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CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Meaning: Style and Discourse				
Module Code	UPNQ4J-30-1		Level	1	Version	1
Owning Faculty	ACE		Field	Linguistics	
Contributes towards	BA (Hons) English Language and Linguistics BA (Hons) English and English Language				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	N/a		Module Entry requirements	N/a	
Valid From	September 2012		Valid to	September 2018	

CAP Approval Date	1st June 2012

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • demonstrate knowledge of the relationship between form and function of language features (component A and component B); • 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 (component A and component B); • use precisely linguistic and stylistic terminology (component A and 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.
Syllabus Outline	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
Contact Hours/Scheduled Hours	72 contact hours allocated as follows: Teaching blocks 1 and 2: Weekly lecture and seminar, plus workshop involving as appropriate: • pair and groupwork; • whole class discussion; • feedforward and feedback through personal tutorial times; • question and answer sessions; • experiential learning activities linked to learning about careers such as attending employer events, presentations and masterclasses; • self directed learning activities; • student presentations; • discussion via email and Virtual Learning Environment.
Teaching and Learning Methods	**Scheduled learning** Weekly lectures will present information and outline current debates in the field, and may also be used interactively depending on the content being delivered. Weekly seminars will provide an environment for students to broaden their grasp of these areas through interrogation, analysis and collaborative work including text production. The workshop space will be used flexibly depending on content

	being covered and perceived student need and may include any of the learning opportunities outlined in the above section. **Independent learning** This will include hours engaged with essential reading and exercises in preparation for seminars and assessed work. Independent work will also be oriented towards assignment preparation and completion as well as self development in relation to potential careers.
Reading Strategy*	**Essential Reading** Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given a study pack or be referred to texts that are available electronically, or in the Library. Module handbooks will also reflect the range of reading to be carried out. **Further Reading** Further reading is advisable for this module, and students will be encouraged to explore at least one of th-e titles held in the library on this topic. A current list of such titles will be given in the module handbook and revised annually. **Access and Skills** Formal opportunities for students to develop their library and information skills are provided within the induction period and the GDP. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing. Sign up workshops are also offered by the Library. The Careers Service offer support on how to use the careers resources which will be built into the module.
Indicative Reading List	**Indicative Reading List** 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. CURRENT advice on additional reading will be available via the module guide or Blackboard pages. Bax, S. (2011) *Discourse and Genre: Analysing Language in Context.* Basingstoke: Palgrave. Coates, J. (2004) *Women, Men and Language: a Sociolinguistic Account of Gender Differences in Language.* London: Longman. Cook, G. (2001) *The Discourse of Advertising.* London: Routledge. Culpeper, J., F. Katamba, P. Kerswill, R. Wodak and T. McEnery (eds). (2009) *English Language: Description, Variation and Context.* Basingstoke: Palgrave. Gee, J.P. (2010) *How to do Discourse Analysis: A Toolkit.* London: Routledge. Jaworski, A. and N. Coupland (2006). *The Discourse Reader* (2nd edn). London: Routledge. Van Emden, J. and L. Becker (2004). *Presentation Skills for Students.* Basingstoke: Palgrave.

Please note that this is currently under review and new guidance may be issued in 2012

Part 3: 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 teamworking 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.

Identify final assessment component and element	**Component A2**	

% weighting between components A and B (Standard modules only)	**A:** **50%**	**B**: **50%**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. In-class 15 minute group presentation on creation and analysis of text linked to identified career	50%
2. 1.5 hour exam on theory across whole module	50%
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Written comparison of texts of 2000 words	100%
2.	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Written report on creation and analysis of text linked to identified career	50%
2. 1.5 hour exam on theory across whole module	50%
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Written comparison of texts of 2000 words	100%
2.	

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.