English
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Fourth Liverpool New Generation Thinker in five years

Dr Sandeep Parmar has become the University of Liverpool’s fourth BBC Radio 3 New Generation Thinker in the five years since the scheme was launched in partnership with the Arts and Humanities Research Council (AHRC).

Dr Parmar, a poet and lecturer in the University’s Department of English, followed in the footsteps of her colleagues, Dr Alexandra Harris, Professor Nandini Das and Professor Sarah Peverley, after being selected ahead of hundreds of academics to take part in the project.

Dr Parmar, who is also co-director of the Department’s Centre for New and International Writing, said: “This is a wonderful opportunity. I am looking forward to rethinking the research that I do and coming up with ways to make it even more interesting”.

“I’m fortunate to be part of a thriving research community that engages with writing in English from across the world. I’m so pleased to be able to extend that international dialogue and my own research in women’s writing and international poetry to a wider audience.”

New Generation Thinkers is a nationwide search for the brightest minds with the potential to share their cutting edge academic ideas through radio and television.

Each New Generation Thinker has an opportunity to develop their ideas for television, by making short films for BBC Arts Online. Matthew Dodd, BBC Radio 3 Head of Speech programming said: “Some of the very first graduates of the New Generation Thinkers Scheme are now experienced TV and radio broadcasters”.

Since being selected among the first New Generation Thinkers in 2010, Dr Alexandra Harris has gone on to present a BBC Four programme about Mrs Dalloway and a BBC Radio 3 documentary on the artist, Eric Ravillious. Professor Nandini Das presented BBC Four programme, The Cabinet of Curiosities earlier this year. A BBC Arts programme on Henry V’s spy and Scottish Independence was developed by Professor Sarah Peverley.

Dr Parmar added, “I’m so proud to be part of the English Department; all of my colleagues bring their tremendous knowledge and passion for research to the classroom and that’s one of the reasons we have had so much success becoming New Generation Thinkers.”

Dr Parmar’s research explores avant-garde modernist women writers including Nancy Cunard, Hope Mirrlees and Mina Loy. She is currently writing and researching a novel about wheat cultivation during the Green Revolution in India, for which she received an Arts Council/ British Council Artist’s Development Fund award.
Why choose English at Liverpool?

As one of the highest-rated research-led English departments in the UK, we offer opportunities to study literature from a wide variety of periods and genres, and a variety of approaches to understanding the ways in which the English language works. You will be taught by leading experts who draw on cutting-edge research to inform their teaching practice.
**Challenge yourself to look deeper**

We will challenge you to engage fully with words and texts, informed by the best in critical thinking and debate. The flexible framework of our programmes allows you the freedom to choose areas of specialisation as you progress through your degree. Our Literature modules offer a diverse body of texts spanning historical periods from the medieval to the modern and introducing a range of critical concepts. Our Language modules explore the function of English language in its historical and modern day usage across a range of contexts and media. All of our programmes share a first year that introduces key skills of English in all its varieties.

**Explore English in all its breadth**

Our Literature modules cover a wide and continuous range of writing in English, from the Middle Ages to the present, and including every major genre: drama; prose fiction; poetry; and nonfictional prose. In our module lists you will find titles as diverse as: Children’s literature; Gothic fiction and film; Talking pictures; Creative writing and Women writers; alongside the more familiar modules in the large literary periods, such as Medieval, Renaissance, Victorian and Modernist Literature.

Our Language modules offer a variety of approaches and subjects, with titles including: Varieties of Northern English; Language in society; Psycholinguistics and Language and literature. There are also opportunities to study the interface between literature and film and narrative in graphic media.

**Share ideas in our small group tutorials**

We are committed to small group teaching, with no more than nine students in a group for most of our modules. Increasingly fewer universities offer this. This encourages a more rewarding learning experience, with ideas shared and explored with your peers and tutors.

**Debate with leading academics in the field**

Our tutors are all respected academics whose work is valued both nationally and internationally. Our teaching is research-led, which means not only will you be challenged intellectually but your own research skills will be fostered and encouraged.

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**Good to know:**

198

Year One undergraduates in 2016

97%

find their programme “intellectually stimulating” and 96% considered their teachers to be enthusiastic about their subject (NSS 2016)

10th

in the UK for 4* and 3* research (REF 2014)

Offers study abroad opportunities

Offers a Year in China

Offers Honours Select combinations
**Develop the skills most valued by employers**

Our English degree programmes develop skills valued highly by employers, such as critical thinking, analytical ability, communication skills, creativity, project design and teamwork. From Year Two, we offer students the chance to gain invaluable experience through our work experience and study abroad opportunities. Besides taking our dedicated work experience module, many English students are involved in activities within the University or work locally with the support of our award-winning careers service. Our graduates use these skills to pursue careers in a wide range of fields including journalism, law, marketing, education, heritage, tourism and many more.

**Study abroad**

Studying abroad has huge personal and academic benefits, as well as giving you a head start in the graduate job market. English students can currently apply to the University of Leiden under the Erasmus+ scheme, or to one of our many other worldwide partners in Canada, America, Hong Kong or Australia. For more information, visit [www.liverpool.ac.uk/goabroad](http://www.liverpool.ac.uk/goabroad)

**Year in China**

The Year in China is the University of Liverpool’s exciting flagship programme enabling undergraduate students from a huge range of departments, including English, the opportunity to spend one year at our sister university Xi’an Jiaotong-Liverpool University (XJTLU), following XJTLU’s BA China Studies degree classes. See [www.liverpool.ac.uk/yearinchina](http://www.liverpool.ac.uk/yearinchina) for more information.

**How you learn**

You will experience a mix of lectures, seminars, workshops and tutorials, with no modules being taught entirely through lectures. Alongside independent study and research, some modules require timetabled student group work. We provide an online programme of study skills to help with the necessary standards of referencing and presentation in written work. All our Year One modules have tutorials to follow up on the lectures, so you have plenty of opportunities to contribute to discussion and to develop material presented in lectures. Seminar groups are larger, but do not normally exceed 18; they usually last for between one and a half to two hours; workshops are similar in size but have a more distinct practical element (eg in drama or language modules). In addition, in Years Two and Three, you will participate to a greater or lesser extent in a range of other formative activities: seminar presentations, creative writing and peer teaching.

**How you are assessed**

The main modes of assessment are through a combination of essay and examination, but depending on the modules taken you may encounter project work, presentations (individual or group), and portfolios of creative work or specific tests focused on editing, translation or etymological tasks.

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"My degree taught me to think analytically, creatively and to always ask questions. The best thing about studying English was the variety the programme offered. I had the choice of both contemporary and traditional modules. There was a lot of freedom to bring my own ideas about what I wanted to study which was refreshing and motivating."

Annie Plank
English BA (Hons) graduate
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00</td>
<td>Library – working on essay</td>
<td>Close reading lecture</td>
<td>Library – preparation for tutorial</td>
<td>Reading</td>
<td>Format, spell-check, presentation check of essay for Literature in time</td>
<td>Work on essay for subsidiary subject</td>
<td></td>
</tr>
<tr>
<td>10.00</td>
<td>Feedback on essay with tutor</td>
<td>Meeting to work on group task</td>
<td>Close reading lecture</td>
<td></td>
<td>Online submission of essay</td>
<td></td>
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</tr>
<tr>
<td>11.00</td>
<td>Meet with personal tutor</td>
<td>Meet with personal tutor</td>
<td>Literature in time tutorial</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>12.00</td>
<td>Library – working on essay</td>
<td>Close reading lecture</td>
<td>Library – preparation for tutorial</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.00</td>
<td>Literature in time lecture</td>
<td>The School of Music Lunchtime Concert Series</td>
<td>Lecturer’s consultation hour</td>
<td>University event – talk by guest speaker</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.00</td>
<td>Library work for tutorial</td>
<td>University sports event</td>
<td>Research in library for tutorial</td>
<td>Shakespeare lecture</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.00</td>
<td>Ways of reading lecture</td>
<td>Shakespeare tutorial</td>
<td>Careers workshop in Guild on CV writing</td>
<td>Ways of reading tutorial</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16.00</td>
<td>Background reading for lectures this week</td>
<td></td>
<td>Reading for following week’s lectures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17.00</td>
<td>Library – preparation for tutorial</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>18.00</td>
<td>Library – preparation for tutorial</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>19.00</td>
<td>Library – preparation for tutorial</td>
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</tbody>
</table>

- **Timetabled academic session**
- **Independent study time**
- **Social**
Invest in your future

Our graduates leave to take up a very wide range of careers. A number take up jobs in journalism, broadcasting, or advertising, some begin as management trainees in a variety of businesses, others start their careers in retailing, computing, librarianship, the arts or the Civil Service. Many go on to train further as teachers, or as solicitors or accountants, and some pursue careers in teaching English as a foreign language.

Typical first jobs include: archivist trainee; banking intern; bookshop manager; civil servant; editor; english teacher; graduate trainee; human resources administrator; IT consultant; journalist; librarian; local government officer; management trainee; publishing assistant; sales executive and writer.

Recent employers of our graduates
- BBC
- Debenhams
- Euro RSCGWNEK Gospers
- Griffiths and Armour
- Immigration and Nationality Directorate
- Home Office
- Littlewoods
- Macmillan Publishers
- The JET Scheme
- Virgin One
- Waterstones.

Work experience opportunities
We offer a 30 credit, year-long module (SOTA300) which incorporates placement with a local company, group or institution related to English, providing practical/vocational experience. We have recently organised placements at significant local institutions such as The Athenaeum and Liverpool University Press.

A passion for learning: postgraduate studies
Given the Department’s thriving research culture, students often continue with their studies here, taking one of our seven MA programmes, with some continuing to PhD level and careers in higher education and research.

Build skills for life
Our degree programmes teach you about English, and we hope as a result you will enjoy being an English student for the rest of your life. They qualify you for life and work. After reading English with us you can be confident that you:
- Can construct a cogent argument or account, drawing pertinently upon a range of types of evidence
- Are capable of independent critical thinking and judgement, including high order conceptual, analytic and communication skills of value in graduate employment
- Are able to work closely with others, have the ability to gather, sift and organise information independently and critically, always evaluating its significance
- Have well-developed IT skills, and familiarity with the use and evaluation of electronic resources
- Have well-developed time management and organisational skills have advanced literacy and communication skills
- Are competent in the planning and execution of essays, presentations, and other writing and project-work
- Have developed the potential to utilise all of these skills in appropriate ways in your subsequent career.

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- Have well-developed IT skills, and familiarity with the use and evaluation of electronic resources
- Have well-developed time management and organisational skills have advanced literacy and communication skills
- Are competent in the planning and execution of essays, presentations, and other writing and project-work
- Have developed the potential to utilise all of these skills in appropriate ways in your subsequent career.
Being a final year student means that it is almost impossible not to think about life after university, but even though it is a scary thought, I feel it is best to attack the issue head on and arm myself with as much knowledge as possible about options for my future. With this in mind I decided to attend the annual Graduate Careers Fair. There were many businesses at the event, each with their own stall, stacked up with documentation of the graduate schemes and internships they have on offer. I spent around two hours at the event talking to representatives; it was brilliant to learn that so many found students with an English degree appealing because of the range of transferable skills we acquire. We are lucky to have so many routes available for us to pursue.

Laura Pearson
English BA (Hons)
## Degrees

<table>
<thead>
<tr>
<th>Programme</th>
<th>UCAS Code</th>
<th>Programme Length</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>English BA (Hons) Q300</td>
<td></td>
<td>3 years</td>
<td>08</td>
</tr>
<tr>
<td>English Language BA (Hons) Q310</td>
<td></td>
<td>3 years</td>
<td>09</td>
</tr>
<tr>
<td>English Literature BA (Hons) Q320</td>
<td></td>
<td>3 years</td>
<td>10</td>
</tr>
</tbody>
</table>

See [www.liverpool.ac.uk/study/undergraduate/courses](http://www.liverpool.ac.uk/study/undergraduate/courses) for current entry requirements.

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**English BA (Hons)**

**UCAS code: Q300**

**Programme length: 3 years**

Our English degree programme gives you the flexibility to combine the study of Literature and Language in a balance that suits you. You can maintain an equal balance of both subjects throughout your degree, or you can choose to specialise in either Literature or Language. We offer Literature modules covering a wide range of texts, genres and themes from the early medieval period to the present day. Our Language modules aim to provide understanding of the historical, social and psychological factors that shape the English language used in everyday life.

In each year of a Major (75%) English programme, you will choose 90 credits from our range of English modules.

**Programme in detail**

Year One is a foundation course designed to give you the basic skills and tools for the advanced study of English Literature and Language. You will have the opportunity to study English Literature from various periods and literary genres.

Other modules help you to develop your reading and critical skills, and introduce you to modern approaches to the study of English language. In Years Two and Three, you will have the freedom to plan the specific path that you follow through the programme.

You may choose to construct a programme combining English Language and Literature, or to specialise in either. The Language modules aim to provide understanding of the historical, social and psychological factors that shape the English language used in everyday life. The Literature modules are designed to foster interpretive skills applying to a wide range of genres and historical periods.

Year Two focuses on the major periods of English Literature and core aspects of English Language study. If you choose to focus on Literature, to ensure that your study has appropriate breadth, you must take at least one unit devoted to pre-1800 Literature (this can also be taken at level three).

In Year Three the emphasis is on specialisation within different genres and learning to work more independently — for instance, a dissertation on a topic of your choice provides you with the opportunity to explore that topic in depth.

**Key modules**

<table>
<thead>
<tr>
<th>Year One</th>
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<tbody>
<tr>
<td>Close reading</td>
</tr>
<tr>
<td>Describing English language</td>
</tr>
<tr>
<td>English language: variation and context</td>
</tr>
<tr>
<td>Literature in time</td>
</tr>
<tr>
<td>Shakespeare: ways of thinking</td>
</tr>
<tr>
<td>Ways of reading</td>
</tr>
</tbody>
</table>

For up-to-date entry requirements and full module details see [www.liverpool.ac.uk/study/undergraduate/courses](http://www.liverpool.ac.uk/study/undergraduate/courses)
**Year Two**
- American literature
- Creativity: theory and practice
- Drama 1580-1730
- Language in society
- Medieval narratives
- Modernist literature
- Pragmatics
- Psycholinguistics
- Renaissance poetry and prose
- Restoration and C18th literature
- Romantic literature
- The history of English: variation and change
- Victorian literature.

**Year Three**
- Almost Shakespeare
- American poetic writing since 1930
- Analysing discourse
- Attitudes to English
- British poetic writing since 1930
- British writing since 1945
- Children’s literature
- Creative writing (poetry)
- Creative writing (prose)
- Dickens
- Fin de siècle
- Gothic fiction and film
- Language and gender
- Language and literature
- Medieval boundaries
- Postcolonial
- Shakespeare: page, stage, screen
- Talking pictures
- The novel 1740-1830
- Varieties of Northern English
- Women writers.

See pages 12-18 for module descriptions.

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**English Language BA (Hons)**

**UCAS code: Q310**

**Programme length: 3 years**

Our English Language programme aims to develop your understanding of the ways in which language works in the world. You will gain insights into the ways in which the language we use in everyday life is shaped by factors such as history, culture and psychology. You will study a range of approaches to the analysis of language with tutors who are active and innovative researchers in the field.

In each year of a Major (75%) English programme, you will choose 90 credits from our range of English modules.

**Programme in detail**
Year One focuses on building skills for more advanced study, exploring approaches to English study across a range of literary texts and other media along with key theoretical approaches to languages and interpretation. From Year Two, the emphasis is on specialisation according to your interests: for example, in Year Three you’ll have the option to take a dissertation that allows you to develop a project on a topic of your choice.

**Key modules**
Modules offered include:

**Year One**
- Describing English language
- English language: variation and context.

**Year Two**
- Language in society
- Pragmatics
- Psycholinguistics
- The history of English: variation and change.

**Year Three**
- Analysing discourse
- Attitudes to English
- Language and gender
- Language and literature
- Varieties of Northern English.

See pages 12-18 for module descriptions.

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Available as part of Honours Select. Choose from over 30 subjects to create your perfect Joint or Major/Minor Honours degree. See [www.liverpool.ac.uk/study/undergraduate/courses/honours-select](www.liverpool.ac.uk/study/undergraduate/courses/honours-select)
Our English Literature programme gives you the opportunity to study a wide range of literary forms, genres and themes from the early medieval period to the present day. You will gain insights into the ways in which literatures in English have developed through history, while also having the opportunity for in-depth study of genres such as children’s literature, noir and gothic fiction.

In each year of a Major (75%) English programme, you will choose 90 credits from our range of English modules.

Programme in detail
Year One will introduce you to historical developments of literatures in English and explore key theoretical approaches to literary language, meaning and interpretation. From Year Two, you will be able to choose from a range of modules focusing on specific periods (eg Medieval, Victorian, and Modernist), genres or themes. An optional dissertation in Year Three allows you to develop a project on a topic of your choice.

Key modules
Year One
- Close reading
- Describing English language
- English language: variation and context
- Literature in time
- Shakespeare: ways of thinking
- Ways of reading.

Year Two
- American literature
- Creativity: theory and practice
- Drama 1580-1730
- Medieval narratives
- Modernist literature
- Renaissance poetry and prose
- Restoration and C18th literature
- Romantic literature
- Victorian literature.

Year Three
- Almost Shakespeare
- American poetic writing since 1930
- British poetic writing since 1930
- British writing since 1945
- Children’s literature
- Creative writing (poetry)
- Creative writing (prose)
- Dickens
- Fin de siècle
- Gothic fiction and film
- Medieval boundaries
- Postcolonial
- Shakespeare: page, stage, screen
- Talking pictures
- The novel 1740-1830
- Women writers.

See pages 12-18 for module descriptions.
English, English Language or English Literature Joint

Combining English with another subject allows you to take advantage of the range of choice available on our English programmes while also developing your interests in another subject. In Year One, you will take modules aimed at developing the skills necessary for advanced study. From Year Two, you will choose from a range of Literature modules that focus on specific periods, genres or themes, and Language modules that develop your understanding of the ways in which language works in the world.

In each year, you will take 60 credits of English and 60 credits from your other subject choice.

English, English Language or English Literature Minor

English is a flexible subject open to many influences from its wider culture (eg politics, philosophy, history) and from other art forms (such as film, music, or digital media). As such, a 25% English programme will complement any other choices that you make. We cover a wide range of literary writings in English, from the early medieval period to the present day, and a variety of approaches to understanding the way in which the English language, written and spoken, works.

In each year, you will take 30 credits of English from our range of 15-credit and 30-credit modules.

Available as part of Honours Select. Choose from over 30 subjects to create your perfect Joint or Major/Minor Honours degree. See [www.liverpool.ac.uk/study/undergraduate/courses/honours-select](http://www.liverpool.ac.uk/study/undergraduate/courses/honours-select)
<table>
<thead>
<tr>
<th>Module title</th>
<th>Semester</th>
<th>Credit</th>
<th>Module description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Close reading</td>
<td>1</td>
<td>15</td>
<td>Fosters and enhances the skills of close reading. Enables you to criticise and write focused essays on the basis of your attentive reading, discuss form, structure, voice and genre with confidence and using appropriate vocabulary.</td>
</tr>
<tr>
<td>Describing</td>
<td>1</td>
<td>15</td>
<td>Introduces the structural aspects of language, raises your awareness of the nature of specific structures (eg words, sounds) and their contribution to the constitution of the English language. Enables you to analyse real language data drawing upon relevant theoretical concepts.</td>
</tr>
<tr>
<td>English language: variation and context</td>
<td>2</td>
<td>15</td>
<td>Introduces language variation and the importance of context in shaping language, raises awareness of the communicative purposes served through language use and equips you with the theoretical tools to analyse and interpret a wide range of language data.</td>
</tr>
<tr>
<td>Literature in time</td>
<td>1</td>
<td>15</td>
<td>Considers in detail, and from a range of critical and historical perspectives, how texts can be grouped in literary or cultural periods, how texts respond to other texts over wide spans of time, and how texts respond to immediate public or historical events. Examines the relationship between writing and different kinds of context and highlights the importance of biblical sources within the history of literature.</td>
</tr>
<tr>
<td>Shakespeare: ways of thinking</td>
<td>2</td>
<td>15</td>
<td>Examines closely a range of Shakespeare’s plays and the cultural and historical contexts in which they were originally produced, read, and performed.</td>
</tr>
<tr>
<td>Ways of reading</td>
<td>2</td>
<td>15</td>
<td>Looks at rethinking the ways in which we read and write about literary texts and engages in the critical and detailed analysis of literature across periods.</td>
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</tbody>
</table>

**Please note:** modules may not be available across all programmes, please check programme specific module lists on pages 08-11.
# Core and selected optional modules overview

## Year Two

<table>
<thead>
<tr>
<th>Module title</th>
<th>Semester</th>
<th>Credit</th>
<th>Module description</th>
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</thead>
<tbody>
<tr>
<td>American literature</td>
<td>1</td>
<td>30</td>
<td>Traces the historical development of American literature through the American Renaissance to the end of the 19th century. Examines burgeoning movements such as American gothic and transcendentalism among other topics.</td>
</tr>
<tr>
<td>Creativity: theory and practice</td>
<td>2</td>
<td>30</td>
<td>Explores the nature and value of creativity, in theory and practice, mainly through the medium of creative writing. Introduces and develops an awareness of the creative writing process, in poetry and prose, develops writing skills in conjunction with the development of critical and theoretical reading.</td>
</tr>
<tr>
<td>Drama 1580–1730</td>
<td>1</td>
<td>30</td>
<td>By the end of this module you should be able to find ways of cross-referencing and comparing plays in terms of genre, convention and theatrical mode as well as have an understanding of staging contexts and an ability to respond to them creatively.</td>
</tr>
<tr>
<td>Language in society</td>
<td>1</td>
<td>30</td>
<td>Will make you aware of the interactive relationship between language and society and the variation in use of language. You will gain experience in conducting your own small scale sociolinguistic research.</td>
</tr>
<tr>
<td>Medieval narratives</td>
<td>2</td>
<td>30</td>
<td>Over the course of the module you will acquire the capacity to read and discuss certain medieval models of experience and visualisation and relate these to modern attitudes and so be able to discuss critical and theoretical perspectives on literature, images and culture in the context of medieval studies.</td>
</tr>
<tr>
<td>Modernist literature</td>
<td>2</td>
<td>30</td>
<td>Explore the work of experimental writers responding to the twentieth-century world. You will read Ford Madox Ford, James Joyce, T.S. Eliot, D.H. Lawrence, Virginia Woolf and many others. Lectures will address contemporary art and architecture as well as myth, history, psychologies and bodies.</td>
</tr>
<tr>
<td>Pragmatics</td>
<td>1</td>
<td>30</td>
<td>Enables you to understand and apply a range of pragmatic theories. Clarifies, as far as possible, the distinction between semantics and pragmatics in accounting for communicated meaning, and the range of ways in which pragmatic meaning has been explained. This course will encourage you to consider the relative merits of different pragmatics theories as analytical approaches.</td>
</tr>
<tr>
<td>Psycholinguistics</td>
<td>2</td>
<td>30</td>
<td>Explores questions concerning the relationship of language to consciousness. This will entail addressing questions concerning the nature of language and in its evolutionary, developmental and degenerative stages, and the nature of human language as compared to non-human communication systems, such as those used by computers, apes and other animals.</td>
</tr>
</tbody>
</table>

**Please note:** modules may not be available across all programmes, please check programme specific module lists on pages 08-11.

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 продолжение на следующей странице...
## Core and selected optional modules overview

### Year Two (continued)

<table>
<thead>
<tr>
<th>Module title</th>
<th>Semester</th>
<th>Credit</th>
<th>Module description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Renaissance poetry and prose</td>
<td>2</td>
<td>30</td>
<td>You will develop an appreciation and understanding of the poetry and prose of the Renaissance. In addition to a sense of the nature of the English literary Renaissance and of the generic expectations and reading methods of the sixteenth and early seventieth centuries.</td>
</tr>
<tr>
<td>Restoration and C18th literature</td>
<td>1</td>
<td>30</td>
<td>Introduces you to a wide range of writing from the period 1660-1789, including the rise of the novel and developments within poetic and dramatic genres. This module will investigate the literature of the period in the context of developments in society, in enlightenment thought and in the modes of literary production and consumption.</td>
</tr>
<tr>
<td>Romantic literature</td>
<td>2</td>
<td>30</td>
<td>You will be introduced to a wide range of texts from the Romantic and pre-Romantic period to improve reading skills specific to those texts. You will gain an informed sense of the wider cultural history of the time and the interconnections between different forms of writing in the period.</td>
</tr>
<tr>
<td>The history of English: variation and change</td>
<td>2</td>
<td>30</td>
<td>Examines some of the most important developments in the history of English, introducing you to modern theories of language change and how they apply to the history of English.</td>
</tr>
<tr>
<td>Victorian literature</td>
<td>1</td>
<td>30</td>
<td>Provides intensive study of a wide range of writing between 1837 and 1901, including the development of the realist novel, the problematic status of poetry, and the rise of women writers and to provide a context for such study in the light of the social and religious changes of the period.</td>
</tr>
</tbody>
</table>

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## Core and selected optional modules overview

### Year Three

<table>
<thead>
<tr>
<th>Module title</th>
<th>Semester</th>
<th>Credit</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Almost Shakespeare</td>
<td>2</td>
<td>15</td>
<td>Introduces you to a range of ‘offshoot’ texts that rework Shakespeare’s plays in a number of formats and genres (fiction, poetry, drama, graphic literature, and film) produced by writers from Britain, America, and elsewhere throughout the twentieth century. We examine questions of influence, reception, and intertextuality in these ‘offshoot’ texts, which have a life and status different from straightforward ‘adaptations’, and consider how these works are derivative yet ‘original’ and distinct as literary works.</td>
</tr>
<tr>
<td>American poetic writing since 1930</td>
<td>2</td>
<td>30</td>
<td>Explores and explains the prominence of such poets as Wallace Stevens, Elizabeth Bishop, Robert Lowell and Allen Ginsberg in 20th-century American poetry; familiarises students with the work of some of their representative inheritors and followers in the “Confessional”, “Beat” and “New York” schools; addresses the major concerns of the American tradition in the wake of Modernism; analyses parallel and later developments.</td>
</tr>
<tr>
<td>Analysing discourse</td>
<td>1</td>
<td>30</td>
<td>Equips you with a knowledge of how discourse works at linguistic, metalinguistic, and paralinguistic levels. You will be exposed to a wide range of discourse types, and will learn methodologies (and their theoretical bases) available for analysing them, especially with a view to exposing meanings which would otherwise remain hidden.</td>
</tr>
<tr>
<td>Attitudes to English</td>
<td>1</td>
<td>30</td>
<td>Gain an understanding of the most important ideological trends that have shaped social attitudes to language change in the history of English (1300-present) and their consequences for the contemporary society (in realms such as the media or education).</td>
</tr>
<tr>
<td>British poetic writing since 1930</td>
<td>1</td>
<td>30</td>
<td>Studies British poetry from 1930-c.1990s; develops skills in close reading, buttressed by an increased understanding of the literary, methodological and historical contexts for poetry writing; focuses on developments of poetry in this period, from the Auden generation of the 1930s, to the poetry of World War II, the movement poets of the 1950s and 1960s, the development of women’s poetry, and the Northern Irish Poetry Revival.</td>
</tr>
<tr>
<td>British writing since 1945</td>
<td>1</td>
<td>30</td>
<td>Introduces you to a range of post-war British writing, and to promote the study of literary experimentation in contemporary British literature. You will consider the literature of this period in a broad cultural and political context and will ask how forms of modern and contemporary identity are represented and contested within the literature and culture of the period. The module explores the relations between literary genres, particularly fiction, drama and the short story.</td>
</tr>
</tbody>
</table>

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[Continued over...]
## Core and selected optional modules overview

### Year Three (continued)

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<tr>
<th>Module title</th>
<th>Semester</th>
<th>Credit</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Children’s literature</td>
<td>1</td>
<td>15</td>
<td>Explore the critical study of children’s literature in a literary academic context; to consider the variety of types of writing for children, the aims of children’s literature, dominant motifs and the question of a tradition, concentrating on writing from the “golden age” of children’s literature (late C19th); to explore the relation of such material to adult literature and the popularity of writing for children among an adult audience. By the end of the module you will be able to demonstrate an understanding of, and ability to discuss in an informed way, the breadth of children’s literature and recurrent themes and within it an awareness of the development of children’s literature as a topic for academic literary study as an informed appreciation of the literary value of the texts considered.</td>
</tr>
<tr>
<td>Creative writing (poetry)</td>
<td>1</td>
<td>15</td>
<td>Gives you an opportunity to develop practical poetry writing skills in conjunction with the development of critical readings of poetry. The aim is to make you aware of the function and importance of the drafting process and to establish awareness of the writing process.</td>
</tr>
<tr>
<td>Creative writing (prose)</td>
<td>2</td>
<td>15</td>
<td>Gives you an opportunity to develop practical prose writing skills in conjunction with the development of critical and theoretical reading in relation to prose genres. It allows you to extend your awareness of the function and importance of the drafting process in relation to prose and to foster independent reading of contemporary literature in prose.</td>
</tr>
<tr>
<td>Dickens</td>
<td>1</td>
<td>15</td>
<td>Develops your ability to analyse literary texts and to encourage an awareness of the issues and conditions which inform the critical reception of literary texts. Through detailed study of a representative selection of Dickens’s early and late novels, you will become familiar with the development of a major writer and his contribution to Victorian literature and culture.</td>
</tr>
<tr>
<td>Fin de siècle</td>
<td>2</td>
<td>30</td>
<td>This module investigates literature, culture and art at the turn of the Victorian century; you will be required to read texts touching on such diverse topics as decadence, empire, psychoanalysis, occultism, and suffragettism. The module aims to encourage you to broaden and deepen your understanding of the late-Victorian period and the diverse cultural movements and trends associated with it through the study of a wide variety of written and visual texts; to facilitate research skills and the use of a range of primary non-literary materials in relation to literary texts; to provide you with a contextualised understanding of the fin-de-siècle period in relation to both the Victorian period in general and the subsequent period of Modernist experimentation; to investigate the validity of identifying fin-de-siècle culture as ‘separate’ from mainstream Victorianism and Modernism, and critically to assess claims for its distinctive aesthetic, political, social and ethical concerns.</td>
</tr>
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<tr>
<td>Gothic fiction and film</td>
<td>1</td>
<td>30</td>
<td>You will develop a broader understanding of the historical development of the gothic genre and its relationships to other literary and cinematic genres. The module will broaden and deepen your understanding of relationships between literature, film and other visual and technological media. You will be encouraged to interrogate definitions of gothic and to evaluate both the distinctive characteristics and conventions of the genre and the stability of boundaries between gothic and other literary and cinematic genres.</td>
</tr>
<tr>
<td>Language and gender</td>
<td>2</td>
<td>30</td>
<td>The module will begin with a theoretical overview that will introduce key concepts and major studies in language and gender research. Then, the role of gender in a number of different contexts will be addressed.</td>
</tr>
<tr>
<td>Language and literature</td>
<td>2</td>
<td>30</td>
<td>This module combines the linguistic and literary approaches to the study of literary texts, introducing students to the linguistic methods for the analysis of literary texts. You will contest the effectiveness of different analytical approaches. The module also encourages you to combine theories and literary texts of their own choosing in an imaginative and original way.</td>
</tr>
<tr>
<td>Medieval boundaries</td>
<td>1</td>
<td>30</td>
<td>Over the course of the module you will acquire the capacity to read and discuss certain medieval models of experience and visualisation and relate these to modern attitudes and so be able to discuss critical and theoretical perspectives on literature, images and culture in the context of medieval studies. By the end of the module you should have attained knowledge of a variety of medieval literary genres and be able to discuss the reception of medieval literature in post-medieval cultures.</td>
</tr>
<tr>
<td>Postcolonial</td>
<td>1</td>
<td>15</td>
<td>Develop a knowledge of the historical impact of British colonisation and colonial discourse on the literary culture of a range of countries located in Africa, South Asia and the Angophone Caribbean.</td>
</tr>
<tr>
<td>Shakespeare: page, stage, screen</td>
<td>1</td>
<td>30</td>
<td>Introduces both a more advanced and dynamic way of understanding Shakespearean drama by looking at the plays in relation to textual/editorial and theatrical practice, as well as cinematic adaptation. Assesses how our interpretations of Shakespeare’s plays might both inform and be informed by specific questions of editing, staging, directing, and adaptation; how the texts of the plays appeared in Shakespeare’s own time, and how and why modern editors have dealt with them subsequently; explores how original printed texts, sources, and subsequent adaptations of Shakespeare’s plays can develop our knowledge and understanding of his dramatic art and stagecraft; examines the treatment of the plays studied in later editions and adaptations, as well as in later performances, on stage and on film.</td>
</tr>
</tbody>
</table>

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### Core and selected optional modules overview

**Year Three** *(continued)*

<table>
<thead>
<tr>
<th>Module title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Talking pictures</td>
<td>1</td>
<td>30</td>
<td>Develop an understanding of a range of texts within the tradition of comics, pictorial narrative and graphic literature. They gain a sense of the possible relationships between visual and verbal exposition and narrative form, and develop an understanding of the cultural, intellectual and historical contexts of comics and graphic literature.</td>
</tr>
<tr>
<td>The novel 1740–1830</td>
<td>2</td>
<td>30</td>
<td>This module is for anyone interested in the novel. It covers much of the same period as the module ‘Romantic and pre-Romantic literature’, but with an emphasis on novels rather than poetry. For students who have studied Milton to Johnson, this picks up the story of what happened to the novel after Defoe and Richardson. This is the story of how the novel got to the point where writers such as the Brontës and Dickens could appear. Topics covered will typically include prose fictions from the period 1740-1824, with particular attention to the interwoven issues of realism and counterrealism, genre and narrative; sensibility, education; the gothic and the supernatural.</td>
</tr>
<tr>
<td>Varieties of Northern English</td>
<td>2</td>
<td>30</td>
<td>Through this module you will be given the opportunity to familiarise yourself with the origins of Northern English and their role in the development of modern standard English. The aim is to raise your critical awareness of language variation and equip you with the theoretical tools that will enable you to conduct your own case study and analyse original data.</td>
</tr>
<tr>
<td>Women writers</td>
<td>2</td>
<td>30</td>
<td>Over the course of the module you will have had the opportunity to develop a written style that suits your own particular outlook on and interests in women’s writing and the opportunity it offers to create new modes of expression or argument. By the end of the module you will have acquired experience in selecting and completing essays on topics of your own choice and gained an understanding of what makes a feasible and interesting subject for an essay of 3,000 words.</td>
</tr>
</tbody>
</table>

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Honours Select

Honours Select offers an innovative way to study more than one subject and create your own degree based on your academic strengths and interests.

English students have the opportunity to study two subjects on a Joint Honours (50:50) basis or as Major/Minor (75:25), focusing 75% of your time on your Major subject and 25% of your time on your Minor.

**Why combine subjects?**
We consulted widely with employers and careers experts when developing the Honours Select programme, and they strongly supported the emphasis on flexibility, breadth and multidisciplinary skills as a valuable addition to the strong Single Honours programme.

Subjects which combine particularly well with English include:
- Communication and Media
- History
- Modern languages
- Music
- Philosophy
- Politics.

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**Study abroad**
Students studying under Honours Select can still apply to study abroad, as long as both subjects have compatible partners. See [www.liverpool.ac.uk/goabroad](http://www.liverpool.ac.uk/goabroad) for more information.

**Build your programme**

<table>
<thead>
<tr>
<th>100</th>
<th>100% Single Honours</th>
<th>Specialise in one subject and immerse yourself in something you’re passionate about.</th>
</tr>
</thead>
<tbody>
<tr>
<td>75  + 25</td>
<td>75:25 Major/Minor</td>
<td>Complement your Major with something you’ve always been interested in, or that could enhance your career prospects.</td>
</tr>
<tr>
<td>50  + 50</td>
<td>50:50 Joint Honours</td>
<td>Choose two areas of strength to broaden your horizon and career options.</td>
</tr>
</tbody>
</table>

Upon graduation you will receive a certificate that clearly credits the one or two subjects you chose to study.
Exam tips by Rebecca Drury English BA (Hons)

Now, I know that there are many resources that provide helpful revision tips and techniques, but I have found that no matter how coordinated my highlighters, how many times I reread information, or how strictly I try to keep to the conventional methods of revision, there are always some things that will hinder my quest for that First. So here are my, slightly unorthodox, revision tips:

1. Move away from your phone and sign out of Facebook and Twitter!
2. Stock up on the essentials
3. Preparation is key here. Get comfy, surround yourself with everything you need: pens, pencils, books, laptop, notes, and anything else you may require, because if you’re anything like me you will use any excuse to get up and put off the inevitable. Make sure you have a drink at hand and preferably some Maltesers. Or your chocolate of choice, whatever, chocolate is definitely allowed, and I believe should be actively encouraged during revision sessions.

Seriously. Do it, now. Social networking is the nemesis of revision.
People thrive with encouragement. Encourage yourself to work hard and reap the benefits. One of my favourite things to do is to write myself little quotes in between my revision notes to encourage my future self to keep going. Simple, but instantly uplifting and inspirational, depending on your choice of quote, of course...

The Chase is not going to help you ace your exams. Don’t try to convince yourself that watching game shows is educational, or that SparkNotes will help you more than the secondary reading will. It’s not, and it won’t. Stay focused and be honest, we all know that however tedious, there really is nothing more useful than doing all that reading.

No matter how many tips you’re given to make memorising everything that you need easier, nothing is going to help as much as remembering why you’re doing this. The late night studying, the staying in and reading, the rejection of all things fun, it doesn’t last forever and it WILL be worth it in the end. Remember why you want this and know that you can do it.

Good luck!
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Undergraduate enquiries and applications: T: +44 (0)151 794 5927

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