






MODULE SPECIFICATION

Part 1: Information			
Module Title	The Sociolinguistics of Language Contact		
Module Code	UPNQ9Q-30-3	Level	3
For implementation from	September 2018		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Arts, Creative Industries and Education	Field	Linguistics
Department	Arts and Cultural Industries		
Contributes towards	BA Hons English Language and Literature BA (Hons) English Language and Linguistics		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	UPNQ9T-30-3		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<p>Language contact and bilingualism</p> <ul style="list-style-type: none"> • Definitions of Bilingualism • Definitions of Language contact • Bilingualism in relation to cognition, education, first language acquisition and second language acquisition • Interference and transfer • Borrowing and code-switching • Sociolinguistic aspects of language contact and bilingualism: attitudes, domains, proficiency, identity, etc. <p>The other languages of Bristol</p> <ul style="list-style-type: none"> • Introduction to the structures of a number of languages spoken in Bristol • Contact phenomena in English and the other languages: code-switching & borrowing • Types and level of bilingualism of different groups • Domains of language use within and between the communities • Linguistic identity, language attitudes and integration within and between the communities <p>Examples are in English as well as in other languages. Nevertheless, it is not necessary to be proficient in the languages.</p>

Part 3: Assessment		
<ul style="list-style-type: none"> In the first teaching block, students prepare a piece of coursework of approx. 3000 words (component B), based on an empirical study The second teaching block is followed by a 3-hour exam (component A) in three parts, short answer questions (A), analysis of language contact and bilingualism data (B) and practical evaluation of a situation of language contact and bilingualism (C). There is ample opportunity for formative assessment throughout the year, including feedback on the empirical studies in TB1 and feedback on specific aspects of exam preparation (such as the analysis of data or the practical application of findings) in TB2 Assessment criteria used for each component and if appropriate each element in assessment strategy. This should be aligned with learning outcomes. Implications, if any, of assessment vehicle for collaborations or different modes of attendance. 		
Identify final timetabled piece of assessment (component and element)	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	60%	40%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. A three-hour written examination	100%	
Component B Description of each element	Element weighting (as % of component)	
1. One essay (of approx. 3000 words)	100%	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. A three-hour written examination	100%	
Component B Description of each element	Element weighting (as % of component)	
1. One essay (of approx. 3000 words)	100%	
Part 4: Learning Outcomes & KIS Data		
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> an understanding of approaches to bilingualism and language contact (component B) an understanding of borrowing and code-switching (component B) an understanding of the sociolinguistic aspects of bilingualism (component B) an understanding of different forms of bilingualism in Bristol (component A) an understanding of the methods used to study bilingualism and language contact (component A and B) the skill to carry out a small-scale study and to analyse and evaluate the findings (component B) the skill to critically evaluate issues of language contact and bilingualism (component A) <p>Learning outcomes of those parts of the module that are taught in TB1 will be assessed in component B, and the remaining learning outcomes will be assessed in an exam at the end of TB2.</p>	

Key Information Sets Information (KIS)	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.																														
Contact Hours	<table border="1" data-bbox="564 333 1410 775"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td colspan="4"></td> <td style="border: 2px solid black; text-align: center;">30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">72</td> <td style="text-align: center;">228</td> <td style="text-align: center;">0</td> <td style="text-align: center;">300</td> </tr> <tr> <td colspan="4"></td> <td style="text-align: center;"></td> </tr> </tbody> </table>	Key Information Set - Module data					<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					
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Total Assessment	<p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>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</p> <p>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="604 1178 1377 1413"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td style="text-align: center;">60%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="text-align: center;">40%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="text-align: center;">0%</td> </tr> <tr> <td></td> <td style="text-align: center;">100%</td> </tr> </tbody> </table>	Total assessment of the module:		Written exam assessment percentage	60%	Coursework assessment percentage	40%	Practical exam assessment percentage	0%		100%																				
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Reading List	<p>Indicative Reading List: Additional digital materials are made available through Blackboard.</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 other more frequently updated mechanisms.</p> <p>https://uwe.rl.talis.com/lists/3E54C5C1-2107-2958-889F-34B7652F3E68.html</p>																														

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First CAP Approval Date	5th February 2015			
Revision CAP Approval Date	28 th May 2017	Version	2	Link to MIA 10693