English
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Why choose English at Liverpool?

We are a research-led department that covers all aspects of the study of English at university level: literature, language and creative writing. Delivered by leading experts who are at the cutting edge of contemporary research, the English curriculum at Liverpool embraces a variety of periods and genres, and adopts a range of approaches to understanding the ways in which the English language works.
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 English degree programmes are also valued by employers who recognise the skills our students develop, including teamwork, project design, critical thinking, proficiency in text analysis and communication and presentation skills.

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. Language modules cover topics ranging from the history, contexts and regional variations of English to child language acquisition and multilingualism. Our Creative Writing modules are provided by a group of award-winning writers.

Share ideas in our small group tutorials
We are committed to small group teaching. This encourages a more rewarding learning experience, where ideas are shared and explored with your peers and tutors.

Debate with leading academics in the field
Our tutors are all respected academics — including four BBC ‘New Generation Thinkers’. Our teaching is research-led, which means not only will you be challenged intellectually but your own research skills will be fostered and encouraged.

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 one of our many worldwide partners in Canada, America, Europe, Hong Kong or Australia. For more information, visit liverpool.ac.uk/goabroad

Year in China
The Year in China is the University of Liverpool’s exciting flagship programme offering 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 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. Tutorials allow for discussion of key readings, concepts and ideas, typically in groups of up to nine students. 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.
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

#### Good to know

- **170**
  first year students (2018).

- **10th**
  Ranked 10th in the UK for 4* and 3* research (THE 2014).

- **99%**
  are employed or in further study within six months of graduating (DLHE 2016/17).

#### Four ‘New Generation’ thinkers

Staff at Liverpool are internationally renowned for their work, as evidenced by the presence of four BBC ‘New Generation’ thinkers within the department.

- We offer study abroad opportunities.
- We offer a Year in China.
- We offer Joint Honours combinations through Honours Select (see page 20).
- We offer the chance to study a language, including as a named degree programme (see page 21).
Student Support at the School of the Arts

As an English student you will be part of the School of the Arts, situated in beautiful Abercromby Square. Within the School of the Arts you will find a dedicated student support team, offering guidance and advice all the way from enrolment through to your graduation.

Open 9:00am to 4:30pm, Monday to Friday, the Student Support Centre provides the following support:

Learning and Teaching Support
Starting university is a major step in any student’s life. Our Learning and Teaching Support Officers are on hand to help anyone experiencing difficulties – whether that’s meeting deadlines or settling in to their new surroundings – in a friendly and confidential environment. They can also provide guidance on applying for extenuating circumstances or extensions.

Careers & Employability
We run a Work Experience module (SOTA300) and will support students in finding a suitable placement with one of our many partner organisations. A School Employability Support Award is also available to those who may require financial aid to undertake any career-related activities.

Study Abroad
From summer schools to a year abroad, our Study Abroad Officer can advise you on finding and applying for an exchange opportunity. We also deliver activities to help familiarise incoming exchange students with their new surroundings.

Disability Support
Our Departmental Disability Contacts (DDC) work collaboratively with the University’s Disability Advice and Guidance team to develop support strategies and plans for students who require reasonable adjustments. The Learning and Teaching Support Officers also act as School-level DDCs and can help make referrals to the appropriate student support services for advice and guidance on declaring a disability, arranging tests, and meeting with the Disability Advisers.

Live Chat
Alongside appointments and drop-in sessions, the Student Support team can also be contacted via a live chat function, with dedicated weekly slots for Learning and Teaching Support, Placements and Employability, and Study Abroad.
| Time  | Monday                                | Tuesday                                    | Wednesday                          | Thursday                                    | Friday                                         | Saturday                                    | Sunday                                   |
|-------|---------------------------------------|--------------------------------------------|-------------------------------------|---------------------------------------------|-----------------------------------------------|--------------------------------------------|
| 09.00 | Library – working on essay            | Close reading lecture                      | Library – preparation for tutorial  | Reading                                     | Format, spell-check, presentation check of essay for Literature in time | Work on essay for subsidiary subject       |
| 10.00 | Feedback on essay with tutor          | Close reading tutorial                     | Literature in time tutorial         |                                             |                                               |                                            |
| 11.00 | Meet with personal tutor              | Meeting to work on group task              |                                     |                                             |                                               |                                            |
| 12.00 | Library – working on essay            | The School of Music lunchtime concert series |                                     |                                             |                                               |                                            |
| 13.00 | Literature in time lecture            | University sports event                    | Lecturer’s consultation hour        |                                             |                                               |                                            |
| 14.00 | Library work for tutorial             | Introduction to language study lecture     | Research in library for tutorial     |                                             |                                               |                                            |
| 15.00 | Introduction to language study lecture| University sports event                    |                                     |                                             |                                               |                                            |
| 16.00 | Background reading for lectures this week | Careers workshop in Guild on CV writing     |                                     |                                             |                                               |                                            |
| 17.00 |                                       |                                            |                                     |                                             |                                               |                                            |
| 18.00 | Guild comedy club                      |                                            |                                     |                                             |                                               |                                            |
| 19.00 |                                       |                                            |                                     |                                             |                                               |                                            |
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, while some pursue careers in teaching English as a foreign language.

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

Work experience opportunities
We offer a 30 credit, year-long module (SOTA300) which incorporates a 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 MA programmes, or 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 graduate 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 with and in relation to others
- have the ability to gather, sift and organise material independently and critically, and evaluate 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 developed the potential to utilise all of these skills in appropriate ways in your subsequent career.
Degrees

Programmes at-a-glance

<table>
<thead>
<tr>
<th>Programme</th>
<th>UCAS code</th>
<th>Year(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English BA (Hons) Q300</td>
<td>Q300</td>
<td>3 years</td>
</tr>
<tr>
<td>English Language BA (Hons) Q310</td>
<td>Q310</td>
<td>3 years</td>
</tr>
<tr>
<td>English Literature BA (Hons) Q320</td>
<td>Q320</td>
<td>3 years</td>
</tr>
</tbody>
</table>

See liverpool.ac.uk/study/undergraduate/courses for current entry requirements.

English BA (Hons) Q300

UCAS code: Q300
Programme length: 3 years

The BA English degree programme gives you the flexibility to combine the study of Literature and Language in a balance that suits you, and offers optional modules in Creative Writing in Years Two and Three.

Our Literature modules cover 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.

Programme in detail
Year One introduces key skills necessary for the advanced study of English Literature and Language. You will study the historical developments of the English language and of literatures in English, alongside approaches to textual analysis and interpretation. Year One modules will also introduce key study skills including academic writing and independent learning.

In Years Two and Three, you will have the freedom to plan the specific path that you follow through the programme. We constantly monitor the curriculum and the modules on offer to ensure that the programme reflects current developments in the subject, and conforms to national requirements.

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, while 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. Modules available examine the literatures of specific historical periods, eg the medieval, Victorian, or modernist, or areas of language study including child language acquisition or psycholinguistics.

In Year Three the emphasis is on specialisation within different literary genres and on the social, legal and other contexts of English language. You will also develop skills of independent research – for instance, by choosing to write a dissertation on a topic of your own design – and you will also have the option to take a work placement module that will give you workplace experience with an organisation relevant to your degree.

Continued over...
Key modules

Year One
Optional modules to the value of 120 credits, to include at least 90 credits of English modules and at least 30 credits each of Literature and Language.

See modules at a glance, pages 10-11.

Year Two
Optional modules to the value of 120 credits.

See modules at a glance, pages 10-13.

Year Three
Optional modules to the value of 120 credits, which may include a dissertation on a subject of your own choice for 30 credits.

See modules at a glance, pages 14-19.

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, and study a range of approaches to the analysis of language with tutors who are active and innovative researchers in the field.

Programme in detail
Year One focuses on building key skills and knowledge to prepare you for more specialised study. You will explore the history, development and contexts of the English language and will have the opportunity to apply methods of language analysis to literary texts and other media.

In Years Two and Three, you will be able to choose specialist modules in topics such as psycholinguistics, language and gender, the history of the language, and the relationships between language and literature. Many of our modules are based on the research specialisms of our academic staff, allowing you to study topics such as forensic linguistics, multilingualism and regional variations in English with leading researchers in the field. Year Three also includes an option to write a dissertation on a research project of your own design, or to do a work placement with an organisation relevant to your degree through the SOTA300 module.

Year One
Compulsory modules to the value of 90 credits. Your remaining credits will be taken from a range of options.

See modules at a glance, pages 10-11.

Year Two
Optional modules to the value of 120 credits.

See modules at a glance, pages 10-13.

Year Three
Optional modules to the value of 120 credits, which may include a dissertation on a subject of your own choice for 30 credits.

See modules at a glance, pages 14-19.

English Literature BA (Hons) 🔷
UCAS code: Q320
Programme length 3 years

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 a detailed knowledge of literatures from a range of historical periods, while also developing skills of textual analysis and critical thinking.
Programme in detail

In Year One, you will develop key skills and subject knowledge that will equip you for more advanced and specialised modules in the later years of the degree. You will explore the ways in which literary texts and themes are rewritten and reinterpreted in different historical and cultural contexts. You will consider how literary texts interact with and speak to their own and other social contexts, what it means to interpret texts, and how meanings emerge from our reading.

Year Two will give you the opportunity to study texts from particular literary periods, ranging from the medieval to the modern.

These modules will help you to develop a detailed understanding of the range of literatures written in a particular period, and the ways in which they relate to wider social, artistic and political contexts. Modules in Year Three allow further specialisation, with focus on specific genres, such as children’s literature, Noir, or the Gothic, and on advanced study of literary periods that considers matters such as reception, translation and adaptation. You will also have options to study modules in creative writing.

Year Three also includes an optional dissertation module, which allows you to work on a research project of your own design; and the option to undertake a work placement with an organisation relevant to your degree through the SOTA300 module.

Year One
Compulsory modules to the value of 60 credits.
Your remaining credits will be taken from a range of options.

See modules at a glance, pages 10-11.

Year Two
Optional modules to the value of 120 credits.

See modules at a glance, pages 10-13.

Year Three
Optional modules to the value of 120 credits, which may include a dissertation on a subject of your own choice for 30 credits.

See modules at a glance, pages 14-19.

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)
Modules at a glance
Core and selected optional modules overview Year One

<table>
<thead>
<tr>
<th>Module title</th>
<th>Q300</th>
<th>Q310</th>
<th>Q320</th>
<th>Semester</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitudes to English ENGL106</td>
<td>C</td>
<td></td>
<td>O</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>Close reading ENGL103</td>
<td>C</td>
<td>O</td>
<td></td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>English language in context ENGL116</td>
<td>C</td>
<td></td>
<td>O</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>Introduction to English language study ENGL107</td>
<td>C</td>
<td></td>
<td>O</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td>Introduction to stylistics ENGL105</td>
<td>C</td>
<td></td>
<td>O</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>Literature in time ENGL111</td>
<td>C</td>
<td></td>
<td>O</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>Shakespeare: ways of thinking ENGL112</td>
<td>C</td>
<td></td>
<td>O</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>Ways of reading ENGL113</td>
<td>C</td>
<td></td>
<td>O</td>
<td>2</td>
<td>15</td>
</tr>
</tbody>
</table>

Please note: modules are illustrative only and subject to change.

Core and selected optional modules overview Year Two

<table>
<thead>
<tr>
<th>Module title</th>
<th>Q300</th>
<th>Q310</th>
<th>Q320</th>
<th>Semester</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>American literature ENGL201</td>
<td>C</td>
<td></td>
<td>O</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td>“A terrible beauty”: the life and works of WB Yeats ENGL299</td>
<td>O</td>
<td></td>
<td>O</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td>Child language acquisition ENGL256</td>
<td>O</td>
<td></td>
<td>O</td>
<td>2</td>
<td>30</td>
</tr>
</tbody>
</table>

Please note: modules are illustrative only and subject to change.

Key:  C: Core  O: Selected optional modules
Module description

Considers 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.

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 use appropriate vocabulary.

Equips students with key concepts in linguistic analysis, introduces the importance of context in shaping language and considers the communicative purposes served through language use.

Develops specialist skills in the linguistic analysis of language data which will enable students to identify and describe examples of linguistic variation in English. Students will develop specialist skills allowing them to select the correct phonetic symbols (from the International Phonetic Alphabet) and linguistic terminology when discussing linguistic phenomena.

Introduces students to the study of literary linguistics (also known as stylistics); familiarises students with several key ideas in language study; equips students to understand and explain how language works in a wide range of texts; provides students with the tools to analyse literary texts in a precise and rigorous manner.

Examines the relationship between writing and different kinds of context (historical, biographical, print). Covers each of the major periods of English literature from the Middle Ages onwards and examines the impact of Biblical themes and ideas on literary texts throughout the centuries.

Examines a range of Shakespeare’s plays and the cultural and historical contexts in which they were originally produced, read, and performed.

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.

Module description

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.

Examines the work of Yeats in the context of Irish and British historical change.

Introduces the scope, history, and the main findings of the field; familiarises students with the most important theoretical and methodological issues in the area of child language acquisition; enables critical reflection on the representation of child language research in popular media.

Continued over...
Core and selected optional modules overview *Year Two* (continued)

<table>
<thead>
<tr>
<th>Module title</th>
<th>Q300</th>
<th>Q310</th>
<th>Q320</th>
<th>Semester</th>
<th>Credit</th>
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<tbody>
<tr>
<td>Creativity <em>ENGL275</em></td>
<td>O</td>
<td>O</td>
<td>O</td>
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<td>30</td>
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<tr>
<td>Friars, whores and rovers: drama 1580-1640 <em>ENGL213</em></td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>1</td>
<td>30</td>
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<tr>
<td>Irish fiction <em>ENGL298</em></td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td>Language in society <em>ENGL276</em></td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>1</td>
<td>30</td>
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<tr>
<td>Medieval narratives <em>ENGL270</em></td>
<td>O</td>
<td>O</td>
<td>O</td>
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<td>30</td>
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<tr>
<td>Modernist literature: 1900-1945 <em>ENGL232</em></td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>2</td>
<td>30</td>
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<tr>
<td>Pragmatics <em>ENGL274</em></td>
<td>O</td>
<td>O</td>
<td>O</td>
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<tr>
<td>Psycholinguistics <em>ENGL202</em></td>
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<td>O</td>
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<tr>
<td>Renaissance poetry and prose <em>ENGL236</em></td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>2</td>
<td>30</td>
</tr>
<tr>
<td>Restoration and 18th century literature: poetry, prose and drama 1660-1789 <em>ENGL272</em></td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td>Romantic literature <em>ENGL218</em></td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>2</td>
<td>30</td>
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<tr>
<td>The history of English: variation and change <em>ENGL221</em></td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>1</td>
<td>30</td>
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<tr>
<td>Victorian literature <em>ENGL243</em></td>
<td>O</td>
<td>O</td>
<td>O</td>
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<td>30</td>
</tr>
</tbody>
</table>

Please note: modules are illustrative only and subject to change.
Module description

Creativity
ENGL275
O O 1 30
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 and develops writing skills in conjunction with the development of critical and theoretical reading.

Friars, whores and rovers: drama 1580-1640
ENGL213
O O 1 30
Introduces you to the variety of interesting and important theatre in the period 1580-1640 and encourages an intelligent analysis of drama as a genre, involving the ability to respond to the plays via a number of different approaches.

Irish fiction
ENGL298
O O 1 30
Introduces Irish fiction in the 20th and 21st centuries, including studying the novel and short fiction in their various forms; explores the relationship between these forms and the cultural and historical contexts in which they arose.

Language in society
ENGL276
O O 1 30
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.

Medieval narratives
ENGL270
O O 2 30
Over the course of the module you will acquire the capacity to read and discuss certain medieval models of experience and visualisation and to 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.

Modernist literature: 1900-1945
ENGL232
O O 2 30
Explore the work of experimental writers responding to the 20th 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.

Pragmatics
ENGL274
O O 2 30
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 module will encourage you to consider the relative merits of different pragmatic theories as analytical approaches.

Psycholinguistics
ENGL202
O O 1 30
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.

Renaissance poetry and prose
ENGL236
O O 2 30
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 16th and early 17th centuries.

Restoration and 18th century literature: poetry, prose and drama 1660-1789
ENGL272
O O 1 30
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.

Romantic literature
ENGL218
O O 2 30
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.

The history of English: variation and change
ENGL221
O O 1 30
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.

Victorian literature
ENGL243
O O 1 30
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 provides a context for such study in the light of the social and religious changes of the period.
## Core and selected optional modules overview Year Three

<table>
<thead>
<tr>
<th>Module title</th>
<th>Q300</th>
<th>Q310</th>
<th>Q320</th>
<th>Semester</th>
<th>Credit</th>
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<tr>
<td>Almost Shakespeare <strong>ENGL359</strong></td>
<td>O</td>
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<td>American poetic writing since 1930 <strong>ENGL302</strong></td>
<td>O</td>
<td>O</td>
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<tr>
<td>Analysing discourse <strong>ENGL307</strong></td>
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<tr>
<td>British poetic writing since 1930 <strong>ENGL305</strong></td>
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<tr>
<td>British writing since 1945: fiction and drama <strong>ENGL314</strong></td>
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<tr>
<td>Children's literature <strong>ENGL373</strong></td>
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<tr>
<td>Creative writing (poetry) <strong>ENGL372</strong></td>
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<td>Creative writing (prose) <strong>ENGL377</strong></td>
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<tr>
<td>Dickens <strong>ENGL389</strong></td>
<td>O</td>
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<tr>
<td>Dissertation (Semester One, Two or One and Two)</td>
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<td>O</td>
<td>O</td>
<td>1/2/1 and 2</td>
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<tr>
<td>Gothic fiction and film <strong>ENGL325</strong></td>
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</table>

Please note: modules are illustrative only and subject to change.

**Key:**  C: Core  O: Selected optional modules
Module description

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 20th 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.

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.

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.

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.

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.

Explores 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.

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.

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.

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.

Gives students the opportunity to carry out independent study at an advanced level, with appropriate support, into a topic of interest to them. Builds on students’ existing research skills and their knowledge base from other modules.

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.

Continued over...
## Core and selected optional modules overview Year Three (continued)

<table>
<thead>
<tr>
<th>Module title</th>
<th>Q300</th>
<th>Q310</th>
<th>Q320</th>
<th>Semester</th>
<th>Credit</th>
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<tbody>
<tr>
<td>Introduction to TESOL in a global context ENGL303</td>
<td>O</td>
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<tr>
<td>James Joyce: a writing life ENGL499</td>
<td>O</td>
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<tr>
<td>Language and gender ENGL400</td>
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<tr>
<td>Language and globalisation ENGL430</td>
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<tr>
<td>Language and literature ENGL383</td>
<td>O</td>
<td>O</td>
<td>O</td>
<td>1</td>
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<tr>
<td>Language and the law: a course in forensic linguistics ENGL312</td>
<td>O</td>
<td>O</td>
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<tr>
<td>Language and the mind: an introduction to cognitive linguistics ENGL342</td>
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<tr>
<td>Literature, science and science fiction ENGL403</td>
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<tr>
<td>Medieval boundaries: text, image ENGL375</td>
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<tr>
<td>Millennial literature and culture ENGL301</td>
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<tr>
<td>Modern American fiction ENGL331</td>
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<tr>
<td>Noir: literature, film, art ENGL321</td>
<td>O</td>
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<tr>
<td>Postcolonial literature and theory ENGL401</td>
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<tr>
<td>Renaissance rough guides ENGL392</td>
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<tr>
<td>School of the Arts work placements module SOTA300</td>
<td>O</td>
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<td>O</td>
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</tbody>
</table>

Please note: modules are illustrative only and subject to change.

**Key:** C: Core O: Selected optional modules
Module description

This module is intended for students who are interested in the possibility of pursuing a career in teaching English as a Foreign Language (EFL), and aims to provide students with an introduction to the principles and practice of EFL teaching.

Develops an understanding of the works of James Joyce at an advanced level, the historical and sociological context of his work alongside an understanding of his life.

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.

Develops an appreciation of the often unexpected and complex ways language and communication are involved in the globalisation process.

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.

This practical module develops a set of methods for examining the links between language and the law in all its form.

Develops a critical understanding of the theories and concepts in Cognitive Linguistics and their application to neighbouring fields; develops the ability to analyse language with Cognitive Linguistics “tools” and methods.

Enhances students’ understanding of the relationship between literature and science; and the problems and insights raised by an interdisciplinary approach to the study of literature in its scientific context. Uses literature to think about science in its social and political context across different historical periods and its relationship to issues such as religion, class, climate change, artificial intelligence and genetic engineering.

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.

Explores a cross-section of international literature (fiction and non-fiction) from 1990 to the present day and the concept of ‘millennial culture’ as scholarly discipline.

Offers a critical exploration of the American novel in the 20th and early 21st century. Sets out to reveal the thematic concerns and narrative modes linking different works in this area, and considers writers’ treatment of ethnic minorities, rural displacement, technological progress and - in particular - their stance towards America.

Develops an understanding of the range of writing, film and art in the genre of Noir; the relationships between literary and non-literary, particularly visual, media; an understanding of the political, intellectual and historical contexts of Noir.

Develops 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 Anglophone Caribbean.

Explores the range of travel-related writing produced in England in the 16th and 17th centuries. Investigates the ways in which such texts engaged with real cultural and political changes, including Renaissance England’s connections with other nations in both the Old world and the New, and the construction of concepts such as ‘Englishness’ and the ‘foreign’.

Provides an opportunity for students to gain credit for experience gained in a placement with a business, public sector or voluntary organisation or cultural provider. As an alternative, and when the opportunity is available, students may also start up their own enterprise schemes.

Continued over...
## Core and selected optional modules overview Year Three (continued)

<table>
<thead>
<tr>
<th>Module title</th>
<th>Q300</th>
<th>Q310</th>
<th>Q320</th>
<th>Semester</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shakespeare: page, stage, screen <strong>ENGL368</strong></td>
<td>O</td>
<td>O</td>
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<tr>
<td>Talking pictures <strong>ENGL362</strong></td>
<td>O</td>
<td>O</td>
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<tr>
<td>The Fin de Siecle: literature and culture 1880-1910 <strong>ENGL395</strong></td>
<td>O</td>
<td>O</td>
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<tr>
<td>The novel: 1740-1830 <strong>ENGL386</strong></td>
<td>O</td>
<td>O</td>
<td>2</td>
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<tr>
<td>Varieties of Northern English <strong>ENGL308</strong></td>
<td>O</td>
<td>O</td>
<td>2</td>
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<tr>
<td>War writing <strong>ENGL488</strong></td>
<td>O</td>
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<tr>
<td>Women writers <strong>ENGL347</strong></td>
<td>O</td>
<td>O</td>
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</tr>
</tbody>
</table>

Please note: modules are illustrative only and subject to change.

**Key:** C: Core  O: Selected optional modules
### Module description

**Shakespeare: page, stage, screen (ENGL368)**

Introduces 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.

**Talking pictures (ENGL362)**

Develops an understanding of a range of texts within the tradition of comics, pictorial narrative and graphic literature. Students 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.

**The Fin de Siècle: literature and culture 1880-1910 (ENGL395)**

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.

**The novel: 1740-1830 (ENGL386)**

This module is for anyone interested in the novel. 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.

**Varieties of Northern English (ENGL308)**

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.

**War writing (ENGL488)**

Explores how “wartime” and “peacetime” are imagined by 20th and 21st century writers.

**Women writers (ENGL347)**

Over the course of the module you will have the opportunity to develop a written style that suits your own particular outlook on and interests in women’s writing, and 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.
Choice and flexibility
At Liverpool, we realise choosing a subject to study at university can be a daunting task, and we understand that a lot can change once you start studying. That’s why we give you the choice to study one or two subjects and, for the majority of combinations, allow you the opportunity to change your programme by a 25% increment at the end of your first year.

Through Honours Select, after studying your chosen two subjects at equal weighting in Year One, you can then choose to continue with both subjects at 50% or increase/decrease subject weighting by 25%.

How does it work?
Look at the grid on liverpool.ac.uk/study/undergraduate/courses/honours-select and choose your first subject of interest from the vertical list, working across the grid to see if it is available in combination with your second subject of interest on the horizontal list. Available combinations will show the relevant UCAS code.

Entry requirements
For the majority of Joint Honours (50:50) combinations, the entry requirement is ABB. The exceptions are where both subjects have an entry requirement of BBB, in which case the joint entry (50:50) requirement will also be BBB. You will need to satisfy the subject specific entry requirements, including GCSE, for both subject areas.

Popular programme combinations
Our most popular Joint Honours combinations available are:
- English and Communication & Media (QP39)
- English and History (QV31)
- Film Studies and English (P3Q3)
- English and French (QR31)
- English and Philosophy (QV35)
- English and Game Design Studies (I620)
- English Language and Game Design Studies (I621)
- English Literature and Game Design Studies (I622).

See all available combinations at liverpool.ac.uk/honours-select

Game Design Studies
The School of the Arts’ new component in Game Design Studies can be studied as a Minor (25%) or Joint (50%) subject alongside English, English Language, and English Literature through Honours Select. Visit liverpool.ac.uk/arts/undergraduate/game-design-studies/ for more information.
Languages at Liverpool

English students have the opportunity to study a language as a named degree programme specialising in language and culture.

This allows you to study a modern language as 25% of your studies, alongside your major subject. The language you’re studying will be listed on your degree certificate along with your major subject. You should apply for these programmes via UCAS. Please see the grid below for available combinations and UCAS course codes.

You are also able to study a language within your degree as a credit bearing module, or modules, and as an extracurricular course on top of your degree. See liverpool.ac.uk/languages for more detail.

### Language combinations leading to a ‘named degree pathway’

<table>
<thead>
<tr>
<th>Language</th>
<th>Basque</th>
<th>Catalan</th>
<th>Chinese</th>
<th>French</th>
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<td>T285</td>
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<td>T296</td>
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</table>
Find out more
liverpool.ac.uk/study

Accommodation: liverpool.ac.uk/accommodation
Fees and student finance: liverpool.ac.uk/money
Life in Liverpool: liverpool.ac.uk/study/undergraduate/welcome-to-liverpool
Student Welfare Advice and Guidance: liverpool.ac.uk/studentsupport
Undergraduate enquiries and applications: T: +44 (0)151 794 5927

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Information provided is correct at time of going to press and is subject to change.