



Module Specification

Language, Environment and the Law

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Part 1: Information

Module title: Language, Environment and the Law

Module code: UPNNKA-30-3

Level: Level 6

For implementation from: 2024-25

UWE credit rating: 30

ECTS credit rating: 15

College: College of Arts, Technology and Environment

School: CATE School of Arts

Partner institutions: None

Field: Linguistics

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: This module provides a progression option for students interested in Ecolinguistics and Forensic Linguistics from the L1 module UPNN4L-30-1 Phonetics and Forensic Linguistics, as well as the L2 module UPNNER-15-2 Researching Language as Social Impact. This is an especially valuable and exciting area for student study, which aligns with UWE Strategy 2030 and will sit well for students engaging with the independent research projects in Level 3.

Features: Not applicable

Educational aims: To develop students' ability to critically assess how current social constructions shape our attitudes towards the survival of the world;

To develop students' appreciation of the direct influence language has on sustainable decision-making;

To provide opportunities for engagement with local sustainable projects through the lens of the Ecolinguist;

To build on students' Forensic Linguistics knowledge by exploring the language practices of key participants and processes within the legal system;

To develop students' awareness of the Forensic Linguist's place within the criminal justice system in the UK and other prominent jurisdictions;

To provide a critical overview of the factors which intersect with vulnerability and create linguistic disadvantage throughout the legal process;

To provide insight into how the skills and knowledge learnt in this module can lead to and apply in future employment.

Outline syllabus: The following gives an outline of a typical offering in this module:

Teaching Block 1

The module begins by introducing, explaining and critiquing key concepts and terminology in Ecolinguistics and the Ecosophy. We will then explore the connections between language, society and inherited attitudes towards nature and the world, developing an understanding of the intrinsic value our culture puts on the description of nature and how this impacts our English-speaking view of the world. We will consider how best to approach these discourses to more accurately represent our relationship with nature, create a more positive story and develop better ecosophies. Then, the language of campaigns, climate activism and denialism will be explored from pragmatic, lexical and ethnographic perspectives, with spotlights on the diverse participants in environmental discourse. We will evaluate the role of advertising and consumerism and the competing narratives of activists and deniers/sceptics. Finally, students will be introduced to the language of environmental policy and government, analysing the impactful and strategic use of language in election campaigns, government advertising and policy documents. Each topic throughout TB1 will deepen students' awareness of the rapidly-expanding

list of careers in which Ecolinguists can make a real-world contribution.

Teaching Block 2

This half of the module is structured according to the three main Forensic Linguistic strands of language in law, language in the legal process, and language as evidence. Building on the fundamental concepts and topics covered in the core L1 module, Phonetics and Forensic Linguistics, students will now have the opportunity to explore key issues and contemporary cases in more depth. The module focuses on the practical applications of Linguistics to real-world questions, such as reconciling legal language with its multilingual, multicultural and neurodiverse users, improving the experiences of vulnerable witnesses, aligning police procedure with communicative needs in high-pressure contexts, and evaluating the complex linguistic work required of judges. Students will also explore Investigative Linguistics and the opportunities presented by AI for both criminals, investigators, and analysts. Each teaching week is designed to develop students' sensitivity to finding, collecting and analysing different forms of data from the diverse contexts represented. Throughout TB2 and culminating in a final careers workshop, students will also learn about professional pathways for those with a Forensic Linguistics education, both within and outside the legal system.

Part 3: Teaching and learning methods

Teaching and learning methods: Scheduled learning: Workshops, lectures, and seminars are at the core of this module's teaching and learning methods. This allows a flexible approach to be taken to combining lecturer input with practical application of methods of analysis. This flexible approach also enables students to develop the skills necessary to engage with different modes of learning. The module may require students to work both independently, and in small groups on a variety of different tasks.

Guidance on work briefs and set reading or tasks will be available in the module handbook, via the module information on UWE online or through any other vehicle

deemed appropriate by the module/programme leaders.

Independent learning and study may include a variety of tasks such as written exercises, assignment preparation, data analysis, and recommended further reading. It will be guided by a clear syllabus outline in the module handbook and preparation questions and/or tasks communicated via Blackboard.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Criticise, classify, and develop a range of techniques of discourse analysis (broadly defined) utilising a wide range of texts on environmental issues

MO2 Critically evaluate academic and public literature on language, sustainability and ecolinguistics, and investigate a range of ethical issues related to language use and sustainable outcomes

MO3 Demonstrate an advanced understanding of the scope and application of Ecolinguistics and Forensic Linguistics as sub-disciplines of applied linguistics in real-world contexts

MO4 Recognise, synthesise and respond, with an appropriate level of sensitivity and awareness of ethical responsibilities, to the different types of data and analysis as required by Ecolinguistics and Forensic Linguistics

MO5 Identify, evaluate, and engage with the interactional aspects of UK judicial systems, the discourse practices of legal professionals, the ways in which lay participants can be linguistically disadvantaged, and finally the key legal cases and appeals in which linguistic evidence has been of significance

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 300

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/upnka-30-3.html) via the following link <https://uwe.rl.talis.com/modules/upnka-30-3.html>

Part 4: Assessment

Assessment strategy: Assessments:

Portfolio 1 - 50%

Portfolio 2 - 50%

Students are required to submit two portfolios of work that include the outcomes of tasks set during the module. These tasks are designed to enable students to demonstrate, for the purposes of assessment, the acquisition of skills, knowledge, understanding and/or experience that meets the learning outcomes of the module. The word count will be determined by the nature of the tasks set, and a clear indication of the word count limits will be included in the module handbook. The tasks within the portfolio will assess students' understanding of Ecolinguistics and Forensic Linguistics from both theoretical and practical perspectives. At least one task per teaching block will ask students to execute an analysis of linguistic data from a range of potential sources (examples in Forensic Linguistics may include police interviews, courtroom interaction, criminal communications). Students will have the opportunity to discuss the progress of their assessment with the course tutor at appropriate times to ensure the best possible outcomes.

Assessment tasks:

Portfolio (First Sit)

Description: Portfolio 1

A portfolio of work that includes the outcomes of tasks set during the module. These tasks are designed to enable students to demonstrate, for the purposes of assessment, the acquisition of skills, knowledge, understanding and/or experience that meets the learning outcomes of the module.

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Portfolio (First Sit)

Description: Portfolio 2

A portfolio of work that includes the outcomes of tasks set during the module. These tasks are designed to enable students to demonstrate, for the purposes of assessment, the acquisition of skills, knowledge, understanding and/or experience that meets the learning outcomes of the module.

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO3, MO4, MO5

Portfolio (Resit)

Description: Portfolio 1

A portfolio of work that includes the outcomes of tasks set during the module. These tasks are designed to enable students to demonstrate, for the purposes of assessment, the acquisition of skills, knowledge, understanding and/or experience that meets the learning outcomes of the module.

Weighting: 50 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Portfolio (Resit)

Description: Portfolio 2

A portfolio of work that includes the outcomes of tasks set during the module. These tasks are designed to enable students to demonstrate, for the purposes of assessment, the acquisition of skills, knowledge, understanding and/or experience that meets the learning outcomes of the module.

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO3, MO4, MO5

Part 5: Contributes towards

This module contributes towards the following programmes of study:

English Language and Linguistics [Frenchay] BA (Hons) 2022-23

English Language and Linguistics [Sep][SW][Frenchay][4yrs] BA (Hons) 2021-22

English Language and Linguistics {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons)
2021-22

English Language and Linguistics [Sep][PT][Frenchay][6yrs] BA (Hons) 2020-21

English Language and Linguistics {Foundation} [Sep][SW][Frenchay][5yrs] BA
(Hons) 2020-21

English Language and Linguistics [Sep][PT][Frenchay][6yrs] BA (Hons) 2019-20