



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Gender, (Im)politeness and power in language				
Module Code	UPNQ9W-30-3	Level	3	Version	1.1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	ACE	Field	Linguistics		
Department	Arts and Cultural Industries	Module Type	Standard		
Contributes towards	Awards up to BA (Hons)				
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements		
First CAP Approval Date	September 2009		Valid from	September 2009	
Revision CAP Approval Date	CAP date of revisions (v1.1 – 04/02/2016)		Revised with effect from	September 2016	

Review Date	September 2015
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to demonstrate:</p> <ol style="list-style-type: none"> 1. a critical understanding of the concept of discourse (component A) 2. skills in applying the main frameworks for analyzing discourse (component A) 3. a critical understanding of how language and gender relate (component A) 4. the ability to critically discuss difference, dominance and the construction of gendered identities in and by discourse (component A) 5. a clear understanding of (Im)politeness in conversation (component B)

	<p>6. an ability to show by analysis how gender and (im)politeness are constructed in and by discourse (component B)</p> <p>7. an ability to show by analysis how gender and impoliteness relate to power (component B)</p> <p>8. a critical understanding of power imbalance in different settings (component B)</p>
Syllabus Outline	<p>Theory and Background (Knowledge)</p> <ul style="list-style-type: none"> • Introduction to discourse • Doing discourse analysis • Women are from Venus-Variation in discourse • The myth of Mars and Venus • From 'difference' to 'performance' • Gender as constructed in and by language • Sexuality/Queer theory • Introduction to the concept of politeness • Politeness Theories and gender • Impoliteness • The dynamics of impoliteness as a situated concept • Gender, impoliteness and power in everyday and institutional talk • Gender and Gendered in online and workplace contexts
Contact Hours	Students will have three hours of contact with the lecturer/tutor each week, comprising one lecture, one workshop and one seminar.
Teaching and Learning Methods	<p>This module will combine scheduled and independent learning. It will be taught through a combination of lectures, workshops and seminars. There will be one lecture, one workshop and one seminar per week. Seminars will be used for class discussion of issues raised in the lectures and workshops, which will be devoted to examination of journals and texts, and for group/individual presentations.</p> <p>Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p>

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.

Key Information Sets Information

Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Key Information Set - Module data				
Number of credits for this module				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	72	228	0	300

The table below indicates as a percentage the total assessment of the module which constitutes a -

- Written Exam:** Unseen written exam, open book written exam, In-class test
- Coursework:** Written assignment or essay, report, dissertation, portfolio, project
- Practical Exam:** Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written exam assessment percentage	25%
Coursework assessment percentage	75%
Practical exam assessment percentage	0%
	100%

Reading Strategy

All students will be expected to make full use of print and electronic resources available to them through membership of the University. These include a range of electronic books (e.g. *ebooks, ebrary*), electronic journals (available through *Ebsco, Emerald, Sage* databases), multidisciplinary databases (e.g. *LexisNexis, FAME*) and a variety of resources available through websites and information gateways. The University Library's web pages provide access to subject-relevant resources and services, and to the library catalogue.

Guidance to some key authors and journals, mostly available through the library and/or the Internet, will be given on UWEonline. It is expected that assignment bibliographies and references lists will reflect the range of reading carried out. Relevant chapters of books and journal articles will be recommended as appropriate to the topic.

<p>Indicative Reading List</p>	<p><i>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.</i></p> <p>Books and articles:</p> <p>Baker, P. (2014) <i>Using Corpora to Analyse Gender</i>. London: Bloomsbury.</p> <p>Bamberg, M., A. De Fina and D. Schiffrin. (2007). <i>Selves and Identities in Narrative and Discourse</i>. John Benjamins.</p> <p>Beeching, K. (2002). <i>Gender, Politeness And Pragmatic Particles In French</i>. Amsterdam : Benjamins</p> <p>Beeching, K. (2016) <i>Pragmatic Markers in British English. Meaning in Social Interaction</i>. Cambridge: Cambridge University Press.</p> <p>Besnier, N. (2003) 'Crossing genders, mixing languages: the linguistic construction of transgenderism in Tonga', in Holmes, J. & Meyerhoff, M. (eds.) <i>The Handbook of Language and Gender</i>. Oxford: Blackwell Publishing.</p> <p>Cameron, D. ([1985] 1992, 2nd edn) <i>Feminism and Linguistic Theory</i>. Basingstoke/London: Macmillan.</p> <p>Cameron, D. (2005) 'Language, gender and sexuality: current issues and new directions', <i>Applied Linguistics</i> 26 (4): 482-502.</p> <p>Coates, J. ([1986] 2004, 3rd edn) <i>Women, Men and Language</i>. London: Longman.</p> <p>Coates, J. (2013) <i>Women, Men and Everyday Talk</i>. Basingstoke: Palgrave.</p> <p>Coupland, N. (2001) 'Language, situation, and the relational self: theorizing dialect-style in sociolinguistics', in Eckert, P. and Rickford, J. (eds) <i>Style and Sociolinguistic Variation</i>. Cambridge: Cambridge University Press.</p> <p>Eckert, P. (2007) 'Messing with style', in Maybin, J. & Swann, J. (eds) <i>The Art of English: everyday creativity</i>. Basingstoke, Hants and New York: Palgrave Macmillan.</p> <p>Harrington, K., Litosseliti, L., Sauntson, H. & Sunderland, J. (eds.) (2007) <i>Language and Gender Research Methodologies</i>. London: Palgrave Macmillan.</p> <p>Holmes, J. (1996) 'Women's role in language change: a place for quantification', in N. Warner, J. Ahlers, L. Bilmes, M. Oliver, S. Wertheim & M. Chen (eds.) <i>Gender and Belief Systems: Proceedings of the Fourth Berkeley Women and Language Conference</i>, April 19-21 1996. Berkeley, CA: Berkeley Women and Language Group.</p> <p>Holmes, J. ([1992] 2001, 2nd edn) <i>An Introduction to Sociolinguistics</i>. London: Longman.</p> <p>Holmes, J. (1995) <i>Women, Men and Politeness</i>. New York: Longman.</p> <p>Hultgren, A.K. (2007) 'Reconstructing the sex dichotomy in language and gender research: some advantages of using correlational sociolinguistics', in Harrington, K., Litosseliti, L., Sauntson, H. & Sunderland, J. (eds.) (2007, in press) <i>Language and Gender Research Methodologies</i>. London: Palgrave Macmillan.</p> <p>Meyerhoff, M. (2006) <i>Introducing Sociolinguistics</i>. London and New York: Routledge.</p> <p>Mills, S. (2003) <i>Gender and Politeness</i>. Cambridge and New York: Cambridge University Press.</p> <p>Schegloff, E.A. (1997) 'Whose text, whose context?', <i>Discourse and Society</i> 8 (2): 165-87.</p> <p>Swann, J. (2002) 'Yes, but is it gender?', in Litosseliti, L. and Sunderland, J. (eds.) <i>Gender Identity and Discourse Analysis</i>. Amsterdam: John Benjamins.</p>
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	<p>Journals:</p> <ul style="list-style-type: none"> • Gender and Language journal • Journal of politeness research • Journal of sociolinguistics • Journal of pragmatics • Language in Society <p>Students will be encouraged to follow debates in the media relevant to intercultural topics and to regularly read a variety of press and journals related to the topic.</p>
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Part 3: Assessment	
Assessment Strategy	<p>The assessment strategy includes an examination in controlled conditions at the end of TB1 and a long course-work at the end of TB2. The examination is intended to allow students to demonstrate a good understanding of the history of, and the theoretical and methodological approaches to, the topic of language and gender. This background serves as the bedrock for their long coursework conducted and assessed in TB2. Formative feedback provided after the examination will enhance their ability to perform to their best ability in the (more heavily weighted) long coursework in TB2.</p> <p>The long coursework project allows students to pursue an individual interest from the very wide range of topics in the field, thus responding to the diversity of the student body. Feedback given to students through the design and initial draft phases of the project allows the tutor to monitor their progress and to help them achieve their full potential.</p>

Identify final assessment component and element	<i> i.e. Component A1, or Component B2 </i>	
% weighting between components A and B (Standard modules only)	A: 25	B: 75
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
90 minute examination	100	
Component B Description of each element	Element weighting (as % of component)	
Language and Gender Project (4,500 words)	100	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
90 minute examination	100	
Component B Description of each element	Element weighting (as % of component)	
Language and Gender Project (4,500 words)	100	

If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.