

### **MODULE SPECIFICATION**

Part 1: Information					
Module Title	Making Meaning				
Module Code	UPNQ4J-30-1		Level	1	
For implementation from	Septe	September 2019			
UWE Credit Rating	30		ECTS Credit Rating	15	
Faculty		Creative Industries ducation	Field	Linguistics	
Department	Arts a	Arts and Cultural Industries			
Contributes towards		BA Hons English Language and Literature BA Hons English Language and Linguistics			
Module type:	Stand	andard			
Pre-requisites		None			
Excluded Combinations		None			
Co- requisites		None			
Module Entry requirements		None			

# Part 2: Description 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: Assessment

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.

dentify final timetabled piece of assessment (component and element)  Component A2			A2	
•			A:	B:
% weighting between components A and B (Standard modules only)			50%	50%
First Sit				
Component A (contr Description of each			Elem weigh	
In-class 15 minute group presentation on creation and analysis of text linked to identified career			50%	
1.5 hour exam on theory across whole module			50%	
Component B Description of each	element		Elem weigh	
Written compariso	n of texts of 2000 words		100	)%
Resit (further attend	lance at taught classes is not requ	uired)		
Component A (contr Description of each			Elem weigh	
In-class 15 minute identified career	group presentation on creation and	analysis of text linked to	50	%
1.5 hour exam on theory across whole module			50%	
Component B Description of each	element		Elem weigh	
1. Written compariso	n of texts of 2000 words		100	)%
	Part 4: Learning Outc	omes & KIS Data		
Learning Outcomes	<ul> <li>language features (compodemonstrate awareness are cultural contexts affect the the affective power of lang (component A and compodement A)</li> </ul>	the relationship between form nent A and component B); nd skills in analysing how differ nature of language and meanii uage and appropriateness in la	ent social ar ng, and sens inguage use	nd sitivity to

component B);

- demonstrate understanding of the key principles in discourse analysis (component A, element 2);
- 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 (component A, element 1);
- demonstrate knowledge, through independent research, of careers where the production of certain text types is required and the factors determining them (component A, element 1);
- demonstrate the ability to create text of a particular genre and analyse its properties in relation to generic conventions and context (component A, element 1);

In addition the educational experience may explore, develop and practise <u>but not formally discretely assess</u> 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.

#### Key Information Sets Information (KIS)

Work at level 2.					
Key Inform	ation Set - Mo	odule data			
Number of credits for this module				30	
Hours to	Scheduled	Independent	Placement	Allocated	
be	learning and	study hours	study hours	Hours	
allocated	teaching				
	study hours				
300	72	228	0	300	

#### **Contact Hours**

**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:			
Total Assessment	Written exam assessment percentage	50%		
	Coursework assessment percentage			
	Practical exam assessment percentage	50%		
		100%		
Reading List	Indicative Reading List:			
	Additional digital materials are made available through Blackboard.			
	The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.  https://uwe.rl.talis.com/lists/1C222633-73A4-2439-1C40-185152BEA054.html			

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First CAP Approval D	ate September 2012			
	May 2017 05/2019 (Title Change)	Version	2 1	<u>Link to MIA 10693</u> <u>Link to RIA 12883</u>