CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	English: Past, Present and Future				
Module Code	UPNQ4H-30-1		Level	1	Version	1.3
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 2015		Valid to	September 2018	

CAP Approval Date	5th February 2015

Part 2: Learning and Teaching
Learning Outcomes

On successful completion of this module students will be able to:

Subject-specific skills:

- use technical vocabulary at an appropriate level of difficulty, with particular focus on word structure and sentence structure, for the description of the grammar of a range of Englishes past and present, standard and dialectal (component A, element 1);
- demonstrate knowledge of the past of English to understand important aspects of historical linguistics and typology (component B; component A, elements 2);
- demonstrate knowledge of the social and cultural functions of different varieties of English worldwide (component B);
- assess possible future directions of adaptation and change in English (component B; component A, elements 2).

Other skills:

- demonstrate generalizable basic cognitive skills of categorization and allocation of new material to recognized and understood categories (component A, element 1).

In addition 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;
	• 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.
	• The employability agenda is satisfied by measures referred to in the syllabus outline.
Syllabus Outline	Teaching block 1: Basic descriptive grammar of present-day English with special focus on word-structure and sentence structure. This is a fundamental subject-specific requirement (see the first subject-specific skill above), and successfully acquired knowledge will sensitize students to the nature of the requirement of "good English" (i.e. Standard English) often expressed by employers. The concept of standard English will be explained, exemplified, and contrasted with other varieties. Here and in TB2, to explore the concept of varieties, including professional language practices, through activities which expose students to a range of them, e.g. by workplace visits if this can be achieved practically and ethically, including some observation of the university's own practices. This will also introduce them to business practices more generally, though that will not be the focus. Their responses to their experience would be assessed formatively though essays, essay-notes, blogs, or other suitable computer mediated communication exercises. To explore through groupwork and peer assistance how linguistic standards are enforced, e.g. through the skill of proofreading required in publishing. Teaching block 2: Aspects of the history of English, its current international statuses and its future prospects, in a matrix of general ideas about language change and sociolinguistics. Successful understanding of the nature and symbolism of different competing varieties in current English prepares in part for further work on the agenda of intercultural communication, for example in business contexts (see especially the third subject-specific skill above).
Contact Hours/Scheduled Hours	72 contact hours allocated as follows: Teaching block 1: Weekly 2 hour lecture plus seminar involving as appropriate: • online quiz; • question and answer sessions; • feedback and feedforward through personal tutorial times; • discussion via email. Teaching block 2: Weekly lecture and seminar, plus workshop involving as appropriate: • feedforward through personal tutorial times; • groupwork; • whole class discussion; • question and answer sessions; • 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. Seminars will provide an environment for students to broaden their grasp of

	these areas through interrogation, analysis and both independent and collaborative work. 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 and where necessary towards material assessed by unseen exam. For maximum effectiveness, together these activities should account for about 9 hours per week of student engagement, averaged over the whole module.
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 the 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. **Careers Resources** Support is available from the Careers Service on how to use the careers resources. Students will be made aware of these facilities, and encouraged to explore them, at points in the module where it appears relevant.
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. Barber, C., J.C. Beal, and P.A. Shaw. (2009) *The English Language* (2nd edn). Cambridge: CUP. Culpeper, J. (2006) *History of English* (2nd edn). London: Routledge. Freeborn, D. *et al.* (1993) *Varieties of English* (2nd edn). Basingstoke: Palgrave. Jackson, H. (2002) *Grammar and Vocabulary.* London: Routledge. Jenkins, J. (2009) *World Englishes: A Resource Book for Students (*2nd edn). London: Routledge. Schneider, E. (2010) *English Around the World.* Cambridge: CUP. Trask, R.L. (2000) *Dictionary of English Grammar.* London: Penguin.

*Please note that this is currently under review and new guidance may be issued in 2014

Part 3: Assessment	
Assessment Strategy	**Summative assessment:** • Unseen examination to test knowledge about basic concepts and terminology and to apply them routinely under controlled conditions (component A, element 1). Written coursework assignments to test ability to write expository and/or argumentative prose to show understanding of a topic in greater depth, with access to sources, than is possible under controlled conditions (component B). In-class assessment (component A, element 2) to provide opportunities to test the acquired knowledge and understanding of main concepts, and to offer tutors opportunities to experiment with innovative types of assessment (component A, element 2). **Formative assessment:** • Opportunities are given in online quizzes and through the use of publicly available online materials which involve self-testing. **Assessment criteria:** • Component A: marks will be awarded for getting answers right and withheld for getting answers wrong. Getting an agreed number right will constitute a pass; otherwise not. • Component B: marks will be awarded for in-class assessment and written coursework in accordance with a departmental criterion-referenced marking guide, yielding a mark analogous to those used in honours degree classification so that students may judge their progress towards honours classification. • There are no implications for different modes of attendance.

Identify final assessment component and element	**Component A element 2**	
	A:	**B**:
% weighting between components A and B (Standard modules only)	**60%**	**40%**

First Sit

Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Unseen exam(s)	70%
2. In-class assessment	30%
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Written assignment of 1000 words	100%

Resit (further attendance at taught classes is not required)

Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Unseen exam(s) in resit exam period	70%
2. In-class assessment	30%
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Written assignment of 1000 words	100%
If a student is permitted a retake of the module the assessment will be that indicated by the Module Description at the time that retake commences.	