University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

<table>
<tr><td colspan="6" align="center">Part 1: Basic Data</td></tr>
<tr><td>Module Title</td><td colspan="5">Language Project</td></tr>
<tr><td>Module Code</td><td>UPNN35-30-3</td><td>Level</td><td>3</td><td>Version</td><td>1</td></tr>
<tr><td>Owning Faculty</td><td>ACE</td><td>Field</td><td colspan="3">Linguistics
English Language</td></tr>
<tr><td>Contributes towards</td><td colspan="5">English Language and Linguistics
English and English Language</td></tr>
<tr><td>UWE Credit Rating</td><td>30</td><td>ECTS Credit Rating</td><td>15</td><td>Module Type</td><td>Project</td></tr>
<tr><td>Pre-requisites</td><td>none</td><td>Co- requisites</td><td colspan="3">none</td></tr>
<tr><td>Excluded Combinations</td><td>none</td><td>Module Entry requirements</td><td colspan="3">n/a</td></tr>
<tr><td>Valid From</td><td>September 2014</td><td>Valid to</td><td colspan="3">September 2020</td></tr>
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<tr><td>CAP Approval Date</td><td>07/01/14</td></tr>
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<tr><td colspan="2" align="center">Part 2: Learning and Teaching</td></tr>
<tr><td>Learning Outcomes</td><td>On successful completion of this module students will be able to demonstrate:

1. The ability to critically reflect on the chosen field of study and to independently formulate a hypothesis/research question, plan, design and carry out a project (component A)
2. The ability to independently conduct a research study in an area of Language and Linguistics or to carry out and critically reflect upon a work experience relating to Language and Linguistics (component A)
3. An advanced competence in bibliographic research and database usage (component A)
4. An advanced competence in critically evaluating theories and concepts from the literature and their relevance for the project (component A)
5. The ability to produce written work that is clear, coherent, precise and accurate (component A)
6. The ability to handle numerical data and to use computational tools such as concordancing programmes, statistical packages such as SPSS, Wordsmith or CLAN to analyse data/texts wherever appropriate (component A)
7. The ability to identify and appraise the knowledge and skills developed and acquired through carrying out a research study or through work-based learning (component A).</td></tr>
<tr><td>Syllabus Outline</td><td>The students choose their own topic in consultation with staff. All students have to hand in a topic proposal (at the end of TB1). Students can choose between two types</td></tr>
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	of projects:
	1. A research project of 9000 words, consisting of an empirical research study conducted by the student.
	2. A project combining a language-related work experience of at least 20 days, which is critically reflected on in a 3000 word reflective diary and evaluation in terms of language, as well as a project of 6000 words that draws on aspects of the work experience. This project has to draw in pertinent literature in the field, and may (but does not have to) involve an empirical investigation.
Contact Hours	Students will be offered monthly workshops and group-sessions during TB1. These are set up to help the students to structure their projects, engage in discussions with others working in similar areas and to monitor progress. All students will be assigned a supervisor for a total of three hours of supervision, to discuss the progress of the project and to comment on two chapters (literature review and methodology) of the written work.
Teaching and Learning Methods	The student plans and carries out an empirical research project or work experience with an additional project, under supervision of a member of staff. The student is encouraged to work independently, meet up with staff and students in TB1 workshops and meet regularly with his/her supervisor to discuss progress, reflecting on learning and receive expert advice. **Scheduled learning** takes place during workshops and project supervision. **Independent learning** includes essential reading, case study preparation, assignment preparation and completion as well as fieldwork (for those choosing the research project option) and work based learning (for those choosing the work experience option).
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	10	290	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	0%
	Coursework assessment percentage	100%
	Practical exam assessment percentage	0%
		100%

Reading Strategy	The student will consult with the tutor about the key reading for the chosen project, but will assume responsibility to search additional literature in the library and databases such as the Linguistics and Language Behavior Abstracts, MLA Bibliography etc., which provide access to wider reading. The project is specifically designed to enable students to exploit the full potential of the library holdings and online databases and to develop their ability to research resources effectively. Guidelines on how to use and resource readings will also be provided in the module handbook and additional training by the library will be provided when necessary. Links to further readings will be available online (including those available through e-journals), and to research and learning resources will be built in to the UWE Blackboard provision. Given the extent of literature in the field, students will be specifically encouraged to research beyond the listings in the module handbook, and will be given the appropriate guidance in tutorials.
Indicative Reading List	*Suggested reading for methods used in research projects and reports:* Dörnyei, Zoltán 2003 *Questionnaires in Second Language Research. Construction, Administration, and Processing.* London: Routledge. Dörnyei, Zoltán 2007 *Research methods in Applied Linguistics: quantitative, qualitative and mixed methodologies.* Oxford: Oxford University Press. Groom, N. & J. Littlemore (2011) *Doing Applied Linguistics: a guide for students*. Routledge. Harrington, Kate, Lia Litosseliti, Helen Sauntson and Jane Sunderland (eds.) 2008 *Gender and Language Research Methodologies.* Basingstoke: Palgrave Macmillan. Heigham, J. & R. A. Crocker (2009) *Qualitative Research in Applied Linguistics: a practical introduction*. Basingstoke: Palgrave. Johnson, K. (2008) *Quantitative methods in linguistics*. Chichester: Wiley-Blackwell. Litosseliti, Lia (ed.) 2010 *Research Methods in Linguistics.* London: Continuum. Macaulay, Ronald 2009 *Quantitative methods in sociolinguistics.* Basingstoke: Palgrave Macmillan. Mackey, A. & S. Gass (2012) *Research Methods in Second Language Acquisition: a practical guide*. Cambridge University Press. McEnery, Tony, Richard Xiao and Yukio Tono 2006 *Corpus-based Language Studies.* London: Routledge. Richards, Keith, Steven John Ross and Paul Seedhouse 2011 *Research Methods for Applied Language Studies. An Advanced Resource Book for Students.* London: Routledge. Richardson, John 2007 *Analysing newspapers: an approach from critical discourse analysis*. Basingstoke: Palgrave Macmillan. Sakel, Jeanette and Daniel Everett 2012 *Linguistic Fieldwork: A Student Guide.* Cambridge: Cambridge University Press. Wray, Alison & Aileen Bloomer (2012) Projects in Linguistics and language studies: a practical guide to researching language. 3rd edition London: Hodder Education.

Part 3: Assessment	
Assessment Strategy	**Weighting between components A and B (standard modules only) A: 100%** **ATTEMPT 1** **First Assessment Opportunity (Sit)** **Component A** A project of 9000 words (end of TB2) **FINAL**

	A topic proposal of 500 words (end of TB1)
	
	Students can choose one of the two following forms of assessment:
	    a) An extended essay, based on a research project, of 9000 words
	    b) A report about a topic in Language and Linguistics, linked to the work experience (6000 words), alongside a self-reflective diary and evaluation of work experience (in terms of language) (3000 words).
	
	Second Assessment Opportunity (Resit) (further attendance at taught classes is not required)
	Component A
	A project of 9000 words (end of TB2) **FINAL**
	A topic proposal of 500 words (end of TB1)
	
	Students can choose one of the two following forms of assessment:
	    a) An extended essay, based on a research project, of 9000 words
	    b) A report about a topic in Language and Linguistics, linked to the work experience (6000 words), alongside a self-reflective diary and evaluation of work experience (in terms of language) (3000 words).
	
	EXCEPTIONAL SECOND ATTEMPT (Retake): Attendance at taught classes is not required.

Identify final assessment component and element			
		A:	**B**:
% weighting between components A and B (Standard modules only)		**100%**	**0%**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Topic proposal (500 words)	10%
2. Final submission (9000 words) of research project OR work-based report and project	90%
Component B **Description of each element**	**Element weighting** **(as % of component)**

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Topic proposal (500 words)	10%
2. Final submission (9000 words) of research project OR work-based report and project	90%
Component B **Description of each element**	**Element weighting** **(as % of component)**

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.