



MODULE SPECIFICATION

| Part 1: Information | | | |
|---------------------------|---|--------------------|-------------|
| Module Title | English: Past, Present and Future | | |
| Module Code | UPNQ4H-30-1 | Level | Level 4 |
| For implementation from | 2020-21 | | |
| UWE Credit Rating | 30 | ECTS Credit Rating | 15 |
| Faculty | Faculty of Arts Creative Industries & Education | Field | Linguistics |
| Department | ACE Dept of Creative & Cultural Industries | | |
| Module Type: | Standard | | |
| Pre-requisites | None | | |
| Excluded Combinations | None | | |
| Co-requisites | None | | |
| Module Entry Requirements | None | | |
| PSRB Requirements | None | | |

STUDENT AND ACADEMIC SERVICES

Part 2: Description

Educational Aims: At the end of the module students should have an understanding of what the study of language entails, have been introduced to a variety of sub-disciplines of linguistics and generally have a strong foundation for future study in this field. In addition, students will gain the necessary study skills for degree-level study.

Outline Syllabus: This module considers the origins and development of the English Language and explores some 'big questions' about what language is, what it is used for, what it tells us about the mind and what it tells us about our society.

TB1 – topics in the broad areas of:

Origins of language
Language and society
Language, brain and mind

TB2 – topics in the broad areas of:

History of the English Language
World Englishes
Future development of English

Teaching and Learning Methods: See assessment strategy.

Part 3: Assessment

In TB1, students will be assessed by way of a 750-word piece which reports in an accessible way on one of the language-related topics introduced in class or which the student has encountered in the course of their independent study. In TB2, students write a 1,000-word academic essay covering the status of English in synchrony or diachrony. Across the year students produce a portfolio, summarising sessions and reflecting on their development as linguists.

| First Sit Components | Final Assessment | Element weighting | Description |
|----------------------------------|------------------|-------------------|--|
| Written Assignment - Component B | | 30 % | 1,000 word essay |
| Written Assignment - Component B | | 20 % | Featured article - 750 words |
| Portfolio - Component A | ✓ | 50 % | Portfolio containing responses to regular tasks set throughout the academic year |
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| Written Assignment - Component B | | 30 % | 1,000 word essay |
| Written Assignment - Component B | | 20 % | Featured article - 750 words |
| Portfolio - Component A | ✓ | 50 % | |

STUDENT AND ACADEMIC SERVICES

| Part 4: Teaching and Learning Methods | | | | | | | | | | | | | | | | | |
|--|--|---------------------------------|------------------|--|-----|---|-----|--|-----|--|-----|--|-----|--|-----|------------------------|-----|
| Learning Outcomes | <p>On successful completion of this module students will achieve the following learning outcomes:</p> <table border="1"> <thead> <tr> <th style="text-align: left;">Module Learning Outcomes</th> <th style="text-align: left;">Reference</th> </tr> </thead> <tbody> <tr> <td>Explain the origin of language and the mental processes associated with its production</td> <td>MO1</td> </tr> <tr> <td>Discuss the development of the English language over time</td> <td>MO2</td> </tr> <tr> <td>Identify the key differences between historical varieties of English and global varieties of present-day English</td> <td>MO3</td> </tr> <tr> <td>Evaluate ideas put forward about how language is used in social settings</td> <td>MO4</td> </tr> <tr> <td>Articulate the difference between description and prescription and understand the role of the linguist in relation to this</td> <td>MO5</td> </tr> <tr> <td>Discuss the importance of language as a key facet of what makes us human</td> <td>MO6</td> </tr> </tbody> </table> | Module Learning Outcomes | Reference | Explain the origin of language and the mental processes associated with its production | MO1 | Discuss the development of the English language over time | MO2 | Identify the key differences between historical varieties of English and global varieties of present-day English | MO3 | Evaluate ideas put forward about how language is used in social settings | MO4 | Articulate the difference between description and prescription and understand the role of the linguist in relation to this | MO5 | Discuss the importance of language as a key facet of what makes us human | MO6 | | |
| Module Learning Outcomes | Reference | | | | | | | | | | | | | | | | |
| Explain the origin of language and the mental processes associated with its production | MO1 | | | | | | | | | | | | | | | | |
| Discuss the development of the English language over time | MO2 | | | | | | | | | | | | | | | | |
| Identify the key differences between historical varieties of English and global varieties of present-day English | MO3 | | | | | | | | | | | | | | | | |
| Evaluate ideas put forward about how language is used in social settings | MO4 | | | | | | | | | | | | | | | | |
| Articulate the difference between description and prescription and understand the role of the linguist in relation to this | MO5 | | | | | | | | | | | | | | | | |
| Discuss the importance of language as a key facet of what makes us human | MO6 | | | | | | | | | | | | | | | | |
| Contact Hours | <table border="1"> <thead> <tr> <th colspan="2" style="text-align: left;">Independent Study Hours:</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Independent study/self-guided study</td> <td style="text-align: center;">228</td> </tr> <tr> <td style="text-align: center;">Total Independent Study Hours:</td> <td style="text-align: center;">228</td> </tr> <tr> <th colspan="2" style="text-align: left;">Scheduled Learning and Teaching Hours:</th> </tr> <tr> <td style="text-align: center;">Face-to-face learning</td> <td style="text-align: center;">72</td> </tr> <tr> <td style="text-align: center;">Total Scheduled Learning and Teaching Hours:</td> <td style="text-align: center;">72</td> </tr> <tr> <td style="text-align: center;">Hours to be allocated</td> <td style="text-align: center;">300</td> </tr> <tr> <td style="text-align: center;">Allocated Hours</td> <td style="text-align: center;">300</td> </tr> </tbody> </table> | Independent Study Hours: | | Independent study/self-guided study | 228 | Total Independent Study Hours: | 228 | Scheduled Learning and Teaching Hours: | | Face-to-face learning | 72 | Total Scheduled Learning and Teaching Hours: | 72 | Hours to be allocated | 300 | Allocated Hours | 300 |
| Independent Study Hours: | | | | | | | | | | | | | | | | | |
| Independent study/self-guided study | 228 | | | | | | | | | | | | | | | | |
| Total Independent Study Hours: | 228 | | | | | | | | | | | | | | | | |
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| Face-to-face learning | 72 | | | | | | | | | | | | | | | | |
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| Allocated Hours | 300 | | | | | | | | | | | | | | | | |
| Reading List | <p><i>The reading list for this module can be accessed via the following link:</i></p> <p>https://uwe.rl.talis.com/modules/upnq4h-30-1.html</p> | | | | | | | | | | | | | | | | |

| Part 5: Contributes Towards |
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| <p>This module contributes towards the following programmes of study:</p> <p>English Language and Linguistics {Foundation} [Sep][SW][Frenchay][5yrs] BA (Hons) 2019-20</p> <p>English Language and Linguistics [Sep][PT][Frenchay][6yrs] BA (Hons) 2019-20</p> <p>English Language and Linguistics {Foundation} [Sep][FT][Frenchay][4yrs] BA (Hons) 2019-20</p> <p>English Language and Literature {Foundation} [Sep][PT][Frenchay][8yrs] BA (Hons) 2018-19</p> <p>English and English Language {Foundation} [Sep][PT][Frenchay][8yrs] BA (Hons) 2018-19</p> |