

**CDA4 Programme Design Template
Module specification (with KIS)**



University of the
West of England

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Analysing Culture: Language and the Visual				
Module Code	UPNQ4M-30-2	Level	2	Version	1
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 2013		Valid to	September 2019	

CAP Approval Date	26 March 2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to demonstrate:</p> <ul style="list-style-type: none"> • techniques for describing meaning at the lexical level and be able to relate lexical structure to conceptual knowledge (component B); • understanding of the ways in which lexical meaning may change and apply knowledge of this to important themes in cultural history (component B); • application of the above to the practical business of lexicography (component B); • understanding of the concept of "culture" and its influence on language, values, social behaviour, world view and identity (component B); • 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); • 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); • the identification of these themes in cross-cultural fiction (component B); • the ability to produce and reflect on a piece of travel writing which takes all the relevant issues into account (component A).

Syllabus Outline	<p>Syllabus outline:</p> <ul style="list-style-type: none"> • Lexical relations and systems • The relation between lexis and concepts • Practical lexicography • Semantic change • Close analysis of the concepts of at least one important cultural notion expressed in its lexis • Analysing travel writing; constructing, targeting and reflecting on a travel piece • InDesign – basics in desk top publishing software to lay out a travel piece • Locating intercultural knowledge and competence in the 21st century: culture and identity in a changing world • Changing definitions of the term “culture” • Changing concepts of home, space and place; colonial to post-colonial notions of “us and them”; reading, writing and depicting “the other” • 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
Contact Hours	<p>72 contact hours allocated as follows:</p> <p>Lecture time – 24 hours per person Seminar time – 24 hours per person Workshop time – 18 hours group work + 6 hours field work per person</p>
Teaching and Learning Methods	<p>Scheduled learning This module will be taught through a combination of lectures, seminars, tutorials, workshops and practical sessions. Lectures will provide the overall framework while seminars will provide the forum for discussion of issues touched upon in the lectures. Workshops may involve students in supervised or independent hands-on experiential learning, e.g. through role-play, discussions, field-trips to culturally significant local locations, small group work, work in computer laboratories and online learning. External speakers may be used where appropriate. Students will be provided with an indicative bibliography to help them explore the background to the lectures and prepare for tutorials and workshops.</p> <p>Independent learning This will include hours engaged with essential reading, working towards coursework assessment and examination preparation. These sessions constitute an average time per level as indicated in the table below.</p>
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p>

Key Information Set - Module data				
Number of credits for this module				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	72	228	0	300

The table below indicates as a percentage the total assessment of the module which constitutes a -

Written Exam: Unseen written exam, open book written exam, In-class test

Coursework: Written assignment or essay, report, dissertation, portfolio, project

Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam

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:

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	70%
Practical exam assessment percentage	30%
	100%

Reading Strategy

Reading Strategy:

All students will be encouraged to make full use of print and electronic resources available to them through membership of the University. The module handbook and key texts will be available on blackboard. Further reading will be available in a range of electronic books (e.g. *ebooks*, *ebrary*), electronic journals (available through *Ebsco*, *Emerald*, *Sage* databases), multidisciplinary databases (e.g. *LexisNexis*, *FAME*) and a variety of resources available through websites and information gateways. The University Library's web pages provide access to subject-relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.

Indicative Reading List

Indicative Reading List:

The following is an indicative reading list for validation purposes. More current advice on reading is provided in the module handbook each year and in other more frequently updated sources.

Lexicology

Cruse, A. (2011) *Meaning in language* (3rd edn). OUP. [Selected chapters.]

Hanks, Patrick (2013) *Lexical analysis*. MIT Press. [The content of this will be filtered by the tutor for a less experienced audience.]

Jackson, H., and E. Zé Amvela (2000) *Words, meaning and vocabulary*. Continuum.

Singleton, D. (2000) *Language and the lexicon: an introduction*. Arnold.

Williams, Raymond (1976) *Keywords*. Croom Helm. [Selected items only.]

Selected materials on semantic change culled from standard works such as:

Hock, H.H. (1986) *Principles of historical linguistics*. Mouton de Gruyter.

Trask, R.L. (2007) *Historical linguistics* (2nd edn). Hodder Arnold.

Specific brief writings on the Picturesque, the Gothick and the Romantic.

Intercultural Communication

Hall, E.T. (1959) *The Silent Language*. Anchor Doubleday.

Jandt, F.E. (2009) *An introduction to Intercultural Communication*: (6th ed), Sage.

Liu, S., Volcic Z., Gallois, C. (2011) *Introducing Intercultural Communication. Global Cultures and contexts*. London: SAGE.

Martin, J. and Nakayama, T. (2013) *Intercultural Communication in contexts*. McGraw Hill.

Neuliep, J.W. (2009) *Intercultural Communication: A contextual approach*. (4th ed). London: SAGE.

Pillar, I. (2011) *Intercultural Communication: a critical introduction*. Edinburgh: Edinburgh University Press.

Rose, G. (2007) *Visual Methodologies: An Introduction to Interpreting Visual Materials*, second edition, Sage. (1st edition available)

Samovar, L., Porter, R., and McDaniel, E. (2009). *Intercultural Communication: a reader*. Wadsworth Learning.

Triandis, H.C. (1994) *Culture and Social Behaviour*, McGraw Hill.

Part 3: Assessment

Assessment Strategy

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 behavioural 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)

	<p>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.</p>
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Identify final assessment component and element	Component B element 2	
% weighting between components A and B (Standard modules only)	A:	B:
	30%	70%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Group presentation based on travel writing (15 mins)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Essay (2000 words)	60%	
2. Book review (1000 words)	40%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Individual presentation based on travel writing (15 mins)	100%	
Component B Description of each element	Element weighting (as % of component)	
1. Essay (2000 words)	60%	
2. Book review (1000 words)	40%	
<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>		