments and analysis in a variety of written and oral formats.	Workshops, seminars, lectures, guided study.	Essays, extended essays, portfolios, commentaries, analyses, reports.
(v) Critical appraisal of evidence with appropriate insight		
Marshall appropriate data and evidence. Use evidence effectively in the construction of arguments.	Seminars, lectures, workshops, directed reading, written assignments, independent research.	Essays, extended essays, portfolios, commentaries, analyses, reports, projects.
(vi) Other discipline specific competencies		
Demonstrate analytic skills and linguistic fluency.	Seminars, lectures, supervisions, workshops, directed reading, written assignments, independent research.	Essays, extended essays, portfolios, commentaries, analyses, reports, online tests, projects.
(b) Transferable skills		

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(i) Oral communication		
To present arguments in a range of registers.	Seminars, group workshops and projects, presentations.	Autonomous learning group and seminar discussions, presentations.
(ii) Written communication		
To present written arguments of varying lengths and levels of formality.	Lectures, seminars, workshops, supervisions.	Essays, group projects, commentaries, reports.
(iii) Information technology		
Use word processing, internet and email effectively. Interact individually and collaboratively with virtual learning environments. Identify and evaluate a range of online resources.	Seminars, lectures, workshops including online workshops, directed reading, written assignments, independent research.	Online tests, group projects, reports.
(iv) Numeracy		
Collection and analysis of data.	Workshops, seminars, lectures, autonomous learning groups, online activities, independent research, group projects, guided study.	Essays, extended essays, portfolios, commentaries, analyses, reports, online tests, projects.
(v) Team working		
Solve problems collaboratively. Reflect on the value and challenges of group working. Collaboratively identify methodologies, manage the distribution of effort, and collectively arrive at conclusions.	Workshops, seminars, autonomous learning groups, online activities, group projects.	Portfolios, commentaries, analyses, reports, online tests, projects.
(vi) Problem solving		
Solve methodological and linguistic problems. Identify and implement appropriate research methods.	Workshops, seminars, lectures, autonomous learning groups, online activities, independent research, group projects, guided study.	Essays, extended essays, portfolios, commentaries, analyses, reports, online tests, projects.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(vii) Information handling		
Identify, retrieve and manipulate textual, social, and linguistic information. Assess the importance of this information in the construction of arguments.	Workshops, seminars, lectures, autonomous learning groups, online activities, independent research, group projects, guided study.	Essays, extended essays, portfolios, commentaries, analyses, reports, online tests, projects.
(viii) Skills for lifelong learning		
Demonstrate intellectual independence. Reflect on day-to-day language use. Reflect on personal and others' learning. Manage the time and resources available.	Workshops, seminars, lectures, autonomous learning groups, online activities, independent research, group projects, guided study	Essays, extended essays, portfolios, commentaries, analyses, reports, online tests, projects.

9. Progression points:

English Language Minor:

In order to proceed to the second year of the course, a student must obtain 30 credit-units for the two modules of the Minor in English Language, 'Studying Language' and 'Describing Language' OR 30 credit-units for the two modules of the EN2018/9 TESOL Option. Subject to the achievement of an overall average of 40%, modules may be passed at a level sufficient for the award of credit (marks between 35% to 39%). This means that students with a credit-weighted average of less than 40% overall will be deemed to have failed all modules in which a mark of less than 40% has been obtained; students with a credit-weighted average of 40% or more overall will be deemed to have failed all modules in which a mark of less than 35% has been obtained.

In order to proceed to the third year of the course a student must obtain 30 credit-units for the two modules of the Minor in English Language. The requirements for obtaining the credit-units for each of the two modules taken are the same as in the first year.

In cases where a student has failed to meet a requirement to progress he or she may be required to withdraw from the course.

Students must take Year 1 of the Minor in English Language before progression into Year 2.

10. Scheme of Assessment

The Minor in English Language has been designed to enable students to study key frameworks for describing English, and a range of approaches for studying language use. Students will learn about the historical aspects of language development and how language use varies across social and cultural contexts in four compulsory modules across the first and second years before choosing two specialist subjects in the third year on topics such as world Englishes, gender, stylistics, slang, place names, lexicography and more.

In the first year, in modules on 'Studying Language' and 'Describing Language', students will study how contemporary English varies in speech, writing and online contexts, and examine attitudes to language use; they will learn how to describe sounds and grammatical structures of English and will gain skills in collecting linguistic data for analysis. The modules will be assessed through different tasks including a portfolio of analyses and short exercises. The second year has been designed to build on these introductory modules so that students can explore the historical and social variation in the English language in more detail. The 'Sociolinguistics' module introduces students to a range of contemporary approaches to studying how speakers vary their language according to their identity and who they are talking with, and 'Reading Old English' allows students to study the language of Old English through a range of literary texts, including 'Beowulf' and the lives of Old English Saints. Assessment methods include essays and short assessments as well as online tests; Blackboard, including *wikis*, will develop students' IT and writing skills. In the final year students can choose two specialist modules from a range of options, each giving them experience of carrying out fieldwork or independent research in a specialized area, such as investigating how place names have evolved over time. Assessment methods include essays and extended pieces of research. Across the course, students will encounter various assessment strategies, both formative and summative, and a range of teaching and learning methods designed to encourage active participation and reflection. These include workshops, seminars, lectures, autonomous learning groups, online activities, independent research, group projects, and guided independent study.

The Minor course as a whole is designed to equip students with an appropriate body of knowledge and practice relating to language and linguistics and to enable them to examine and analyse language in a diversity of contexts and modes, while simultaneously nurturing transferable skills useful in the workplace and for life-long learning.

11. Special features:

Field research and data collection.

12. Indications of programme quality

The English Language Minor has been developed within the School of English and is being taught by members of that School, and therefore our indications of programme quality relate to the School of English as a whole. English at Leicester is currently 28th in The Complete University Guide. We have consistently excellent results in the National Student Survey with ratings of 90% or over since the survey began in 2005, and 91% in 2016. Positive reports of the quality and efficiency of examinations and assessment procedures from External Examiners note, for example, that the School 'has an impressive range of forms of assessment across all three years', 'has good students who are being taught well across the board', and is 'delivering impressive feedback' and marking. In the 2012 Periodic Developmental Review (previously last conducted in 2004), the panel's report on the School was extremely positive: 'Throughout discussions with both staff and students the Panel noted a very collegial and student-centred approach to all the School's activities. The Panel particularly noted a culture of embedding the assurance of quality and standards into all areas of the School. The enhancement of the student experience was also actively encouraged and fostered. The Panel was impressed with the knowledge of the Chairs of the School's committees and their engagement with managing and enhancing the learning opportunities of students across the provision. The Panel also praised the leadership of the [then] Head of School who actively and knowledgeably oversaw the School's activity. The Panel had confidence in the management of quality assurance and quality enhancement processes in place within the School to assure the quality of the learning opportunities available to students and to comply with both the QAA Codes of Practice and the University Codes of Practice.'

13. External Examiner(s) reports

The details of the External Examiner(s) for this programme and the most recent External Examiners' reports for this programme can be found [here](#).

Appendix 1: Programme structure (programme regulations)

ENGLISH LANGUAGE MINOR (2018/19)

FIRST YEAR MODULES:

SEMESTER 1		
EN1036	Studying Language	15
SEMESTER 2		
EN1037	Describing Language	15

SECOND YEAR MODULES:

SEMESTER 1		
EN2090	Sociolinguistics	15
SEMESTER 2		
EN20--	Reading Old English	15

THIRD YEAR MODULES:

Students will choose two of the following (options will vary each year depending on staff leave patterns):

SEMESTER 1		
EN3167	English Place Names	15
EN3143	English Around the World	15
SEMESTER 2		
EN3206	Language, Power and Persuasion	15
EN3205	Multilingual and Multicultural Communities	15
EN3160	Advanced Old English	15

Appendix 2: Module specifications

See module specification database <http://www.le.ac.uk/sas/courses/documentation>

Guided Independent Learning

University students are expected to engage in independent study in order to develop their knowledge and skills. The pedagogy of university English has throughout its history been centred on students' independent reading of literary texts before scheduled teaching events, such as seminars

and lectures. While each student will approach this work differently, independent study is guided by the publication of learning outcomes, assessment criteria, seminar schedules and reading lists.

Further scaffolding for independent study may be provided, where appropriate, by seminar tutors in advance of seminars, by Autonomous Learning Groups, by dissertation supervisors and by personal tutors, who will advise on your academic development across your programme of study. Additionally, students are expected to make use of feedback on their assessments to develop their approach to their studies, and encouraged to discuss their work with their peers outside as well as in seminars.

The way you divide your time will depend on your own working patterns and vary according to the time of year. It is difficult to quantify the time it takes to learn, but the convention in the world of higher education is that one credit is earned for each ten hours worked. This comes close to a 35 hour week in term time, so you can expect to be working for up to ten hours per week per module outside of class.

The advice below will vary depending on the requirements of each module. On literature modules you may spend a large part of your time reading the primary texts; on Language and Creative Writing modules, the primary tasks will be different, for instance drafting or revising a written text on a Creative Writing course; in English Language assignments, you may be required to spend some time on ethically collecting data for analysis. Below is a rough guide:

In the teaching semesters, you might find it useful to spend roughly the suggested amount of time on each of these activities:

Seminar preparation (e.g. reading and taking notes on set texts and wider reading, or drafting/redrafting a text; participating in ALGs; preparing presentations): 60%

Research, reading and writing your assessments: 40% (more if you have an assessment due in mid term).

In the Winter and Easter vacations, during the time you have available, you might expect to spend roughly the suggested amount of time on each of these activities:

Reading, researching, planning and writing your assessments: 80%

Reading ahead for next semester's modules: 20%

In the Summer vacation, you should try to set time aside for reading ahead and planning for the coming semester.

Appendix 3: Skills matrix

See separate document entitled 'Skills Matrix: English BA'.