



Module Specification

Making Meaning

Version: 2021-22, v3.0, 19 Aug 2021

Contents

Module Specification	1
Part 1: Information	2
Part 2: Description	2
Part 3: Teaching and learning methods	4
Part 4: Assessment.....	5
Part 5: Contributes towards	7

Part 1: Information

Module title: Making Meaning

Module code: UPNQ4J-30-1

Level: Level 4

For implementation from: 2021-22

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Arts Creative Industries & Education

Department: ACE Dept of Creative & Cultural Industries

Partner institutions: None

Delivery locations: Frenchay Campus

Field: Linguistics

Module type: Standard

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Not applicable

Features: Not applicable

Educational aims: See Learning Outcomes.

In addition to the learning outcomes, the educational experience may explore,

develop and practise but not formally discretely assess the following:

The ability to work independently, demonstrating initiative, self-organisation and time management;

The ability to work effectively in a group;

The ability for students to understand better their own learning style, personality and values in order to be in a position to identify their own strengths and weaknesses, and as a result possible suitable careers;

Competence in selective reading for and systematic planning of assessed work;

Bibliographic skills appropriate to the discipline, including accurate citation of sources and consistent use of conventions in the presentation of scholarly work.

Finally, a formative element of the module will be for students to:

Describe and evidence the skills gained on the module through the creation of a personal action plan relating to skills development with a view to further work at Level 2.

Outline syllabus: The syllabus includes:

Teaching block 1:

Cohesion and coherence

Lexical semantics

Multimodality

Visual semiotics

Text patterns, schemas

Genre analysis

Irony, parody and satire

Careers education

Presentation skills

Teaching block 2:

Presentations

Grice - maxims

Speech act theory

Context - micro-macro

Discourse - spoken interaction

Transcription theory

Gender

Part 3: Teaching and learning methods

Teaching and learning methods: See assessment strategy.

Module Learning outcomes:

MO1 Demonstrate knowledge of the relationship between form and function of language features

MO2 Demonstrate awareness and skills in analysing how different social and cultural contexts affect the nature of language and meaning, and sensitivity to the affective power of language and appropriateness in language use

MO3 Use precisely linguistic and stylistic terminology

MO4 Demonstrate understanding of the key principles in discourse analysis

MO5 Demonstrate critical skills in the close reading, description, analysis and production of texts of relevance to a number of careers, for example, advertising, marketing, journalism and copyediting

MO6 Demonstrate knowledge, through independent research, of careers where the production of certain text types is required and the factors determining them

MO7 Demonstrate the ability to create text of a particular genre and analyse its properties in relation to generic conventions and context

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/upnq4j-30-1.html) via the following link <https://uwe.rl.talis.com/modules/upnq4j-30-1.html>

Part 4: Assessment

Assessment strategy: Having received input and formative assessment of practical activities relating to features of text in the first teaching block, students will be asked to produce by around Week 8 a piece of coursework putting into practice the analytical skills they have developed.

Feedback from this will feed directly into the second task, which will be to create and

analyse a text in a specific genre relating to an identified career. This will take the form of in-class group presentations at the beginning of the second teaching block. In this way, students are developing further their analytical skills and also being given the opportunity to engage with a creative group task of relevance to a particular occupation, in this way developing team working skills.

Feedback from both tasks will be relevant to the final assessment, which will be to examine students' knowledge of theories covered on the module as a whole.

In this way, the assessment strategy allows for a gradual increase in skills and knowledge relating to this area within a supportive and developmental framework.

Assessment components:

Written Assignment - Component B (First Sit)

Description: Comparison of texts (2000 words)

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3

Presentation - Component A (First Sit)

Description: In-class 15 minute group presentation on creation and analysis of text linked to career or domain

Weighting: 25 %

Final assessment: No

Group work: Yes

Learning outcomes tested: MO1, MO2, MO3, MO5, MO6, MO7

Examination - Component A (First Sit)

Description: 1.5 hour exam on theory across whole module

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4

Written Assignment - Component B (Resit)

Description: Written comparison of texts of 2000 words

Weighting: 50 %

Final assessment: Yes

Group work: No

Learning outcomes tested:

Presentation - Component A (Resit)

Description: In-class 15 minute group presentation on creation and analysis of text linked to career or domain

Weighting: 25 %

Final assessment: No

Group work: Yes

Learning outcomes tested:

Examination - Component A (Resit)

Description: 1.5 hour exam on theory across whole module

Weighting: 25 %

Final assessment: No

Group work: No

Learning outcomes tested:

Part 5: Contributes towards

This module contributes towards the following programmes of study:

English Language and Linguistics [Sep][FT][Frenchay][3yrs] BA (Hons) 2021-22

English Language and Linguistics [Sep][PT][Frenchay][6yrs] BA (Hons) 2021-22

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

English Language and Linguistics {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons)
2020-21

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

English Language and Literature {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons)
2020-21

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