

**CDA4 Programme Design Template
Module specification (with KIS)**



University of the
West of England




CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Transgression				
Module Code	UZSNU-30-2	Level	2	Version	3
Owning Faculty	Health and Applied Sciences	Field	Sociology and Criminology		
Contributes towards	All Sociology and Criminology Undergraduate Programmes				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	01/09/2014		Valid to	01/09/2020	

CAP Approval Date	28/03/2014
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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. Knowledge of a range of sociological, criminological and cultural theories of transgression (components A and B). 2. An understanding of how transgression fits in the wider conceptual framework of sociology and criminology (components A and B). 3. An understanding of the complex relationships between crime, transgression and pleasure (Components A and B) 4. Knowledge of a range of extreme transgressive esoteric and social subcultures and how these are theorised (components A and B). 5. An understanding of how transgressive cultural artefacts (for example, art, books, films) relate to cultural sociology and cultural criminology (components A and B). 6. An ability to reflect critically upon their learning on a selected topic (component A) 7. An ability to contribute effectively to an interactive online group blog (component B)
Syllabus Outline	As in the first two iterations of this module it is built around 4 major theoretical/topical

	<p>teaching blocks:</p> <p>Block 1: The Seductions of Crime – exploring relationships between crime, culture, pleasure and sexuality</p> <p>Block 2: Transgressive Subcultures – examining subcultures, subcultural theory and their relationship to transgression</p> <p>Block 3: Spiritual Transgressions – New Religious Movements and their relationships to transgressive ritual and crime</p> <p>Block 4: Transgressive Culture – Cultural expressions of transgressive practices</p>																																											
Contact Hours	<p>There will be 3 hours contact time per week: 2 hour weekly lectorial slots (combining the functions of a lecture and group and individual tutorials) complemented by weekly one hour seminars. Over and above this formal contact will be office/consultation hours which will be open to students for informal learning/study.</p>																																											
Teaching and Learning Methods	<p>Teaching will be by 2 hour lectorial slot where lectures will be supplemented by opportunities for interactive learning, one-on-one and group tutorials, plus a one hour seminar partly used to facilitate group-work/cohort identity. In addition independent learning will be expected and facilitated through seminars and lectorial sessions.</p>																																											
Key Information Sets Information	<table border="1" data-bbox="459 943 1369 1339"> <tr> <td colspan="5" data-bbox="459 943 1090 1025"><i>Number of credits for this module</i></td> <td data-bbox="1090 943 1230 1025" style="border: 2px solid black;">30</td> <td data-bbox="1230 943 1369 1025"></td> </tr> <tr> <td data-bbox="459 1025 596 1218">Hours to be allocated</td> <td data-bbox="596 1025 759 1218">Scheduled learning and teaching study hours</td> <td data-bbox="759 1025 927 1218">Independent study hours</td> <td data-bbox="927 1025 1090 1218">Placement study hours</td> <td data-bbox="1090 1025 1230 1218">Allocated Hours</td> <td data-bbox="1230 1025 1369 1218"></td> <td data-bbox="1369 1025 1444 1218"></td> </tr> <tr> <td data-bbox="459 1218 596 1256">300</td> <td data-bbox="596 1218 759 1256">72</td> <td data-bbox="759 1218 927 1256">228</td> <td data-bbox="927 1218 1090 1256">0</td> <td data-bbox="1090 1218 1230 1256">300</td> <td data-bbox="1230 1218 1369 1256" style="text-align: center;"></td> <td data-bbox="1369 1218 1444 1256"></td> </tr> <tr> <td data-bbox="459 1256 596 1339"></td> <td data-bbox="596 1256 759 1339"></td> <td data-bbox="759 1256 927 1339"></td> <td data-bbox="927 1256 1090 1339"></td> <td data-bbox="1090 1256 1230 1339"></td> <td data-bbox="1230 1256 1369 1339"></td> <td data-bbox="1369 1256 1444 1339"></td> </tr> </table> <p data-bbox="403 1368 1406 1429">The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p data-bbox="403 1462 1302 1491">Written Exam: Unseen written exam, open book written exam, In-class test</p> <p data-bbox="403 1494 1358 1523">Coursework: Written assignment or essay, report, dissertation, portfolio, project</p> <p data-bbox="403 1525 1390 1585">Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p data-bbox="403 1619 1406 1709">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:</p> <table border="1" data-bbox="571 1738 1262 1973"> <tr> <td colspan="2" data-bbox="571 1738 986 1776">Total assessment of the module:</td> <td data-bbox="986 1738 1262 1776"></td> </tr> <tr> <td data-bbox="571 1816 1121 1854">Written exam assessment percentage</td> <td data-bbox="1121 1816 1262 1854"></td> <td data-bbox="1121 1816 1262 1854" style="text-align: center;">0%</td> </tr> <tr> <td data-bbox="571 1861 1121 1899">Coursework assessment percentage</td> <td data-bbox="1121 1861 1262 1899"></td> <td data-bbox="1121 1861 1262 1899" style="text-align: center;">50%</td> </tr> <tr> <td data-bbox="571 1906 1121 1944">Practical exam assessment percentage</td> <td data-bbox="1121 1906 1262 1944"></td> <td data-bbox="1121 1906 1262 1944" style="text-align: center;">50%</td> </tr> <tr> <td data-bbox="571 1951 1121 1973"></td> <td data-bbox="1121 1951 1262 1973"></td> <td data-bbox="1121 1951 1262 1973" style="text-align: center;">100%</td> </tr> </table>	<i>Number of credits for this module</i>					30		Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours			300	72	228	0	300										Total assessment of the module:			Written exam assessment percentage		0%	Coursework assessment percentage		50%	Practical exam assessment percentage		50%			100%
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Reading	Access and Skills																																											

<p>Strategy</p>	<p>All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively. Additional support is available through the iSkillZone available via the Library web pages. This includes interactive tutorials on search skills and on the use of specific electronic library resources. Sign up workshops are also offered by the Library.</p> <p>Essential Reading</p> <p>Any essential reading will be indicated clearly in the module handbook, along with the method for accessing it: students will be referred to texts that are available electronically through Blackboard.</p> <p>Further Reading</p> <p>Further reading will include a mix of chapters from books held in the library, internet resources, electronic journals and government reports. As part of the course students will be required to undertake search engine exercises designed to allow them to obtain access to up to date material relevant to the course. The reading strategy will be reviewed annually to ensure all essential reading remains easily accessible and that the most up to date and relevant materials are available for students.</p> <p>Blackboard</p> <p>This module is supported by Blackboard where students will be able to find all necessary module information. Direct links to information sources will also be provided from within Blackboard</p>
<p>Indicative Reading List</p>	<p>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 Blackboard</p> <p>Ferrell, J. et al (2008) <i>Cultural Criminology: An Invitation</i>. London: Sage.</p> <p>Havis, A. (2008) <i>Cult Films: Taboo and Transgression</i>. New York: University Press of America.</p> <p>Jenks, C. (2003) <i>Transgression</i>. London: Routledge.</p> <p>Jervis, J. (1999) <i>Transgressing The Modern</i>. Oxford: Blackwell.</p> <p>Presdee, M. (2000) <i>Cultural Criminology and the Carnival of Crime</i>. London: Routledge.</p> <p>Wolfreys, J. (2008) <i>Transgression: Identity, Space, Time</i>. Basingstoke: Palgrave</p>

Part 3: Assessment

<p>Assessment Strategy</p>	<p>These summative assessments are designed to feed into the Faculty's strategy around TEL and the subject group's desire to reinforce cohort identity and introduce practical research skills and innovations on visual and aural culture into teaching, learning and</p>
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	<p>assessment.</p> <p>Component A: Presentation using self-reflective video</p> <p>The first 50% of the overall module mark will involve students presenting individual short (5 minute) talking head videos to the cohort under controlled conditions – stimulating jigsaw learning - on topics selected from the lecture sessions. The visual and digital turns in the social sciences make this a uniquely creative, important and relevant method of presenting the students' thoughts, reflections and knowledge; will test their practical video skills; and also acts to reinforce the Faculty's TEL strategy.</p> <p>Component B: Group Blog:</p> <p>The other 50% of the total mark is participation in an online blog on transgression. Students will be expected to participate and facilitate an online blogging community on contemporary transgressions and their own beliefs, reactions and thoughts about it. This will operate until the end of the second semester's teaching block. Students will be awarded an individual marks based on the quality, quantity and creativity underpinning their participation. The module leader will be attached to each blog as a method of facilitating discussion an as a way of formative assessment. Triggers embedded within the syllabus will mean that students will be able to reflect upon their own beliefs as they learn about relevant theories concerning transgressive activities creating a symbiosis of theory and practice. The blog will also help to build cohort identity; enhance IT, expressive writing and debating skills and brings the module in-line with the broader TEL agenda in the University.</p>
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Identify final assessment component and element		
% weighting between components A and B (Standard modules only)	A:	B:
	50	50
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Presentation using self-reflective video	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Online Blog	100%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Individual 20 minute Viva reflecting upon a transgressive topic of the student's choice	100%	
Component B Description of each element	Element weighting (as % of component)	
1. 3000 word reflective statement concerning learning on the module	100%	
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.		

