



### MODULE SPECIFICATION

Part 1: Information			
Module Title	Analysing Culture: Language and the Visual		
Module Code	UPNQ4M-30-2	Level	2
For implementation from	September 2018		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Arts, Creative Industries and Education	Field	English
Department	Arts and Cultural Industries		
Contributes towards	BA Hons English Language and Literature BA Hons English Language and Literature with Foundation Year BA Hons English Language and Linguistics BA Hons English Language and Linguistics with Foundation Year BA (Hons) Liberal Arts BA (Hons) Liberal Arts and with Foundation Year		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description
<ul style="list-style-type: none"> <li>• Lexical relations and systems</li> <li>• The relation between lexis and concepts</li> <li>• Practical lexicography</li> <li>• Semantic change</li> <li>• Close analysis of the concepts of at least one important cultural notion expressed in its lexis</li> <li>• Analysing travel writing; constructing, targeting and reflecting on a travel piece</li> <li>• InDesign – basics in desk top publishing software to lay out a travel piece</li> <li>• Locating intercultural knowledge and competence in the 21st century: culture and identity in a changing world</li> <li>• Changing definitions of the term “culture”</li> <li>• Changing concepts of home, space and place; colonial to post-colonial notions of “us and them”; reading, writing and depicting “the other”</li> </ul>

- Culture, language and communication in context (verbal and non-verbal)
- Cultural influences on time and space
- Cultural influences on social organisation
- Cultural "dimensions" and regional influences
- Barriers to intercultural communication: group/individual identity and behaviour
- Research methods in ICC
- Cross-cultural fiction - writing a book review which explores the above themes in a work of cross-cultural fiction

### Part 3: Assessment

In this module, students are required to investigate the ways in which socio-cultural concepts underpin who we are, how we see the world and how our language use is, to some degree, determined. Students will consider how socio-cultural change influences lexical and semantic change and learn technical apparatus for dealing with this. TB1 will look specifically at lexical and conceptual knowledge and lexical and conceptual change, the work being oriented in part towards potential employment, as with for example lexicography and the kinds of cultural understanding applicable in tourism.

These skills will be applied to the technical apparatus for describing lexis and lexical change, through a 2000-word essay which combines the theory and the practice of lexicography. Students will apply the tools EITHER to a body of culturally significant material involving linguistic and/or multimodal (but including linguistic) elements, for example in one or more of landscape aesthetics, conventional funerary inscriptions and customs, or modern tourism; OR to the task of devising lexical entries for a stipulated body of lexis which will be specified by the tutor in the module handbook year by year.

Students will further apply this knowledge in the analysis, creation and targeting of a 1000- word piece of travel writing laid out as a magazine-feature, using industry-standard desk-top publishing software. Students will select and research this travel feature, use lexico-semantic tools to write it, lay it out in InDesign, and reflect on and critique the processes involved. This will be done in a 15-minute small group presentation under controlled conditions at the end of TB1.

In TB2, the theoretical and behavioral concepts of culture and communication, which invisibly govern our language use, will be explored, applied and critiqued using cross-cultural fiction. This will culminate in a 1000-word book review of a work of cross-cultural fiction, to demonstrate understanding of the concepts of culture and communication and the skill of book reviewing. (To be handed in at the end of TB2)

These three assessments are aimed at demonstrating industry-facing, workplace writing (style and genre for articles and reviews) and transferable skills (presentation and use of industry standard desk top publishing software). All are career and employability-oriented, in terms of analysis and application of the English language to a) genre and discourse style and b) content: analysing concepts of culture and communication in the multi-cultural/international workplace.

Identify final timetabled piece of assessment (component and element)	Component B element 2	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>20%</b>	<b>80%</b>
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. Group presentation based on travel writing (15 mins)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. Essay (2500 words)	63%	
2. Review of travel literature (1000 words)	37%	
<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. Presentation based on travel writing (15 mins)	100%	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting (as % of component)</b>	
1. Essay (2500 words)	63%	
2. Review of travel literature (1000 words)	37%	
<b>Part 4: Learning Outcomes &amp; KIS Data</b>		
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> <li>• techniques for describing meaning at the lexical level and be able to relate lexical structure to conceptual knowledge (component B);</li> <li>• understanding of the ways in which lexical meaning may change and apply knowledge of this to important themes in cultural history (component B);</li> <li>• application of the above to the practical business of lexicography (component B);</li> <li>• understanding of the concept of "culture" and its influence on language, values, social behavior, world view and identity (component B);</li> <li>• understanding of the communication process, its channels (verbal and non-verbal) and its variable use across "cultures", including key socio-cultural influences in identity formation (component B);</li> <li>• the ability to monitor own English language production, recognise and articulate "difference" in an objective and measured way, and analyse and address problems that occur in the multicultural/international workplace as a result of "cultural" differences (component B);</li> <li>• the identification of these themes in cross-cultural fiction (component B);</li> <li>• the ability to produce and reflect on a piece of travel writing which takes all the relevant issues into account (component A).</li> </ul>	

Key Information Sets Information (KIS)	<b>Key Information Set - Module data</b>																												
Contact Hours	Number of credits for this module				30																								
Total Assessment	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours																								
	300	72	228	0	300																								
	<p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <table border="1"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td colspan="2">Written exam assessment percentage</td> <td colspan="2">0%</td> </tr> <tr> <td colspan="2">Coursework assessment percentage</td> <td colspan="2">70%</td> </tr> <tr> <td colspan="2">Practical exam assessment percentage</td> <td colspan="2">30%</td> </tr> <tr> <td colspan="2"></td> <td colspan="2">100%</td> </tr> </table>					Total assessment of the module:								Written exam assessment percentage		0%		Coursework assessment percentage		70%		Practical exam assessment percentage		30%				100%	
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Reading List	<p>Indicative Reading List:  Additional digital materials are made available through Blackboard.</p> <p>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. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.</p> <p><a href="https://uwe.rl.talis.com/lists/C6A7F15C-33B8-8B2D-5CE6-D28C8537686E.html">https://uwe.rl.talis.com/lists/C6A7F15C-33B8-8B2D-5CE6-D28C8537686E.html</a></p>																												

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First CAP Approval Date	11/02/2014			
Revision CAP Approval Date	28 <sup>th</sup> May 2017	Version	2	<a href="#">Link to MIA 10693</a>
	20 <sup>th</sup> August		3	<a href="#">Link to RIA 12721</a>