

**MODULE SPECIFICATION**

Part 1: Information			
Module Title	Constructing Language(s)		
Module Code	UPNQ4K-30-1	Level	1
For implementation from	September 2017		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	ACE	Field	English Language and Linguistics
Department	ACI		
Contributes towards	BA (Hons) English Language and Linguistics		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	n/a		

**Part 2: Description**

This module provides an introduction to the structure of English and other languages. It covers the fields of morphology, syntax and language typology. The module includes practical exercises, working with language data. At the end of the module students should have an understanding of the grammatical structures of English and other languages, be able to carry out linguistic analyses for specific grammatical structures and have a general understanding of how the languages of the world differ/are similar at the structural level.

**Syllabus:****Teaching Block 1**

- Basic Grammar
- Morphology
- Linguistic Fieldwork


**Teaching Block 2**

- Syntax
- Language Typology

**Part 3: Assessment**

The assessment is constructed to enable students to achieve the learning outcomes of the module. TB1 hosts a portfolio assessment, in which students explore small chunks of various types of assessment. The tasks for the portfolio will be set each year by the module leader, and can include, for example, a 500-1000 word report on fieldwork, a morphological analysis, or a visualisation of a grammatical concept. This type of assessment gives students the chance to explore learning and assessment strategies at level 1. It also helps to reduce plagiarism

<p>by setting (different) specific tasks for each year-group. The second teaching block assessment is a final exam, which tests the subject knowledge and analytical skills acquired throughout the module. This type of assessment ensures that students have met the required learning outcomes and engage with the subject contents throughout the module run.</p> <p>During the entire modules, students will have opportunities to test their learning and to engage in formative assessment procedures, such as through exercises and mock exams (with feedback from the tutor).</p>		
<ul style="list-style-type: none"> <li>• TB1: a portfolio coursework, consisting (for example) of a 500-1000 word report on fieldwork, a morphological analysis and a visualisation of a grammatical concept (Component B)</li> <li>• TB2: a 2-hour exam relating specifically to elements learnt in TB2, based on elements introduced in TB1 (Component A).</li> </ul>		
Identify final timetabled piece of assessment (component and element)		
% weighting between components A and B (Standard modules only)	<b>A:</b> 60%	<b>B:</b> 40%
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. A 2-hour exam in TB2	60%	
<b>Component B</b>		
<b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. A portfolio coursework submission in TB1	40%	
<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. A 2-hour exam	60%	
<b>Component B</b>		
<b>Description of each element</b>	<b>Element weighting</b> <b>(as % of component)</b>	
1. A portfolio coursework submission	40%	
<b>Part 4: Teaching and Learning Methods</b>		
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of the key concepts of linguistic fieldwork and morphology, including the ability to collect and analyse data</li> </ul>	

	<p>(component B)</p> <ul style="list-style-type: none"> <li>• Use precise descriptive terminology (components A and B)</li> <li>• Demonstrate critical skills in the interpretation of data in relation to the concepts and theories discussed (components A and B)</li> <li>• Demonstrate the ability to carry out a morphological analysis of language data (component B)</li> <li>• Demonstrate the ability to carry out a syntactic analysis of language data (component A)</li> <li>• Demonstrate the ability to present clearly the results of empirical studies (component B)</li> <li>• Demonstrate the ability to write a report on the results of an analysis (components A1 and B)</li> <li>• Demonstrate the ability to analyse and critically evaluate the language structures of English and other languages of the world (component A)</li> </ul> <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"> <li>• An understanding of the ethical considerations of collecting data</li> <li>• The ability to work both independently and as a member of a group</li> <li>• An understanding of technical issues involved in the collection of reliable data</li> <li>• An understanding of how the skills learnt in this module can lead to future employment</li> </ul>										
Key Information Sets Information (KIS)	<p align="center"><b>Key Information Set - Module data</b></p> <p><i>Number of credits for this module</i> <span style="float: right; border: 1px solid black; padding: 2px;">30</span></p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="background-color: #e0e0e0;">Hours to be allocated</th> <th style="background-color: #e0e0e0;">Scheduled learning and teaching study hours</th> <th style="background-color: #e0e0e0;">Independent study hours</th> <th style="background-color: #e0e0e0;">Placement study hours</th> <th style="background-color: #e0e0e0;">Allocated Hours</th> </tr> </thead> <tbody> <tr> <td>300</td> <td>72</td> <td>228</td> <td>0</td> <td>300</td> </tr> </tbody> </table> <p align="right"></p>	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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300	72	228	0	300							
Contact Hours	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p><b>Written Exam:</b> Unseen or open book written exam  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project or in class test  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p> <p>Total assessment of the module:</p>										
Total Assessment	<table style="width: 100%;"> <tr> <td style="width: 60%;">Written exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">60%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td style="border: 1px solid black; text-align: center;">40%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td style="border: 1px solid black; text-align: center;">0%</td> </tr> <tr> <td></td> <td style="border: 1px solid black; text-align: center;">100%</td> </tr> </table>	Written exam assessment percentage	60%	Coursework assessment percentage	40%	Practical exam assessment percentage	0%		100%		
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	100%										

Reading List	<p><b>Indicative reading</b></p> <ul style="list-style-type: none"><li>• Coates, Richard (1999) <i>Word Structure</i>. London: Routledge.</li><li>• Lieber, Rochelle (2010) <i>Introducing Morphology</i>. Cambridge: Cambridge University Press.</li><li>• Sakel, Jeanette &amp; Daniel Everett (2012) <i>Linguistic Fieldwork</i>. Cambridge: Cambridge University Press.</li><li>• Tallerman, Maggie (2014) <i>Understanding Syntax</i>. Routledge. 4<sup>th</sup> edition.</li><li>• Velupillai, Viveka (2012) <i>An introduction to linguistic typology</i>. Amsterdam: John Benjamins.</li></ul>

## FOR OFFICE USE ONLY

First CAP Approval Date	01/06/2012			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>	01/02/2017	Version	2	<a href="#">Link to RIA 12136</a>