

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data

Part 1: Basic Data					
Module Title	Emerging Languages and Identities				
Module Code	UTTQJ-30-3	Level	3	Version	1
Owning Faculty	ACE	Field	Primary, Early Childhood and Education Studies		
Contributes towards	B.A. (Hons.) Early Childhood BA Hons Early Childhood Studies B.A. (Hons.) Education & Early Childhood				
UWE Credit Rating	30	ETCS Credit Rating	15	Module Type	Standard
Pre-requisites			Co- requisites		
Excluded Combinations			Module Entry requirements		
Valid From	September 2012		Valid to	September 2018	

CAP Approval Date	2 nd May 2012
--------------------------	--------------------------

Part 2: Learning and Teaching

Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate critical awareness of the significance of sociocultural theories for children's development (Component A/B) 2. Understand the social processes and contextual factors affecting the development of identities (Component A/B) 3. Critically engage with discourses concerning the development of languages and identities incorporating communication difficulties (Component B) 4. Critically engage with a range of theories of language development (Component B) 5. Demonstrate awareness of processes of language development in multilingual environments and implications for practice (Component A/B) 6. Critically engage with policies relating to languages and identities (Component B)
-------------------	--

	<ol style="list-style-type: none"> Evaluate evidence relating to attunement/attachment for early development (Component A/B) Organise and present ideas and information coherently (Component A/B) Communicate effectively including the capacity to communicate the processes and outcomes of their learning (Component B) <p>In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following:</p> <ol style="list-style-type: none"> Work effectively in collaboration with others Work effectively as an independent and self-motivated learner
Syllabus Outline	<ol style="list-style-type: none"> From symbolic interactionism to intersubjectivity: accounts of dynamic identity formation Seeking companionship: primary and secondary intersubjectivity Young children learning through interaction and learning how to mean: a child's need to learn a culture Neuroscientific evidence and the significance of attunement/attachment for early development Sociocultural facets of the construction of identity from pre-conception onwards Theories of language development and their cultural bases The relationship between language development cognition and emerging identities Language development in differing contexts: attending to transitional points for young children The roles played by care givers and professionals in developing languages and identities Review of current policies relating to emerging languages and identities Implications of module themes for early childhood professional practice
Contact Hours/Scheduled Hours	<p>Contact time on this module is organised through a range of strategies including lectures seminars and tutorials. Contact time will also be composed of virtual forms of communication using email discussion groups, virtual learning environments (VLEs) and other technology-aided means.</p> <p>The following structure represents a typical delivery; the precise delivery pattern will vary from year to year.</p> <p>Whole cohort events: 22 hours</p> <p>Smaller group events (seminars, tutorials, workshops, presentations):39 hours</p> <p>Guided study (group and individual tasks, including online engagement): 11 hours</p>
Teaching and Learning Methods	<p>Scheduled learning: This includes lectures, seminars, tutorials, workshops, presentations, directed study, online engagement and e-mail contact.</p> <p>Independent learning: There is an expectation that students engage in approximately 3 hours of independent learning for each hour of contact time on a module. This work includes hours engaged with essential reading, additional reading around areas of particular interest, assignment preparation and completion and review of feedback.</p>
Reading Strategy*	<p>Essential reading: Students are expected to read one or more of the wide range of texts related to the issues covered in this module. Key texts will be listed in the module handbook and a copy of each is provided in the Library. Where texts are available as e-books, these will be available on the library website.</p>

	<p>Further reading: All students are expected to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the Module Guide and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.</p> <p>Access and skills: Students are expected to be able to identify and retrieve appropriate reading. Support is offered at L3 in the form of a library skills surgery to support students' work on methodology and their own research work. 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.</p> <p>Indicative reading list: The list included as part of the module specification provides an indication of the type and level of texts which students might be expected to refer to as part of the work on this module. Current advice on additional reading will be found in the module handbook and on Blackboard.</p>
Indicative Reading List	<p>Brooker, L. (2002) <i>Starting school – young children learning cultures</i> Oxford: OUP</p> <p>Eke, R., Butcher, H., Lee, M. (2009) <i>Whose childhood is it?</i> London: Continuum</p> <p>Siraj-Blatchford, I. (2000) <i>Supporting identity diversity and language in the early years</i> Maidenhead: OUP</p> <p>Woodhead, M. (1998) <i>Cultural worlds of early childhood</i> Maidenhead: OUP</p> <p>National Literacy Trust www.literacytrust.org.uk</p>

Part 3: Assessment	
Assessment Strategy	<p>The Department of Education views assessment and assessment feedback as an integral part of the learning and teaching process and, as such, provides a range of assessment opportunities which are innovative and creative yet rigorous and able to fulfil the requirements of both the University of West of England and relevant professional bodies.</p> <p>There will be both a variety of assessment types and methods utilised throughout each of the programmes and a variety of forms of feedback incorporating formative and summative perspectives on academic and professional development.</p> <p>Further details of the University requirements for Assessment and Assessment Feedback can be found in F6 of Academic Regulations 2011-2012.</p> <p><u>Formative Assessment</u></p> <p>Feedback on students' progress in their studies on this module will be provided during face to face meetings, via on line means and during seminars.</p>

Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
	25%	75%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
A small group presentation (usually in groups of 2-3) with each presenter contributing for 5 minutes and each presenter given an allocation of 3 minutes to	100%	

<p>respond to peer and tutor questions. The topic of the presentation should be on a theme covered in the module and negotiated with the module tutor.</p> <p>For a group/paired presentation students will normally be given a group mark</p> <p>Students can refer to notes but should not read from a prewritten script</p> <p>Assessment criteria: AL3, CL3.</p>	
Component B	Element weighting
Description of each element	(as % of component)
<p>An essay (3750 words) in relation to a theme negotiated with the tutor (it could be linked to the area explored in component A but does not need to be).</p> <p>Assessment criteria AL3, BL3, CL3,</p>	100%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions)	Element weighting
Description of each element	(as % of component)
<p>An individual presentation for 5 minutes with an allocation of 3 minutes to respond to peer and tutor questions. The topic of the presentation should be on a theme covered in the module and negotiated with the module tutor.</p> <p>Assessment criteria: AL3, CL3.</p> <p>For a group/paired presentation students will normally be given a group mark</p> <p>Students can refer to notes but should not read from a prewritten script</p>	100%
Component B	Element weighting
Description of each element	(as % of component)
<p>An essay (3750 words) in relation to a theme negotiated with the tutor (it could be linked to the area explored in component A but does not need to be).</p> <p>Assessment criteria AL3, BL3, CL3,</p>	100%
<p>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.</p>	