


**MODULE SPECIFICATION**

Part 1: Information			
Module Title	English: Past, Present & Future		
Module Code	UPNQ4H-30-1	Level	1
For implementation from	September 2017		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	ACE	Field	English Language & Linguistics
Department	ACI		
Contributes towards	BA (Hons.) English & English Language BA (Hons.) English Language & Linguistics		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	n/a		

Part 2: Description
<p>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. 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.</p> <p><i>TB1 – topics in the broad areas of:</i></p> <ul style="list-style-type: none"> <li>• <i>Origins of language</i></li> <li>• <i>Language and society</i></li> <li>• <i>Language, brain and mind</i></li> </ul> <p><i>TB2 – topics in the broad areas of:</i></p> <ul style="list-style-type: none"> <li>• <i>History of the English Language</i></li> <li>• <i>World Englishes</i></li> <li>• <i>Future development of English</i></li> </ul>
Part 3: Assessment

<p>In TB1, students will be assessed by way of a multiple-choice examination covering the broad topics outlined. In addition, students will write 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 take a short in-class test relating to the history and development of English. They also write a 1,000-word academic essay.</p>		
Identify final timetabled piece of assessment (component and element)		<i>EG. Component A2</i>
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>50%</b>	<b>50%</b>
<b>First Sit</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>		<b>Element weighting</b> (as % of component)
1. 1-hour multiple choice exam		60%
2. 1-hour in-class test		40%
<b>Component B</b> <b>Description of each element</b>		<b>Element weighting</b> (as % of component)
1. 750-word report		40%
2. 1,000 word essay		60%
<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A (controlled conditions)</b> <b>Description of each element</b>		<b>Element weighting</b> (as % of component)
1. 1-hour multiple choice exam		60%
2. 1-hour exam		40%
<b>Component B</b> <b>Description of each element</b>		<b>Element weighting</b> (as % of component)
1. 750-word report		40%
2. 1,000 word essay		60%
<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>• Explain the origin of language and the mental processes associated with its production (Component A1, B1, B2)</li> <li>• Discuss the development of the English language over time (Component A2, B2)</li> <li>• Identify the key differences between historical varieties of English and global varieties of present-day English (Components A2, B2)</li> <li>• Evaluate ideas put forward about how language is used in social settings (Component A1, B1)</li> <li>• Articulate the difference between description and prescription and understand the role of the linguist in relation to this (Component B1, B2)</li> <li>• Discuss the importance of language as a key facet of what makes us human (Component A1, A2, B1, B2)</li> </ul>	

Key Information Sets Information (KIS)	<p>Further detail on Key Information Sets and how the University is implementing its requirements can be found <a href="#">here</a>. This also contains further guidance on how to complete the information requested below.</p> <p>A KIS is required for every undergraduate programme (including integrated Masters and foundation degrees) so please fill this section if this module will contribute to an undergraduate programme.</p> <p>Double click in the table and type over the number of hours – the table will total automatically. Please ensure that it totals correctly.</p> <p><b><u>Key Information Set - Module data</u></b></p>										
Contact Hours	<p>Number of credits for this module <input type="text" value="30"/></p> <table border="1" data-bbox="523 678 1289 840"> <thead> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>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> 	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228	0	300
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours							
300	72	228	0	300							
Total Assessment	<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><i>Please note that this is the total of various types of assessment and will probably not reflect the component and module weightings in the Assessment section of this module description: Note also that, if students must complete, e.g. a piece of coursework in order to pass the module, it should be included *even if it will not count towards the final assessment*</i></p> <p>Double click in the table and type over the percentages – the table will total automatically. Please ensure that it amounts to 100%</p> <p>Total assessment of the module:</p> <table data-bbox="646 1512 1311 1668"> <tbody> <tr> <td>Written exam assessment percentage</td> <td>50%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>50%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>0%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	Written exam assessment percentage	50%	Coursework assessment percentage	50%	Practical exam assessment percentage	0%		100%		
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	100%										
Reading List	<p>Barber, C., J.C. Beal, and P.A. Shaw. (2009) <i>The English Language</i> (2nd edn). Cambridge: CUP.</p> <p>Bauer, L., J. Holmes, and P. Warren. (2006) <i>Language Matters</i>. Basingstoke: Palgrave.</p> <p>Culpeper, J. (2006) <i>History of English</i> (2nd edn). London: Routledge.</p> <p>Freeborn, D. et al. (1993) <i>Varieties of English</i> (2nd edn). Basingstoke: Palgrave.</p> <p>Jackson, H. (2002) <i>Grammar and Vocabulary</i>. London: Routledge.</p> <p>Jenkins, J. (2009) <i>World Englishes: A Resource Book for Students</i> (2nd</p>										

	edn). London: Routledge. Schneider, E. (2010) <i>English Around the World</i> . Cambridge: CUP. Trask, R.L. (2000) <i>Dictionary of English Grammar</i> . London: Penguin.
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**FOR OFFICE USE ONLY**

First CAP Approval Date	1 June 2012			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>	1 February 2017	Version	2	<a href="#">Link to RIA 12136</a>