University of the West of England
BRISTOL

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Languages, Literacies and Learning					
Module Code	UTTGQP-30-3		Level	3	Version	1
Owning Faculty	ACE		Field	Primary, Early Childhood and Education Studies		
Contributes towards	BA(Hons) Education, Learning & Development BA(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	2nd May 2012

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: 1. Explore their own and theoretical understandings of different definitions of literacy (Comp A B) 2. Critically engage with debates about the processes involved in learning to read in first and additional languages (Comp B) 3. Analyse the impacts of linguistic diversity and literacy practices in 4. homes, communities and schools (Comp B) 5. Critically engage with issues facing professionals involved in literacy education both nationally and internationally (Comp A B) 6. Evaluate the influences of different texts written for children on their literacy development (Comp B) **7.** Article understandings of the processes of learning to write (Comp B) 8. Organise and articulate opinions and arguments on themes covered in the module in speech and writing (Comp A B) In addition the educational experience may explore, develop, and practise <u>but not formally discretely assess</u> the following: • Collaborate and plan as part of a team in order to achieve agreed goals
Syllabus Outline	• Definitions of literacy from national and international sources both theoretical and practical • Theories of the reading process • Processes involved in learning to read in first and additional language • Understanding bilingual development and uses of dual language books • literacy learning of children in national and international contexts • The contribution of children's literature to their language and literacy development • Ideas underpinning campaigns to promote reading and writing

	• Gender issues in language and literacy development • Studies of language and literacy development in diverse settings
Contact Hours/Scheduled Hours	• Contact time on this module is organised through a range of strategies including lectures 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. A detailed breakdown of a typical pattern of delivery for this module is as follows: Whole cohort events: 22 hours Seminars (including presentations): 39 hours Tutorials: 11 hours
Teaching and Learning Methods	**Scheduled learning:** This includes lectures, seminars, tutorials, workshops, presentations, directed study, online engagement and e-mail contact. **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.
Reading Strategy*	**Essential reading:** Students are encouraged to buy at least one text for this module or to ensure that they have access to the core text in collaboration with one or more course colleagues. The 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. **Further reading:** All students are encouraged 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. **Access and skills:** Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Students will be given the opportunity to attend the GDP sessions on selection of appropriate databases and search skills. 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. **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.
Indicative Reading List	Barton D (2007) *Literacy* 2nd Edition Oxford: Blackwell Gee, J. P. (2004) *What video games tell us about learning and literacy* Basingstoke: Palgrave Macmillan Grainger, T. (2004) *The Routledge reader in language and literacy* London: Routledge Gregory (2000) *City Literacies – learning to read across generations and cultures* London: Routledge National Literacy Trust www.literacytrust.org.uk ActionAid www.actionaid.org.uk UK Literacy Association www.ukla.org National Association for Language development in the Curriculum www.naldic.org.uk

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

Part 3: Assessment
Assessment Strategy	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. 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. Further details of the University requirements for Assessment and Assessment Feedback

can be found in F6 of Academic Regulations 2011-2012.

The assessment strategy for this module is designed to support students' developing knowledge and understanding in the area of languages, literacies and learning. Through component A students are required to collaborate in small groups on a theme identified as being of interest in relation to the module learning outcomes and in negotiation with the tutor. Component B involves the students in constructing an academic argument pursuing a theme of specific relevance to their interest within the remit of the module in negotiation with the module tutor.

Identify final assessment component and element		**B**	
		A:	**B**:
% weighting between components A and B (Standard modules only)		**25%**	**75%**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting**
A small group presentation (2 or 3 people) with each presenter contributing for 8 minutes and each presenter given 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. *Assessment criteria: AL3, FL3.* **A: Conceptual Domain (Core)** The assignment demonstrates that the student can use and organise coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study and in addition can critically analyse and/or evaluate those ideas, perspectives or theories. **F: Values Domain** The assignment demonstrates that the student can clearly identify and analyse the basis of their own value position and where relevant, the value position of others in relation to the area of study.	100
Component B **Description of each element**	**Element weighting**
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). *Assessment criteria AL3, BL3, CL3,* **A: Conceptual Domain (Core)** The assignment demonstrates that the student can use and organise coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study and in addition can critically analyse and/or evaluate those ideas, perspectives or theories. **B: Literature Domain** The assignment demonstrates that the student can reference appropriate literature and utilise it in the development of analysis and discussion of ideas. **C: Contextual Domain** The assignment demonstrates that the student has an awareness of the significance of relevant contextual factors (e.g. personal, locational, historical, political etc) influencing the area of study	100

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting**
A small group presentation (2 or 3 people) with each presenter contributing for 8 minutes and each presenter given 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. *Assessment criteria: AL3, FL3.* **A: Conceptual Domain (Core)** The assignment demonstrates that the student can use and organise coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study and in addition can critically analyse and/or evaluate those ideas, perspectives or theories. **F: Values Domain** The assignment demonstrates that the student can clearly identify and analyse the basis of their own value position and where relevant, the value position of others in relation to the area of study.	100
Component B **Description of each element**	**Element weighting**
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). *Assessment criteria AL3, BL3, CL3,* **A: Conceptual Domain (Core)** The assignment demonstrates that the student can use and organise coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study and in addition can critically analyse and/or evaluate those ideas, perspectives or theories. **B: Literature Domain** The assignment demonstrates that the student can reference appropriate literature and utilise it in the development of analysis and discussion of ideas. **C: Contextual Domain** The assignment demonstrates that the student has an awareness of the significance of relevant contextual factors (e.g. personal, locational, historical, political etc) influencing the area of study	100
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.	