

## Programme specification

### 1. Overview/ factual information

<b>Programme/award title(s)</b>	<ul style="list-style-type: none"> <li>• BA (Honours) English Literature with Linguistics</li> <li>• BA(Ord) – English Literature with Linguistics</li> <li>• Diploma of Higher Education – English Literature with Linguistics</li> <li>• Certificate of Higher Education</li> </ul>
<b>Teaching Institution</b>	Deree - The American College of Greece
<b>Awarding Institution</b>	The Open University (OU)
<b>Date of first OU validation</b>	September 2011
<b>Date of latest OU (re)validation</b>	September 2022
<b>Next revalidation</b>	September 2027
<b>Credit points for the award</b>	360
<b>UCAS Code</b>	
<b>HECoS Code</b>	
<b>LDCS Code (FE Colleges)</b>	
<b>Programme start date and cycle of starts if appropriate.</b>	
<b>Underpinning QAA subject benchmark(s)</b>	English (December 2019) and Linguistics ( October 2019)
<b>Other external and internal reference points used to inform programme outcomes. For apprenticeships, the standard or framework against which it will be delivered.</b>	
<b>Professional/statutory recognition</b>	
<b>For apprenticeships fully or partially integrated Assessment.</b>	
<b>Mode(s) of Study (PT, FT, DL, Mix of DL &amp; Face-to-Face) Apprenticeship</b>	
<b>Duration of the programme for each mode of study</b>	FT – 3 years
<b>Dual accreditation (if applicable)</b>	NECHE - Accredited
<b>Date of production/revision of this specification</b>	April 2022

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities that are provided.

More detailed information on the learning outcomes, content, and teaching, learning and assessment methods of each module can be found in student module guide(s) and the student handbook.

The accuracy of the information contained in this document is reviewed by the University and may be verified by the Quality Assurance Agency for Higher Education.

## 2.1 Educational aims and objectives

The programme is designed, administered and delivered in line with the College's overall principles and mission, as shown below.

### **The American College of Greece mission**

To add distinctive and sustainable value to our students as well as to Greece, American education, Hellenic heritage, and the global community through transformative teaching, scholarship and service SBE mission.

### **English Literature with Linguistics Programme Mission Statement**

The B.A. (Honours) in English Literature with Linguistics offers students exposure to a variety of literary texts, cultures, and ways of thinking and analysing, as well as the opportunity to engage in language study through a variety of elective modules in theoretical and applied linguistics. Students will read a wide range of engaging works of fiction, poetry, drama, and non-fictional prose from the U.K. and the United States as well as from around the world. They will learn to interpret works from a variety of theoretical perspectives and develop an understanding of literary history. Emphasizing academic discourse and research methods of the discipline, the programme prepares students for graduate studies. By providing training in a broad range of skills and competencies, the programme also prepares students for a variety of professions.

More specifically, the B.A. (Honours) in English Literature with Linguistics aims to enable students to:

1. read insightfully a wide variety of literary texts in English from about 1500 to the present;
2. understand the variety of critical and theoretical approaches to the study of literature;
3. develop skills of analysis and interpretation of literary texts;
4. understand the significance of theoretical approaches to the study of language;
5. understand the functions of language and linguistic concepts;
6. analyse linguistic data and test hypotheses;
7. assess the advantages and disadvantages of different learning and teaching methods and strategies;
8. develop, to a high degree of competence, a range of communication skills (oral and written) which are at once subject-specific and transferable, to prepare students for a wide variety of professions;
9. conduct research using both print and electronic sources; to evaluate the usefulness of these sources; and to use these sources legitimately;
10. demonstrate analytical skills together with powers of textual analysis and critical judgment.

### **Learning Outcomes**

Upon completion of the B.A. (Honours) in English Literature with Linguistics, students will be able to demonstrate:

A. Knowledge and Understanding

Students acquire knowledge and understanding of:

1. a substantial number of authors and texts from different periods of literary history, both English and American;
2. the character and conventions of principal literary genres (poetry, drama, fiction);
3. various contexts (historical, social, cultural) within which texts are produced, used and interpreted;
4. the history and development of the English language;
5. various functions of language including social and cultural;
6. the multi-faceted nature of the discipline, and of its complex relationship to other disciplines and forms of knowledge;
7. key critical and theoretical approaches to language and literature;
8. knowledge of the cultural and historical contexts which have shaped the authors and texts studied.
9. theoretical and practical approaches to language learning/acquisition.

B. Cognitive Skills

Students develop cognitive skills (namely reasoning, perception, and intuition). They learn to:

1. read and analyse a variety of texts, including secondary sources and theoretical writings;
2. provide interpretations of texts that are theoretically informed;
3. synthesize knowledge and ideas from a variety of sources and evaluate them critically;
4. think logically and make reasonable judgments based on and supported by evidence.

C. Practical and Professional Skills

Students acquire practical and professional skills that include the ability to:

1. construct and present coherent and persuasive arguments in both oral and written forms;
2. plan and write essays and research papers that make use of critical reading and bibliographic skills appropriate to the discipline;
3. collect, organize and evaluate a variety of print and electronic sources for research;
4. work independently, exhibiting time management and organizational skills.

D. Key/Transferable Skills

Students acquire key/transferable skills that include the ability to:

1. communicate effectively and persuasively orally and in a variety of written forms using appropriate style & register;
2. analyse diverse forms of discourse and texts;
3. work effectively in groups or independently;
4. utilize information technology skills and the ability to access electronic data;
5. demonstrate a measure of knowledge in an array of different social sciences, thus becoming better informed citizens and professionals.

**2.2 Relationship to other programmes and awards**  
 (Where the award is part of a hierarchy of awards/programmes, this section describes the articulation between them, opportunities for progression upon completion of the programme, and arrangements for bridging modules or induction)

This programme specification is part of a US Bachelor's degree programme, awarded with a total of 121 US credits and consisting of:

**Liberal Education Program**

<b>Core Modules</b>	
WP 1010 Introduction to Academic Writing	3
WP 1111 Integrated Academic Writing & Ethics	3
WP 1212 Academic Writing and Research	3
MA Mathematics (basic statistics, college algebra, OR higher)	3
HC 2300 Professional Communication	3
CS 1070 Introduction to information systems <b>or</b> equivalent computer literacy module	3
Any Natural Science with a lab	4
<b>Liberal Education Electives (must meet at least 4 LE competencies)</b>	
LE designated module in STEM/Natural Sciences (without a lab)	3
LE designated modules in the Social and Behavioural Sciences	9
LE designated modules in Humanities	6
LE designated module in Fine and Performing Arts	3
<b>TOTAL</b>	<b>43 cr.</b>

Please see Appendix 1 on p.30 for the Liberal Education curriculum mission.

**2.3 For Foundation Degrees, please list where the 60 credit work-related learning takes place. For apprenticeships an articulation of how the work based learning and academic content are organised with the award.**

N/A

**2.4 List of all exit awards**

- BA (Honours) English Literature with Linguistics
- BA(Ord) – English Literature with Linguistics
- Diploma of Higher Education – English Literature with Linguistics
- Certificate of Higher Education – English Literature with Linguistics

### 3. Programme structure and learning outcomes

*(The structure for any part-time delivery should be presented separately in this section.)*

<b>Programme Structure - LEVEL 4</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensable?</b>	<b>Semester runs in</b>
EN 2216 Introduction to Language EN 2113 Understanding English Grammar EN 2220 Exploring Traditions in English Literature I	15 15 15	<b>SOCIAL SCIENCE OPTIONS</b> <b>Select ONE module from the following:</b> ➤ PS 1000 Psychology as a Natural Science ➤ PS 1001 Psychology as a Social Science ➤ SO 1000 Introduction to Sociology ➤ SO 1001 Sociology of Modern Life	15		
EN 2222 The Making of America: American Literature to 1865 EN 2102 Phonetics & Phonology <b>OR</b> EN 2103 Morphology EN 2263 Understanding Literature	15 15 15	<b>Humanities Option - Select ONE module from the following:</b> ➤ PH 1000 Introduction to Philosophy ➤ PH 2014 Aesthetics	15		
<b>Level 4 Total credit points</b>	<b>90</b>	<b>Level 4 Total credit points</b>	<b>30</b>		

Intended learning outcomes at Level 4 are listed below:

<b><u>Learning Outcomes – LEVEL 4</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>By the end of the programme, students will have knowledge and understanding of:</b></p> <p>A1. a substantial number of authors and/or texts from different periods of literary history, both English and American;</p> <p>A2. the character and conventions of principal literary genres (poetry, drama, fiction);</p> <p>A3. various contexts (historical, social, cultural) within which texts are produced, used and interpreted;</p> <p>A4. the history and development of the English language;</p> <p>A5. various functions of language including social and cultural;</p> <p>A6. the multi-faceted nature of the discipline, and of its complex relationship to other disciplines and forms of knowledge;</p> <p>A7. key critical and theoretical approaches to language and/or literature;</p> <p>A8. knowledge of the cultural and historical contexts which have shaped the authors and the texts studied;</p> <p>A9. the theoretical and practical approaches to language learning/acquisition.</p>	<p>The cohesive and well integrated core modules emphasize the close ties and synergies of literature and language within a broader framework of the humanities and the social sciences.</p> <p>In congruence with the programme’s overall learning outcomes presented in Section 2.1 (p.3), learning and teaching at Level 4 aim to deliver a combination of knowledge and understanding in fundamental areas of English literature and language. Students complete one module that introduces them to literary elements, terminology and variations in form among genres; two modules, one English and one American, that offer an overview of early literary development; an introductory module that explores the nature of language and exposes students to current issues and trends in linguistics; an English grammar module that is a survey of the structure of contemporary English grammar. Students also attain knowledge in philosophy or psychology or sociology by taking a module in the humanities and social sciences.</p> <p>In all levels, assessment of student performance involves a reasonable mix of assessment methods (including seen or unseen in-class examinations, essays, research papers, and independent research projects) and may incorporate “formative” (e.g. writing assignments that provide feedback in order to improve learning) along with “summative” (evaluation that tests whether students have achieved the learning outcomes) evaluation tools.</p>

## Learning Outcomes – LEVEL 4

### 3A. Knowledge and understanding

Formative assessment may take the form of practical exercises, which aim at developing specific skills, and take-home assignments (both written and digital – the latter includes use of wikis, blogs and discussion forums through the Learning Management System (LMS) Blackboard Learn -- among others. Formative assessment does not contribute to the student's grade.

Summative assessment includes seen or unseen exams, oral presentations, portfolio of creative writing, critical essays, etc. Each summative assessment tests different learning outcome(s) of the module.

A detailed mapping of assessment methods used in each module can be found on the Module Assessment table of the Student Handbook.

Formal feedback accompanied by grades is provided in writing to students, immediately following the completion of second marking. Such feedback informs students about the extent to which they have met learning outcomes, identifies areas of strengths and weaknesses, and provides guidance for improvement.

The assessment scheme per module specifies the assessment type and weight for all assessment components, and applies a notional word-count equivalence approach to ensure consistency across modules. All module syllabi are provided as separate documents.

Assessment-related quality assurance processes are of module observed with diligence each year. Assessments are approved by the External Examiner prior to the start of each semester, are sample-marked for consistency, and formally ratified by the Board of Examiners twice per year.

The teaching practice involves active learning in groups of a typical size of 15 to 20 students, encouraging participation through in-class critical examination of

**Learning Outcomes – LEVEL 4**

**3A. Knowledge and understanding**

texts, problem-based discussions, etc. Teaching is also supported by the use of visual and electronic aids. Classes are held for 3 hours per week, for 15 weeks per semester including examination periods. Each semester students spend 40 hours attending classes. In addition, students spend the notional equivalent of 110 hours per semester for studying, including preparing module work, examinations, etc. Thus, student work per semester per module amounts to 150 hours (15 credits). Students are not permitted to register for more than four 15-credit modules each semester or more than 120 credits per academic year.

Teaching is supported by instructors' office hours. All academic staff, regardless of rank, are required to hold one office hour per week per module during semesters. Students are encouraged to make full use of office hours, where they can ask questions, see their exam papers and/or assessed module work, go over lecture material, etc. Although not formally measured, office hours generally tend to be intensively used by students.

Academic staff and students also make use of the Blackboard LMS (Learning Management System) platform, where instructors post lecture notes, additional resources, instructions, announcements etc.

The exact correspondence between the programme's learning outcomes in relation to knowledge and understanding and the teaching and assessment work within individual modules at Level 4 is mapped in the relevant table on p.11.



<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>Upon completion of the programme, students will be able to:</b></p> <p>B1. read and analyse a variety of texts, including secondary sources and theoretical writings;            B2. provide interpretations of texts and/or analysis of linguistic data that are theoretically informed;            B3. synthesize knowledge and ideas from a variety of sources and evaluate them critically;            B4. think logically and make reasonable judgments/hypotheses to be tested by evidence.</p>	<p>The description in 3A underpins learning, teaching and assessment practice in all Levels of study and describes the content-centred aspects of the programme which is linked to the cognitive processes involved in student learning. The breakdown of how learning outcomes are devised for each module demonstrates the programme's focus on developing cognitive skills across all Levels of study.</p> <p>The exact correspondence between the programme's learning outcomes in relation to cognitive skills and the teaching and assessment work within individual modules at Level 4 is mapped in the relevant table on p.11.</p>
<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>Upon completion of the programme, students will be able to:</b></p> <p>C1. construct and present coherent and persuasive arguments in both oral and written forms;            C2. plan and write essays and research papers/projects that make use of critical reading and bibliographic skills appropriate to the discipline;            C3. collect, organize and evaluate a variety of print and electronic sources for research;            C4. work independently, exhibiting time management and organizational skills.</p>	<p>Further to the information in 3A and 3B, learning, teaching and assessments methods gradually expose students to opportunities for developing practical and professional skills (as articulated in the column on the left). This is in line with the philosophy of devising individual modules learning outcomes that require students to reflect on the practical implications.</p> <p>The exact correspondence between the programme's learning outcomes in relation to practical and professional skills and the teaching and assessment work within individual modules at Level 4 is mapped in the relevant table on p.11</p>

<b>3D. Key/transferrable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>Upon completion of the programme, students will be able to:</b></p> <p>D1. communicate effectively and persuasively orally and in a variety of written forms using appropriate style &amp; register;            D2. analyse diverse forms of discourse and texts;            D3. work effectively independently or in groups;            D4. utilize information technology skills and the ability to access electronic data;            D5. Demonstrate a measure of knowledge in an array of different social sciences and humanities, thus becoming better informed citizens and professionals.</p>	<p>Further to the information in 3A, 3B and 3C, the learning and teaching strategy and assessment methods encourage students to apply themselves academically not only in terms of content and cognition, but also in terms of developing skills that are applicable in other areas of their life, including their future academic and professional pursuits.</p> <p>The exact correspondence between the programme's learning outcomes in relation to key / transferrable skills and the teaching and assessment work within individual modules at Level 4 is mapped in the relevant table on p.11.</p>

## Annexe 1 - Curriculum map -

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5	
4	EN 2216 Introduction to Language				✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
	EN 2113 Understanding English Grammar					✓		✓				✓		✓	✓			✓	✓	✓	✓	✓		
	EN 2220 Exploring Traditions in English Literature I	✓	✓	✓	✓	✓					✓			✓	✓	✓		✓	✓	✓	✓	✓		
	EN 2222 The Making of America: American Literature To 1865	✓	✓	✓	✓	✓					✓			✓	✓	✓		✓	✓	✓	✓	✓		
	EN 2263 Understanding Literature	✓	✓			✓					✓			✓	✓	✓		✓	✓	✓	✓	✓		
	EN 2102 Phonetics and Phonology							✓					✓		✓	✓		✓		✓	✓	✓		
	EN 2103 Morphology							✓					✓		✓	✓		✓	✓	✓	✓	✓		
	Social Science Option – Psychology or Sociology															✓	✓		✓		✓	✓	✓	✓
	Humanities Option - Philosophy															✓	✓	✓	✓		✓	✓	✓	✓

### Title of exit award at Level 4:

- Certificate of Higher Education in English Literature with Linguistics

Please see Appendix 2 on p.32 for a full rationale on exit awards according to the Quality Assurance Agency's Quality Code for Higher Education in relation to the 'Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies' (October 2014).

<b>Programme Structure - LEVEL 5</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensable?</b>	<b>Semester runs in</b>
		<b>Select FOUR modules from the following:</b>			
EN 3405 Introduction to Literary Studies	<b>15</b>	EN 3317 Fundamentals of Second Language Learning	<b>15</b>		
EN 3321 Exploring Traditions in English Literature II	<b>15</b>	EN 3406 Issues in Syntax	<b>15</b>		
EN 3323 (Re)Writing America: from Realism to Modernism	<b>15</b>	EN 3304 Sociolinguistics	<b>15</b>		
EN 3373 Introduction to Research in Linguistics	<b>15</b>	EN 3365 Semantics & Pragmatics	<b>15</b>		
		EN 3362 Perspectives on Language:	<b>15</b>		
		<b>Sub-total</b>	<b>60</b>		
<b>Sub-total</b>	<b>60</b>				
<b>Total Level 5 credit points (compulsory + optional)</b>	<b>120</b>				

Intended learning outcomes at Level 5 are listed below:

<b><u>Learning Outcomes – LEVEL 5</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>By the end of the programme, students will have knowledge and understanding of:</b></p> <p>A1. a substantial number of authors and/or texts from different periods of literary history, both English and American;</p> <p>A2. the character and conventions of principal literary genres (poetry, drama, fiction);</p> <p>A3. various contexts (historical, social, cultural) within which texts are produced, used and interpreted;</p> <p>A4. the history and development of the English language;</p> <p>A5. various functions of language including social and cultural;</p> <p>A6. the multi-faceted nature of the discipline, and of its complex relationship to other disciplines and forms of knowledge;</p> <p>A7. key critical and theoretical approaches to language and/or literature;</p> <p>A8. knowledge of the cultural and historical contexts which have shaped the authors and the texts studied;</p> <p>A9. the theoretical and practical approaches to language learning/acquisition.</p>	<p>In congruence with the equivalent section (3A) for Level 4, which underpins teaching and learning strategy and assessment methods across all Levels of study, academic practice at Level 5 places additional emphasis on research-based student work, written assignments and presentations. Building on the basic coverage of key principles, conceptual frameworks and considerations offered at Level 4, students at Level 5 engage more deeply with their learning by being exposed to further opportunities to combine knowledge from various fields relating to the discipline. This is reinforced during classroom contact time in the form of higher-order interactive discussions, the requirement to conduct research using academic sources, etc.</p> <p>Furthermore, at Level 5 the assessment methods employed offer more variety in terms of assessment types, gradually departing from traditional in-class, unseen, written examinations (which is the norm at Level 4) and moving towards portfolio of critical responses, reflective essays, and portfolios of student engagement. Assessment tasks are approved by the External Examiner before the start of each semester of study.</p> <p>The exact correspondence between the programme’s learning outcomes in relation to knowledge and understanding and the teaching and assessment work within individual modules at Level 5 is mapped in the relevant table on p.16.</p>

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>Upon completion of the programme, students will be able to:</b></p> <p>B1. read and analyse a variety of texts, including secondary sources and theoretical writings;            B2. provide interpretations of texts and/or analysis of linguistic data that are theoretically informed;            B3. synthesize knowledge and ideas from a variety of sources and evaluate them critically;            B4. think logically and make reasonable judgments/hypotheses to be tested by evidence.</p>	<p>As articulated in the previously, and further to Sections 3A and 3B in relation to Level 4, the learning and teaching strategy at Level 5 places more emphasis on enabling students to critically engage with their studies by reflecting on the essential interconnections between issues, relying more on research-based learning, and employ relevant terminology accurately.</p> <p>The above priorities are mirrored in the design of assessment tasks, which, depending on the module, award points for effective organisation of arguments, depth of research and engagement with required tasks, accuracy in referencing source material according to academic conventions, etc.</p> <p>The exact correspondence between the programme's learning outcomes in relation to cognitive skills and the teaching and assessment work within individual modules at Level 5 is mapped in the relevant table on p.16.</p>
<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>Upon completion of the programme, students will be able to:</b></p> <p>C1. construct and present coherent and persuasive arguments in both oral and written forms;            C2. plan and write essays and research papers/projects that make use of critical reading and bibliographic skills appropriate to the discipline;            C3. collect, organize and evaluate a variety of print and electronic sources for research;</p>	<p>Further to the information in Sections 3A and 3B, and building on the work carried out at Level 4, learning and teaching and assessments methods gradually expose students to opportunities for developing practical and professional skills (as articulated in the column on the left). This is in line with the philosophy of devising individual modules learning outcomes that require students to reflect on the practical implications discussed in respective modules.</p>

<b>3C. Practical and professional skills</b>	
C4. work independently, exhibiting time management and organizational skills.	The exact correspondence between the programme's learning outcomes in relation to practical and professional skills and the teaching and assessment work within individual modules at Level 5 is mapped in the relevant table on p.16.
<b>3D. Key/transferable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>Upon completion of the programme, students will be able to:</b></p> <p>D1. communicate effectively and persuasively orally and in a variety of written forms using appropriate style &amp; register;            D2. analyse diverse forms of discourse and texts;            D3. work effectively independently or in groups;            D4. utilize information technology skills and the ability to access electronic data.</p>	<p>In congruence with the information in Sections 3A, 3B and 3C, the learning and teaching strategy and assessment methods employed at Level 5 further encourage students to engage with their studies in terms of developing skills that they can apply in other areas of their life, including their future academic and professional pursuits. This is particularly aided by the broader range of assessment types employed, which afford students more autonomy in conducting research, evaluating the relevance of sources, managing their time in addressing the requirements of seen assessments, and taking ownership of their learning and progression.</p> <p>The exact correspondence between the programme's learning outcomes in relation to key / transferable skills and the teaching and assessment work within individual modules at Level 5 is mapped in the table below.</p>

This table indicates which study units assume responsibility for delivering (shaded) and assessing (✓) particular programme learning outcomes.

Level	Study module/unit	A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5
5	EN 3405 Introduction to Literary Studies	✓	✓	✓	✓	✓			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	EN 3373 Introduction to Research in Linguistics						✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	EN 3321 Exploring Traditions in English Literature II	✓	✓	✓	✓	✓			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	EN 3323 (Re)Writing America: from Realism to Modernism	✓	✓	✓	✓	✓			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	EN 3317 Fundamentals of Second Language Learning					✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	EN 3306 Issues in Syntax						✓	✓				✓		✓	✓			✓	✓			✓	✓
	EN 3304 Sociolinguistics			✓		✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	EN 3362 Perspectives on Language:				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	EN 3365 Semantics & Pragmatics			✓		✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

**Title of exit award at Level 5:**

- Diploma of Higher Education in English Literature with Linguistics

Please see Appendix 2 on p.32 for a full rationale on exit awards according to the Quality Assurance Agency's Quality Code for Higher Education in relation to the 'Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies' (October 2014).



<b>Programme Structure - LEVEL 6</b>					
<b>Compulsory modules</b>	<b>Credit points</b>	<b>Optional modules</b>	<b>Credit points</b>	<b>Is module compensable?</b>	<b>Semester runs in</b>
EN 4453 Shakespeare: The Great Tragedies	15	<b>Select TWO modules from the following:</b> EN 4439 Discourse Analysis EN 4459 Psycholinguistics EN 4437 Fundamentals of Language Teaching & Practicum	15 15 15		
EN 4430 British Modernism <b>OR</b> EN 4472 American Modernism	15				
EN 4428 English Romanticism	15				
EN 4429 Victorian World	15				
EN 4660 Criticism: Theory & Practice	15				
EN 4975 Selected Topics in Linguistics	15				
<b>Sub-total</b>	<b>90</b>				
<b>Total Level 6 credit points (compulsory + optional)</b>	<b>120</b>				

Intended learning outcomes at Level 6 are listed below:

<b><u>Learning Outcomes – LEVEL 6</u></b>	
<b>3A. Knowledge and understanding</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>By the end of the programme, students will have knowledge and understanding of:</b></p> <p>A1. a substantial number of authors and/or texts from different periods of literary history, both English and American;</p> <p>A2. the character and conventions of principal literary genres (poetry, drama, fiction);</p> <p>A3. various contexts (historical, social, cultural) within which texts are produced, used and interpreted;</p> <p>A4. the history and development of the English language;</p> <p>A5. various functions of language including social and cultural;</p> <p>A6. the multi-faceted nature of the discipline, and of its complex relationship to other disciplines and forms of knowledge;</p> <p>A7. key critical and theoretical approaches to language and/or literature;</p> <p>A8. knowledge of the cultural and historical contexts which have shaped the authors and the texts studied;</p> <p>A9. the theoretical and practical approaches to language learning/acquisition.</p>	<p>Further to the information provided in previous sections, the learning and teaching strategy and assessment methods employed at Level 6 build on knowledge and understanding developed at Levels 4 and 5. An outstanding element of student learning at Level 6 is the requirement to complete an independent study project as part of the Final-Year research project in the capstone module. This offers students a further opportunity to delve more deeply into the discipline.</p> <p>The exact correspondence between the programme’s learning outcomes in relation to knowledge and understanding and the teaching and assessment work within individual modules at Level 6 is mapped in the relevant table on p.21.</p>

<b>3B. Cognitive skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>Upon completion of the programme, students will be able to:</b></p> <p>B1. read and analyse a variety of texts, including secondary sources and theoretical writings;            B2. provide interpretations of texts and/or analysis of linguistics data that are theoretically informed;            B3. synthesize knowledge and ideas from a variety of sources and evaluate them critically;            B4. think logically and make reasonable judgments/hypotheses to be tested by evidence.</p>	<p>Level 6 learning and teaching practices and assessment methods place particular emphasis on the manner in which students engage with the subject areas covered, and particularly on developing the element of criticality. As in other levels of study, this is aided by the purposeful design of individual module learning outcomes, and supported by the learning and teaching approaches, design of module materials, etc.</p> <p>The exact correspondence between the programme's learning outcomes in relation to cognitive skills and the teaching and assessment work within individual modules at Level 6 is mapped in the relevant table on p.21.</p>
<b>3C. Practical and professional skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>Upon completion of the programme, students will be able to:</b></p> <p>C1. construct and present coherent and persuasive arguments in both oral and written forms;            C2. plan and write essays and research papers/projects that make use of critical reading and bibliographic skills appropriate to the discipline;            C3. collect, organize and evaluate a variety of print and electronic sources for research;            C4. work independently, exhibiting time management and organizational skills.</p>	<p>Further to the information in Sections 3A and 3B, and building on the work carried out at Levels 4 and 5, learning and teaching and assessments methods gradually expose students to opportunities for developing practical and professional skills (as articulated in the column on the left). The nature of some of the assessment tasks employed at Level 6, notably the capstone module, require students to synthesize various practical skills in the context of more substantial projects that involve more resourcefulness in locating relevant material, etc.</p> <p>The exact correspondence between the programme's learning outcomes in relation to practical and professional skills and the teaching and assessment work within individual modules at Level 6 is mapped in the relevant table on p.21.</p>

<b>3D. Key/transerable skills</b>	
<b>Learning outcomes:</b>	<b>Learning and teaching strategy/ assessment methods</b>
<p><b>Upon completion of the programme, students will be able to:</b></p> <p>D1. communicate effectively and persuasively orally and in a variety of written forms using appropriate style &amp; register;            D2. analyse diverse forms of discourse and texts;            D3. work effectively independently or in groups;            D4. utilize information technology skills and the ability to access electronic data.</p>	<p>The timing of the learning and teaching experience as well as the assessment methods employed at Level 6 is conducive to placing more emphasis on developing students' competences in areas that can be applied in contexts beyond their studies. As they get closer to the completion of the programme, students often have the opportunity to employ more planning-related skills in considering their steps after graduation. This category of skills become more relevant as students see themselves as future professionals rather than as students, and instructors build on the opportunity to help students develop relevant skills through their advising and their classroom practice.</p> <p>The exact correspondence between the programme's learning outcomes in relation to key / transferable skills and the teaching and assessment work within individual modules at Level 6 is mapped in the relevant table on p.21.</p>

Level	Study module/unit	A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4	D5
6	EN 4439 Discourse Analysis			✓		✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	EN 4430 British Modernism	✓	✓	✓	✓	✓			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	EN 4437 Fundamentals of Language Teaching & Practicum				✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	EN 4459 Psycholinguistics					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	EN 4453 Shakespeare: The Great Tragedies	✓	✓	✓	✓	✓			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	EN 4472 American Modernism	✓	✓	✓	✓	✓			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	EN 4428 English Romanticism	✓	✓	✓	✓	✓			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	EN 4429 Victorian World	✓	✓	✓	✓	✓			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	EN 4660 Criticism: Theory & Practice	✓		✓	✓	✓			✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	EN 4975 Selected Topics in Linguistics	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	

### Titles of exit awards at Level 6:

- BA(Hons) English Literature with Linguistics

Please see Appendix 2 on p. 32 for a full rationale on exit awards according to the Quality Assurance Agency's Quality Code for Higher Education in relation to the 'Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies' (October 2014).

#### 4. Distinctive features of the programme structure

- **Where applicable, this section provides details on distinctive features such as:**
  - where in the structure above a professional/placement year fits in and how it may affect progression
  - any restrictions regarding the availability of elective modules
  - where in the programme structure students must make a choice of pathway/route
- **Additional considerations for apprenticeships:**
  - how the delivery of the academic award fits in with the wider apprenticeship
  - the integration of the 'on the job' and 'off the job' training
  - how the academic award fits within the assessment of the apprenticeship

Elective modules at Level 4 are offered once a year;  
 Elective modules at Level 5 are offered once every other year;  
 EN 4437, elective Level 6 module, is offered every fall semester while the other two Level 6 elective modules (EN 4439 and EN 4459) are offered once every other year.

#### 5. Support for students and their learning.

*(For apprenticeships this should include details of how student learning is supported in the work place)*

Academic advising is primarily carried out by the Department Head in coordination with the Academic Advising Office. Students also consult programme faculty for advising on a variety of topics including career options and postgraduate studies during faculty office hours. Faculty/instructors hold one office hour per week per module taught. Faculty/instructors office hours are available through the Dean's Office of the School of Liberal Arts and Sciences.

The **Academic Advising Office** aids students in choosing and completing their academic programs. The advising staff members provide academic advice and information to undergraduate students, advising all first-year students, some second-year students, and transfer students; support for academic staff advisors; and resources for all students in need of academic advice. The advising staff members communicate to new students the idea of the Engagement Development Plan (EDP) and the Co-Curricular Transcript.

**Academic Societies** offer students the opportunity to engage and collaborate with faculty in an academic discipline, attend lectures and seminars and participate in a wide range of activities that provide deeper engagement in a particular subject area.

All students in the programme are members of the English Society. Elected every academic year by students in the programme, the English Society's five-member governing body (President, Vice President, Treasurer, Secretary and Member), in close cooperation with the Society's advisors, organizes educational and cultural events related to literature and language such as lectures, workshops, seminars, and excursions. The governing body also has the responsibility of representing student educational interests and concerns to the English Department faculty and to the College administration.

The **Registrar** offers a presentation on the dual award system and its academic policies during the New Student Orientation day. The New Student Orientation Program introduces incoming students to the campus, the academic system (dual OU/Deree awards), College rules and regulations, and academic and social life. Students receive information on student programs and services such as advising, financial aid, and co-curricular activities.

The **Student Academic Support Services (SASS)** offers academic assistance to students through individual learning facilitation sessions and/or workshops focusing on particular academic skills areas (for example, research skills, note-taking, exam preparation).

### **Disability Status and Provisions**

Students are responsible for alerting the Educational Psychologist to a special need, and for providing relevant documentary evidence. The Educational Psychologist suggests actions to be taken to accommodate a student with special needs, having ensured that there has been full consultation with faculty in the department(s) responsible for the assessment of that student. The accommodation is approved by the Committee of Disabilities and Learning Differences. This action must be endorsed by the Chair of the relevant Board of Examiners in the case of the validated award. Information, guidance and support are provided to all disabled students who declare their disabilities. Students with learning difficulties may be eligible for special accommodations, such as extra time for examination completion, and receive support and counselling from the Educational Psychologist on campus. The College announced the establishment of the Counselling Centre in September 2015, with the aim to support, encourage, educate, counsel, and empower students in a college setting as they adjust to the challenges and transition of university life where needed.

The **Student Handbook** provides detailed information about the English Literature with Linguistics programme, all aspects related to pursuing an Open University award at Deree, as well as guidance to prospective and current students. Individual program student handbooks are available on the ACG website.

The **Office of Career Services** helps students formulate strategies to make the most of their studies before they graduate. Career Services offers students dedicated employability and career development activities, workshops and events.

The **Office of Student Affairs** is dedicated to promoting student development and enhancing the quality of student life. Through extra-curricular activities the College strives to provide students with opportunities parallel to the classroom experience that are consistent with its educational values. The students are encouraged to explore personal and professional goals by participating in clubs, societies, organizations and athletic teams. Office of Student Affairs co-curricular activities include social, cultural and recreational clubs that allow students to pursue their interests and, at the same time, provide opportunities for leadership.

The **Student Success Centre (SSC)** is designed as a one-stop service point for students. The primary purpose of SSC is to simplify the interactions between students and the College. Among other services, the SSC issues student IDs; credentials for the college's online services; accepts student requests for various certificates and petitions related to their studies; processes requests for module withdrawals; and guides students to the appropriate offices for matters related to registration, academic advising, validation, transfer credit, and tuition payment. The SSC is open extended hours (M-Th. 8:00–19:00 and Fri. 8:00–18:00) in order to be accessible to students.

## 6. Criteria for admission

*(For apprenticeships this should include details of how the criteria will be used with employers who will be recruiting apprentices.)*

To qualify for admission to the academic programs of the College, applicants must demonstrate that they possess the appropriate qualifications to enable them to be successful in the program of their choice. To this end, applicants must meet the following requirements:

The standard minimum entry requirement for the major's programme is the following: 14/20 in the Greek system, an overall average grade of C in the US system, or 24 and above in the International Baccalaureate or the equivalent of any other educational grading system. Applicants whose grades are between 11/20 and 13.99/20 or its equivalent, may be admitted to the College on a provisional basis.

Students admitted on a provisional basis will be required to fulfil the following conditions in order to be allowed to continue on their selected major after the completion of one academic year after their acceptance to Deree:

- Meet with an assigned advisor at the Academic Advising Office at least twice every month or whenever the advisor thinks it is necessary. The assigned advisor will monitor the student progress very closely and may require that they seek academic help through the Student Academic Support Services.
- The number of modules students will be allowed to register for will be determined by their English language placement (see section "English Language Requirements"). However, in no case will they be allowed to register for a total of more than 2 modules if placed in EAP 1002 or for more than 4 modules if placed in WP 1010. Students with provisional status who are placed in EAP 999, EAP 1000, EAP 1001 must first complete their English for Academic Purpose modules before they begin taking College level modules along with EAP 1002.
- Students who have successfully completed only the EAP sequence during their first academic year will be able to continue.
- Achieve a minimum cumulative average (CI) of at least 2.0 after one academic year.
- After the completion of one academic year on provisional status, students' performance will be reviewed by the Committee on Academic Standards and Policies (CASP), which will decide on student progression and/or new conditions.
- Students on provisional status are subject to the College probation policy (see section "Academic Probation").

The following is required for all freshmen applicants:

1. A completed application form.
2. A letter of recommendation from an academic teacher or professor.
3. An official secondary school transcript and an official copy of a secondary diploma, both legally certified.
4. A certified copy of their identity card for Greek citizens or a valid passport for non-Greek citizens.
5. An interview with an admissions counsellor.
6. Evidence of proficiency in English.

### **Evidence of Proficiency in English**

All applicants must demonstrate proficiency in the English language either by taking the College's English Placement Test (EPT) or by submitting any evidence derived from one of the following tests:

Pearson test of Academic English (PTE Academic): 58 or greater  
Michigan State University Certificate of Language Proficiency (MSU-CELP)  
Michigan Proficiency Certificate  
Cambridge Proficiency Certificate



Cambridge Advanced English (CAE) with Grade A only  
 International Baccalaureate Certificate\*  
 International Baccalaureate Diploma  
 IELTS: (academic) 6.5 or above  
 SAT: 450 or above  
 ACT: 18 or above  
 TOEFL (paper based): 567 or above  
 TOEFL (computer based): 227 or above  
 TOEFL (internet based): 87 or above  
 GCE higher level English: Grade C or greater  
 Oxford Online Placement Test: 99 or above

\* With grade 4 and above in the English higher-level subject or at least an average of 12 in the higher level subjects.

Applicants presenting a TOEFL score should arrange to have the test results sent directly to the Office of Admissions by the Educational Testing Service (ETS). The College's Institution Code Number is 0925. TOEFL scores are valid for 2 years.

Students may also qualify to take WP 1010 by submitting evidence of fluency based on graduation from an English speaking secondary school or program.

The above listed grades qualify the student for placement directly into WP 1010. Applicants who do not qualify for WP 1010 but who otherwise show academic promise may be admitted conditionally and placed in the English for Academic Purposes Programme.

## 7. Language of study

The language of all instruction and assessment is English.

## 8. Information about non-OU standard assessment regulations (including PSRB requirements)

N/A

## 9. For apprenticeships in England End Point Assessment (EPA).

*(Summary of the approved assessment plan and how the academic award fits within this and the EPA)*

N/A

## 10. Methods for evaluating and improving the quality and standards of teaching and learning.

Programmes use the following direct and indirect methods for evaluating and improving the quality of teaching:

- On line Module Evaluation for each module (through *ModuleEva*). This is submitted anonymously by students in all modules. Following submission of grades, results are sent electronically to the Provost, the Deans, the Department Heads/Programme Coordinators and the module instructor. They are also available to the President and the VP of Human Resources. Results are taken into consideration both in terms of improving teaching but also evaluating faculty.
- Senior Exit Survey: completed by all graduating students.
- Module Leader Reports where feedback from the module evaluations is also considered.
- Feedback from meetings between External Examiners and students.
- Departmental meetings with the student Academic Society.
- Representation of Academic Societies through their presidents in the Programme Committees. Student concerns are discussed and feedback is communicated back to the students by the relevant Society presidents.
- Student advising.
- Students may always express concerns to the Deans, the Provost or the President either individually or through the Student Association.

The College places high value on effective pedagogical practices in the classroom by:

- Providing its faculty with the resources to improve the quality of instruction such as computers, smart classrooms, and electronic and print library resources, and training in new instructional technologies such as Blackboard.
- Supporting workshops, seminars, guest speakers, and retreats on best practices in teaching.
- Supporting faculty in the organization and hosting of international conferences at ACG
- Supporting faculty on visiting teaching fellowships.

The College is an institutional member of the **Faculty Resource Network (FRN)** at New York University. Established in 1984, the Network is an award-winning, nationally recognized faculty development initiative involving over 16,000 faculty members who teach more than 200,000 undergraduate students at a broad cross section of colleges and universities across the United States.

DEREE-ACG is also a member of the **Global Liberal Arts Alliance (GLAA)**, an international, multilateral partnership of American style liberal arts institutions with the goal of supporting excellence in liberal arts education on a transnational basis.

The Great Lakes Colleges Association, based in Ann Arbor, Michigan, coordinates the activities and projects of the Alliance and was instrumental in its formation. There are presently 27 institutions representing 15 nations in the Alliance membership.

GLAA's purpose is to exchange knowledge, expertise and experience among institutions committed to education in the tradition of the liberal arts and sciences.

DEREE-ACG's **Teaching and Learning Centre (TLC)** focuses on academic staff development. The goals of the TLC are to promote best practice (both US and UK) in pedagogy by

- Offering programs which engage faculty in continuous improvement of teaching
- Supporting faculty in professional development in teaching
- Promoting the value of teaching inside and outside the College community
- Encouraging faculty to explore new teaching methods and technologies.

Throughout the academic year the TLC organizes frequent training sessions on pedagogy and encourages faculty to explore developments in teaching technologies and adopt learner-centered practices. Through a dedicated Blackboard container full of material related to classroom needs, which is made available to all Deree instructors, TLC facilitates faculty efforts to keep up with best practices in pedagogy.

## 11. Changes made to the programme since last (re)validation

Programme outcomes remain unchanged. The team reviewed and updated all modules in terms of content, reading material, texts, etc. In several cases, the learning outcomes were streamlined to avoid repetition. The new versions of the syllabi are provided as separate files.

Drawing on the strengths of the programme during the five years of the 2016 revalidation and as a response to student feedback, as well as drawing on the constructive feedback from the External Examiners, the English programme team proposes the following:

At level 4, students complete the following compulsory modules: EN 2220 *Exploring Traditions in English Literature I* and EN 2222 *The Making of America: American Literature to 1865*, that offer an overview of early British and American literary development; EN 2216 *Introduction to Language*, an introductory module, that explores the nature of language and exposes students to current issues and trends in linguistics; EN 2263 *Understanding Literature*, which introduces students to the literary elements, terminology and variations in form among genres; EN 2113 *Understanding English Grammar*, which familiarizes students with terminology and grammatical concepts that detail the formal structure of the English language. Students also select a Humanities option: PH 1000 *Introduction to Philosophy* or PH 2014 *Aesthetics*; and a sociology or a psychology option: SO 1000 *Introduction to Sociology*, SO 1001 *Sociology of Modern Life*, PS 1000 *Psychology as a Natural Science* or PS 1001 *Psychology as a Social Science*.

At level 5, students complete four compulsory modules: EN 3321 *Exploring Traditions in English Literature II* and EN 3323 *(Re)Writing America: From Realism to Modernism*, in which they study British and American literature and culture of the last two centuries. EN 3405 *Introduction to Literary Studies* that trains students in textual analysis and literary research and introduces them to the rigors of the discipline; and EN 3373 *Introduction to Research in Linguistics* that familiarises students in research methods and practices in the Linguistics discipline.

Finally, at level 6, students complete the following modules, each of which centres upon a specific period, author and/or movement: EN 4453 *Shakespeare: The Great Tragedies* examines the playwright's great tragedies with emphasis on Shakespeare's language, dramatic practices and theatrical and historical milieu; EN 4428 *English Romanticism* examines works of major English Romantic poets by situating them in their historical context and by emphasizing the philosophical and theoretical concepts that inform English Romantic poetry; EN 4429 *Victorian World* focuses on the interrelation between Victorian texts of different genres and the cultural context of nineteenth-century Britain; EN 4430 *British Modernism* or EN 4472 *American Modernism* engage in the study of modernist literature in its various thematic and stylistic permutations. Students take in addition a module in EN 4660 *Criticism: Theory and Practice* that familiarizes them with modern literary and cultural theories and their applications on primary texts.

Students' learning experience culminates in EN 4975 *Selected Topics in Linguistics*, in which they undertake a study on a specific area of linguistics, research a pre-approved topic and present their findings. To accomplish this, students draw upon knowledge and skills gained and practiced

throughout the entire curriculum, thus demonstrating their ability to produce a piece of work worthy of the level of the award.

The core modules emphasize the close ties and synergies of language and literature within a broader framework of the humanities and the social sciences. For example, modules at all levels (such as EN 2263 *Understanding Literature*, EN 3405 *Introduction to Literary Studies*, and EN 4660 *Criticism: Theory and Practice*) emphasize the ways in which literary criticism enlists language for the purposes of practical criticism (e.g. explication and analysis) and theoretical analysis (e.g. semiotic or deconstructionist reading of literary text). In particular, EN 4660 *Criticism: Theory and Practice* focuses a great deal on the ways in which literary theory draws from linguistics. Moreover, all core modules contribute to: breadth and depth of knowledge; a solid background in English literary history and representative works; awareness of the social functions of language and of the variety of linguistic fields of investigation; a better understanding and appreciation of the historical, aesthetic, and/or sociological contexts in which literary works and linguistic theories came into being; the development of independent thinking; awareness and adoption of ethical standards; and the enhancement of communication skills.

In addition at level 4, students complete one option in Linguistics: EN 2102 *Phonetics & Phonology*, that lays the foundations of speech production, perception and explores the importance that speech processes play in communication; or EN 2103 *Morphology*, which focuses on the internal structure of words and examines the processes of their formation.

At level 5, students explore a variety of theoretical and applied linguistic fields by completing four additional modules chosen from the following: EN 3304 *Sociolinguistics* that studies language as a social phenomenon, examines ways used to convey social meaning and reviews the social functions of language; EN 3306 *Issues in Syntax* in which students explore key issues of generative grammar and arrive at theoretical concepts through analysis of natural language data; EN 3317 *Fundamentals of Second Language Learning* that offers a comprehensive and critical analysis of the theoretical foundations, principles and strategies of language learning, and linguistic communication; EN 3365 *Semantics and Pragmatics* which focuses on lexical and sentential aspects of meaning and contextual considerations for the interpretation of utterances; and EN 3362 *Perspectives on Language* which serves as a container (the subtitle will depend on the theme) and may explore issues that relate to contemporary debates and trends related to language learning, language acquisition, pedagogy, a historical perspective of the application of language learning theories to pedagogical practice, current trends and issues in language pedagogy, translation, or systems of language.

At level 6, students complete two additional modules that offer an in-depth theoretical and applied study in linguistics. Depending on their interests, students choose from: EN 4437 *Fundamentals of Language Teaching and Practicum*: broad exposure to language teaching that offers students the opportunity to both observe actual language classes (for a minimum of 12 hours) and be observed and assessed by their instructor as they teach at least one 50-minute English language class. By practising application of theory and methodology in a real teaching situation, students gain insight and initial exposure to the challenges and rewards of teaching; EN 4439 *Discourse Analysis*: a comprehensive review of the most recent and relevant theories and approaches to the analysis of written and oral texts, in which students acquire and use empirical tools for analysing different types of texts; or EN 4459 *Psycholinguistics*: a comprehensive analysis of the mental processes involved in language acquisition and language use that examines language in relation to thought, culture and the brain.

**Programme Structure:**

<b>Distribution of Modules for <u>English Literature with Linguistics</u></b>		
<span style="display: inline-block; width: 10px; height: 10px; background-color: #90EE90; border: 1px solid black;"></span> Literature Modules (165 CRE); <span style="display: inline-block; width: 10px; height: 10px; background-color: #FFD700; border: 1px solid black;"></span> Linguistics Modules (165 CRE); <span style="display: inline-block; width: 10px; height: 10px; background-color: #E0E0E0; border: 1px solid black;"></span> Other (30 CRE)		
<b>LEVEL 4</b>	<b>LEVEL 5</b>	<b>LEVEL 6</b>
EN 2113 Understanding English Grammar	EN 3405 Introduction to Literary Studies	EN 4453 Shakespeare: The Great Tragedies
EN 2216 Introduction to Language	EN 3321 Exploring Tradition in English Literature II	EN 4430 British Modernism <b>OR</b> EN 4472 American Modernism
EN 2220 Exploring Tradition in English Literature I	EN 3323 (Re)Writing America: From Realism to Modernism	EN 4428 English Romanticism
EN 2222 The Making of America: American Literature to 1865	EN 3373 Introduction to Research in Linguistics	EN 4429 Victorian World
EN 2263 Understanding Literature	Programme Option 1	EN 4660 Criticism: Theory and Practice
Humanities Option - Philosophy (PH 1000 OR PH 2014)	Programme Option 2	Capstone (Seminar)
Social Science Option Psychology or Sociology (PS1000/1001/SO1000/1001)	Programme Option 3	Programme Option 1
Programme Option 1	Programme Option 4	Programme Option 2

## Appendix 1: Liberal Education Curriculum

### Deree – The American College of Greece

#### LIBERAL EDUCATION

##### MISSION

A vital component of the undergraduate experience, the Liberal Education program prepares students to become globally engaged twenty-first century citizens with the intellectual habits, practical skills, and socio-cultural sensibilities needed in a rapidly changing world. Liberal Education helps students develop essential competencies for success across disciplines and in life beyond college by cultivating open-mindedness, tolerance, problem-solving ability, intellectual curiosity and creativity. It also promotes thoughtful self-expression, an ethical compass, and responsibility to the local and global communities.

##### COMPETENCIES AND LEARNING OUTCOMES

###### **1. Communication and Information Literacy**

- 1.1 Demonstrate effective verbal (writing, speaking and listening) and nonverbal communication skills.
- 1.2 Retrieve, critically evaluate and synthesize information adhering to legal and ethical practices.
- 1.3 Show knowledge of the stages needed from draft to final text or presentation using proper documentation and citation.
- 1.4 Demonstrate a mastery of the basic skills in information technology.

###### **2. Social Responsibility and Civic Engagement**

- 2.1 Discuss issues of identity and inclusion.
- 2.2 Explain different dimensions of sustainability and how it relates to one's discipline.
- 2.3 Discuss ways of responsible civic engagement.
- 2.4 Engage in activities that serve the needs of the local and global community.
- 2.5 Evaluate elements of Greek society that reflect Greek cultural values and the desirability to maintain or change such values so that Greek society can succeed in a new interdependent environment without losing its identity.

###### **3. Cultural and Global Perspectives**

- 3.1 Discuss world history or sociocultural traditions from different perspectives.
- 3.2 Describe diverse worldviews, ideas, institutions or artistic expressions manifest in varied contexts globally.
- 3.3 Demonstrate understanding of the workings of Greek, American and European social, political and economic systems and trace the geographical and historical factors that shape these systems.
- 3.4 Discuss issues of cultural diversity.

###### **4. Ethics and Values**

- 4.1 Explain the importance of values in our venture to understand the world.
- 4.2 Identify ethical issues in different contexts, especially in one's major course of study.
- 4.3 Discuss ideologies and ethical principles upheld by different cultures and co-cultures.
- 4.4 Describe different approaches through which ethical dilemmas may be examined and resolved.

### **5. Aesthetic Expression**

- 5.1 Discuss the main themes, symbols, and means of expression in various art forms.
- 5.2 Demonstrate ability to create or recreate aesthetic works that reflect knowledge of the artistic process and awareness of self, social and stylistic contexts.
- 5.3 Reflect on the outcomes of an artistic work.
- 5.4 Discuss the value of diversity in creative approaches in the visual, verbal and performing arts.

### **6. Scientific and Quantitative Literacy**

- 6.1 Describe major concepts, principles, laws and theories in mathematics and the natural sciences.
- 6.2 Discuss the impact of science and technology on the individual, society, and the physical environment.
- 6.3 Apply scientific and mathematical methods and principles in making informed decisions in various disciplines.
- 6.4 Demonstrate practical and processing skills associated with natural sciences, mathematics and technology.

### **7. Integration**

- 7.1 Synthesize concepts learned in the Liberal Education program with major concepts in one's academic major.
- 7.2 Evaluate theoretical and practical knowledge included in Liberal Education competencies in the context of academic and professional enhancement.



## Appendix 2: Information on exit awards

### English Literature with Linguistics Exit Awards

#### Certificate of Higher Education (CertHE) in English Literature with Linguistics

Students that exit the programme upon completion at Level 4 (having obtained 120 L4 credits) will be eligible for the award of a Certificate of Higher Education (CertHE) in English Literature with Linguistics.

Note: Students must complete the required L4 courses: EN 2113, EN 2216, EN 2220, EN 2222, EN 2263.

Students will have: 1) the ability to employ a range of skills to evaluate information and develop strategies to determine solutions to a variety of problems; 2) the basic knowledge of various functions of language including social and cultural; 3) a broad knowledge of the ties of literature and language.

**Upon completion of eight Level 4 modules** (120 credits or eight 15-credit modules), students will be able to demonstrate:

<ul style="list-style-type: none"> <li>basic knowledge of the underlying concepts and principles associated with the study of language (EN 2113, EN 2216, EN 2103, EN 2102)</li> </ul>
<ul style="list-style-type: none"> <li>basic knowledge and understanding of a number of authors and texts, both English and American (EN 2220, EN 2222, EN 2263)</li> </ul>
<ul style="list-style-type: none"> <li>basic knowledge of the various functions of language (EN 2113, EN 2216, EN 2220, EN 2222, EN 2263)</li> </ul>
<ul style="list-style-type: none"> <li>an ability to evaluate the appropriateness of different approaches to solving problems related to the study of language; (EN 2216, EN 2113, EN 2103, EN 2102)</li> </ul>

In addition, students will have the following cognitive skills:

<ul style="list-style-type: none"> <li>Read and analyse a variety of texts (EN 2216, EN 2220, EN 2222, EN 2263)</li> </ul>
<ul style="list-style-type: none"> <li>Provide interpretations of texts and/or analysis of linguistic data that are theoretically informed (EN 2113, EN 2216, EN 2102, EN 2103)</li> </ul>
<ul style="list-style-type: none"> <li>Think logically and make reasonable judgments/hypotheses to be tested by evidence (EN 2102, EN 2103, EN 2113, EN 2216, EN 2220, EN 2222, EN 2263)</li> </ul>
<ul style="list-style-type: none"> <li>Understand the significance of actions/behaviours within cultural contexts (EN 2216, EN 2220, EN 2222, EN 2263)</li> </ul>

Furthermore, they will have the following professional and key/transferable skills:

<ul style="list-style-type: none"> <li>Communicate effectively and persuasively orally and in a variety of written forms using appropriate style &amp; register (EN 2102, EN 2103, EN 2113, EN 2216, EN 2220, EN 2222, EN 2263)</li> </ul>
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<ul style="list-style-type: none"> <li>• Work effectively independently or in groups (EN 2113, EN 2102, EN 2103, EN 2216, EN 2220, EN 2222, EN 2263 )</li> </ul>
<ul style="list-style-type: none"> <li>• Utilize information technology skills and the ability to access electronic data (EN 2102, EN2103, EN 2113, EN 2216, EN 2220, EN 2220, EN 2222, EN 2263)</li> </ul>
<ul style="list-style-type: none"> <li>• Plan and write essays that make use of bibliographic skills appropriate to the discipline (EN 2216, EN 2220, EN 2222, EN 2263)</li> </ul>

### **Diploma of Higher Education (DipHE) in English Literature with Linguistics**

Students that exit the programme upon completion of Level 4 **and** Level 5 (having obtained 120 credits at each level) will be eligible for the award of a Diploma of Higher Education (DipHE) in English Literature with Linguistics. For both Level 4 and Level 5, students must complete the required modules.

Students will have adequate knowledge to 1) generate ideas through the analysis of concepts at an abstract level; 2) analyse and evaluate information as well as make use of literary resources in the discipline; 3) exercise significant judgment across a broad range of functions of language.

**Upon completion of Level 4 and 5 modules** (120 credits at each level), students will:

<ul style="list-style-type: none"> <li>• have adequate knowledge of linguistic theory and how to take different approaches to solving problems (EN 3373, EN 3304, EN 3306, EN 3365, EN 3362, EN 3317)</li> </ul>
<ul style="list-style-type: none"> <li>• demonstrate adequate knowledge of the various concepts and principles which govern language, literature and scholarship EN 3321, EN 3323, EN 3405, EN 3304, EN 3373, EN 3304, EN 3365, EN 3317)</li> </ul>
<ul style="list-style-type: none"> <li>• be able to undertake some analysis of data (EN 3304, EN 3365, EN 3373, EN 3362)</li> </ul>
<ul style="list-style-type: none"> <li>• employ research methods relevant to the discipline to retrieve information (EN 3405, EN 3373)</li> </ul>

In addition, students will have the following cognitive skills:

<ul style="list-style-type: none"> <li>• Read and analyse a variety of texts, including secondary sources (EN 3321, EN 3323, EN 3405, EN 3373, EN 3304, EN 3365, EN 3317, EN 3362, EN 3405)</li> </ul>
<ul style="list-style-type: none"> <li>• Provide interpretations of texts and/or analysis of linguistic data that are theoretically informed (EN 3304, EN 3306, EN 3317, EN 3365, EN 3362, EN 3373, EN 3321, EN 3323, EN 3405)</li> </ul>
<ul style="list-style-type: none"> <li>• Synthesize knowledge and ideas from a variety of sources and evaluate them critically (EN 3321, EN 3323, EN 3304, EN 3317, EN 3362, EN 3365, EN 3373, EN 3405)</li> </ul>
<ul style="list-style-type: none"> <li>• Think logically and make reasonable judgments/hypotheses to be tested by evidence (EN 3321, EN 3323, EN 3304, EN 3306, EN 3317, EN 3362, EN 3365, EN 3373, EN 3405)</li> </ul>

Furthermore, they will have the following professional and key/transferable skills:

<ul style="list-style-type: none"> <li>Communicate effectively and persuasively orally and in a variety of written forms using appropriate style &amp; register (EN 3321, EN 3323, EN 3304, EN 3306, EN 3317, EN 3362, EN 3365, EN 3373, EN 3405)</li> </ul>
<ul style="list-style-type: none"> <li>Work effectively independently or in groups (EN 3321, EN 3323, EN 3304, EN 3306, EN 3317, EN 3362, EN 3365, EN 3373)</li> </ul>
<ul style="list-style-type: none"> <li>Utilize information technology skills and the ability to access electronic data (EN 3321, EN 3323, EN 3304, EN 3306, EN 3317, EN 3362, EN 3365, EN 3373, EN 3405)</li> </ul>
<ul style="list-style-type: none"> <li>Collect, organize and evaluate a variety of print and electronic sources for research (EN 3321, EN 3323, EN 3304, EN 3306, EN 3317, EN 3362, EN 3365, EN 3373, EN 3405)</li> </ul>
<ul style="list-style-type: none"> <li>Plan and write essays and research papers that make use of critical reading and bibliographic skills appropriate to the discipline (EN 3321, EN 3323, EN 3304, EN 3306, EN 3317, EN 3362, EN 3365, EN 3373, EN 3405)</li> </ul>

### **Bachelor's – BA(Ord) – in English Literature with Linguistics**

Students that exit the programme upon completion of Levels 4 and 5 (having obtained 120 credits at each level) **and have obtained a minimum of 60 credits at Level 6** will be eligible for the award of an ordinary Bachelor's – BA(Ord) – in English Literature with Linguistics. The two L6 courses required are EN 4660 *Criticism: Theory and Practice* and EN 4975 *Selected Topics in Linguistics*; plus, any 2 of the following 3 optional modules: EN 4437 *Fundamentals of Language Teaching and Practicum*; EN 4439 *Discourse Analysis*; EN 4459 *Psycholinguistics*.

Students will be able to critically: 1) evaluate concepts and evidence from a range of sources; 2) demonstrate knowledge across an area of study that contributes to a better understanding of an area of linguistics.

Specifically, students will be able to:

<ul style="list-style-type: none"> <li>employ research methods relevant to the discipline (EN 4660, EN 4975, EN 4439, EN 4459)</li> </ul>
<ul style="list-style-type: none"> <li>evaluate and use in a scholarly manner primary and secondary sources in research projects (EN 4660, EN 4975, EN 4437, EN 4439, EN 4459)</li> </ul>
<ul style="list-style-type: none"> <li>demonstrate good ability to carry out analysis of data (EN 4975, EN 4439, EN 4459)</li> </ul>
<ul style="list-style-type: none"> <li>demonstrate good knowledge and understanding of key theoretical perspectives as applied onto analysis (EN 4660, EN 4975, EN 4439, EN 4459)</li> </ul>

In addition, students will have the following cognitive skills:

<ul style="list-style-type: none"> <li>Read and analyse a variety of texts, including secondary sources and theoretical writing (EN 4660, EN 4975, EN 4439, EN 4459)</li> </ul>
<ul style="list-style-type: none"> <li>Provide interpretations of texts and/or analysis of linguistic data that are theoretically informed (EN 4660, EN 4975, EN 4439, EN 4459)</li> </ul>

<ul style="list-style-type: none"> <li>• Synthesize knowledge and ideas from a variety of sources and evaluate them critically (EN 4660, EN 4975, EN 4437, EN 4439, EN 4459)</li> </ul>
<ul style="list-style-type: none"> <li>• Think logically and make reasonable judgments/hypotheses to be tested by evidence (EN 4660, EN 4975, EN 4437, EN 4439, EN 4459)</li> </ul>

Furthermore, they will have the following professional and key/transferable skills:

<ul style="list-style-type: none"> <li>• Communicate effectively and persuasively orally and in a variety of written forms using appropriate style &amp; register (EN 4660, EN 4975, EN 4437, EN 4439, EN 4459)</li> </ul>
<ul style="list-style-type: none"> <li>• Work effectively independently or in groups (EN 4660, EN 4975, EN 4437, EN 4439, EN 4459)</li> </ul>
<ul style="list-style-type: none"> <li>• Utilize information technology skills and the ability to access electronic data (EN 4660, EN 4975, EN 4437, EN 4439, EN 4459)</li> </ul>
<ul style="list-style-type: none"> <li>• Collect and evaluate a variety of research sources (EN 4660, EN 4975, EN 4437, EN 4439, EN 4459)</li> </ul>
<ul style="list-style-type: none"> <li>• Plan and write essays and research projects that make use of critical reading and bibliographic skills appropriate to the discipline (EN 4660, EN 4975, EN 4437, EN 4439, EN 4459)</li> </ul>