



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Language and the Mind				
Module Code	UPNQ4N-30-2	Level	2	Version	1.2
Owning Faculty	ACE	Field	Linguistics		
Contributes towards	BA (Hons) English Language and Linguistics				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	N/a		Module Entry requirements	N/a	
Valid From	September 2014		Valid to	Ongoing	

CAP Approval Date	11/02/2014 04/02/2016
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <p>Subject-specific skills:</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the key concepts of Syntax, Linguistic Typology and Psycholinguistics (Component A and B); • Demonstrate the ability to analyse data from a range of languages syntactically (Component B); • Demonstrate an understanding of the relationship between language and culture across a range of languages (Component B); • Understand how language is organized in the minds of speakers (Component A); • Demonstrate an understanding of the practical applications of psycholinguistics, including speech therapy (Component A); • Communicate effectively and fluently (Component B); • Work independently, demonstrating initiative, self-organisation and time management (Component A and B). <p>In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following:</p> <ul style="list-style-type: none"> • The ability to work as a member of a group • An understanding of how the skills learnt in this module can lead to future employment

Syllabus Outline	<p>Teaching block 1: Psycholinguistics and speech therapy</p> <ul style="list-style-type: none"> • Word production: finding words and building words • Gestures in production and comprehension • Word comprehension: reading and hearing words • When things go wrong: aphasia and other conditions • Speech therapy <p>Teaching block 2: syntax, linguistic typology and language & culture</p> <ul style="list-style-type: none"> • Simple and complex sentences • The building blocks of sentences: phrases and constituents • Grammatical relations and voice structures • Linguistic typology • The link between language and culture
Contact Hours	<p>72 contact hours allocated as follows:</p> <p>Weekly lecture, workshop and seminar per week. Workshop and seminar time may involve as appropriate:</p> <ul style="list-style-type: none"> • In-class discussions • Online-quizzes • Exercises • Group work • Virtual sessions • Question and answer sessions <p>8 additional scheduled teaching hours including:</p> <ul style="list-style-type: none"> • Field work and work-based learning • Feedforward and feedback through personal tutorial times • Support through the PAL (Peer Assisted Learning Programme) at UWE
Teaching and Learning Methods	<p>Scheduled learning</p> <p>Weekly lectures will present information and outline current debates in the field, and may also be used interactively depending on the content being delivered. Seminars will provide an environment for students to broaden their grasp of these areas through interrogation, analysis and both independent and collaborative work. The workshop space will be used flexibly depending on content being covered and perceived student need and may include any of the learning opportunities outlined in the above section.</p> <p>Independent learning</p> <p>This will include hours engaged with essential reading and exercises in preparation for seminars and assessed work. Independent work will also be oriented towards assignment preparation and completion and where necessary towards material assessed by an unseen exam.</p>
Key Information Sets Information	<p>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.</p>

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	80	220	0	300



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

Written Exam: Unseen written exam, seen 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

50%

Coursework assessment percentage

50%

Practical exam assessment percentage

0%

100%

Reading Strategy

Essential Reading

Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a study pack or be referred to texts that are available electronically, or in the Library. Module handbooks will also reflect the range of reading to be carried out.

Further Reading

Further reading is advisable for this module, and students will be encouraged to explore at least one of the titles held in the library on this topic. A current list of such titles will be given in the module handbook and revised annually.

Access and Skills

Support in accessing library resources is available through the library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Further training in using the library is offered by the library team.

Careers Resources

Support is available from the Careers Service on how to use the careers resources. Students will be made aware of these facilities, and encouraged to explore them, at points in the module where it appears relevant.

Indicative Reading List

Indicative Reading List

The following is an indicative reading list for validation purposes. More current advice on reading is provided in the module handbook each year and in other more frequently updated sources.

	<p>Cutler, Anne (2013) <i>Twenty-First Century Psycholinguistics: Four cornerstones</i>. Abingdon: Routledge.</p> <p>Harley (2010) <i>Talking the talk</i>. Hove: Psychology Press.</p> <p>Harley (2013) <i>The Psychology of Language</i>. Psychology Press. 4th edition.</p> <p>Tallerman, Maggie (2011) <i>Understanding Syntax</i>. Hodder Education. 3rd edition.</p> <p>Velupillai, Viveka (2012) <i>An introduction to linguistic typology</i>. Amsterdam: John Benjamins.</p> <p>Warren, Paul (2013) <i>Introducing Psycholinguistics</i>. Cambridge University Press.</p>
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Part 3: Assessment	
Assessment Strategy	<p>In the first teaching block, students learn about psycholinguistics, drawing on a number of skills developed at level 1 (including the analysis of words, sounds and meaning). Alongside the theoretical aspects, students will be introduced to practical applications of the field, such as speech therapy. The assessment for TB1 is a seen exam in the last week of teaching, for which students can prepare answers a week in advance. The topics will include a range of areas covered in the module, dealing both with practical and academic applications of psycholinguistics. Students will have to relate their prepared answers to the theoretical issues discussed throughout the teaching block as part of the requirements. Formative feedback on practical exercises will be available to students throughout the teaching block and during the exam preparation week.</p> <p>Building on the skills in morphological analysis developed at level 1, the students focus on the analysis of sentences from a typological perspective in TB2. The later weeks of the second teaching block are dedicated to the link between language and culture, drawing particularly on the syntactic and typological skills developed in the weeks prior to that. During the teaching block, formative feedback on a range of practical exercises will be available. The final assessment for TB2 is an essay of a maximum of 2000 words, based on a choice of questions provided to the students in class.</p>

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)	
A seen exam on a range of essay questions (TB1)	100%	
Component B Description of each element	Element weighting (as % of component)	
An essay of 2000 words based on a choice of essay questions (TB2)	100%	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
A seen exam on a range of essay questions	100%

Component B Description of each element	Element weighting (as % of component)
An essay of 2000 words based on a choice of essay questions	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.	