

Nottingham Trent University

Module Specification

Basic module information		
1	Module Title:	Language in Context
2	Module Code:	LING10205
3	Credit Points:	20
4	Duration:	Full year
5	School:	Arts and Humanities
6	Campus:	Clifton
7	Date this version first approved to run:	September 2017

8	<p>Pre, post and co-requisites:</p> <p>These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session</p> <p><u>Pre, Co, Post</u> <u>Module Code</u> <u>Module Title</u></p>
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9	Courses containing the module				
	<u>Level</u>	<u>Core/Option</u>	<u>Mode</u>	<u>Code</u>	<u>Course Title</u>
	4	Core	FT		BA Joint Honours Humanities
	4	Core	PT		BA Joint Honours Humanities
	4	Core	SW		BA Joint Honours Modern Languages
	4	Core	PT		BA Joint Honours Modern Languages
				EURX003	European Exchange Full Year
				INTX003	International Exchange Full Year

10	<p>Overview and aims</p> <p>This module explores different perspectives on studying English in its various social, historical and cultural contexts. In doing so, we will consider applications of the core tools of linguistic analysis in the study of English language and in examining the wider world. The module first traces the history of English from its Indo-European roots to its current status as a global Lingua Franca, particularly in relation to the social and cultural developments which have influenced language change. We then track these</p>
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relationships between society and language in the modern day, in how language is used as an identity resource and identity marker. We critically analyse how language is used to 'do' things in speech and writing, including the power of language to persuade and inform in different (online and real-world) contexts. Finally, we consider ways of investigating how we learn language as human beings, and what happens when people develop or acquire communication disorders.

The aims of this module are:

- To apply the tools of linguistic analysis to aspects and issues of everyday life.
- To increase students' understanding of the complex relationship between language and the various contexts in which it is used.
- To introduce students to the investigation of language acquisition, both in children and in clinical contexts.
- To foreground the application of linguistic analysis to solve real-world problems.
- To scaffold students' learning for development in second and third year modules.

There will also be subject-specific employability material dispersed across both core modules in Level 1 (making up 5 credits of subject specific employability related material) to allow students to engage with the importance of their Linguistics studies in their future career. This will include the role of English in the wider world and the importance of language planning and lingua francas. The two core modules in Level 1 have been re-designed to enhance student understanding of Linguistics issues and support both their theoretical knowledge and these applications in other scenarios.

11 **Module content**

A typical syllabus will include elements of:

The history of English, World Englishes, the future of English, sociolinguistics, accent and dialect, language and identity, (critical) discourse analysis, forensic linguistics, media discourse analysis, human and animal language, child language acquisition, clinical linguistics, communication disorders.

12 **Indicative reading**

Braber, N., Cummings, L., and Morrish, L. (eds.), (2015). *Exploring Language and Linguistics*. Cambridge: Cambridge University Press

Cummings, L. (2014). *Communication disorders*. Basingstoke: Palgrave Macmillan.

- Fennell, B.** (2001). *A History of English: A Sociolinguistic Approach*. Oxford: Blackwell.
- Holmes, J.** (2001). *An Introduction to Sociolinguistics* (2nd Edition). London: Longman.
- McIntyre, D.** (2009). *History of English: A Resource Book for Students*. London: Routledge.
- Meyerhoff, M.** (2006). *Introducing Sociolinguistics*. London: Routledge.
- Paltridge, B.** (2012). *Discourse Analysis: An introduction*. London: Continuum.

13 **Learning outcomes**

Learning outcomes describe what you should know and be able to do by the end of the module

Knowledge and understanding. After studying this module you should be able to:

- Understand the tools of linguistic analysis.
- Describe different levels of language.
- Apply linguistic theory to new contexts.
- Demonstrate awareness of language variation in different social and cultural contexts.
- Demonstrate theoretical awareness.
- Apply critical thinking and logical analysis to the study of language, both theoretical and practical.
- Understand of the importance of linguistic analysis in the wider world and work-place.

Skills, qualities and attributes. After studying this module you should be able to:

- Apply linguistic analysis in addressing real-world issues across contexts.
- Demonstrate sensitivity to language.
- Perform accurate linguistic analyses of written and spoken texts.
- Exhibit ability to sustain a reasoned argument.
- Good written expression.
- Identify and use relevant information resources.
- Undertake independent learning.
- Be familiar with web-based research and methods
- Demonstrate flexibility and adaptability.
- Exercise time management

14 **Teaching and learning**

Range of modes of direct contact

This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars

1 hour lecture and 1 hour seminar per week.	
Total contact hours:	48
<i>Range of other learning methods</i>	
This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research	
Directed reading, seminar preparation, independent research, online tasks facilitated by NOW, revision	
Total non-contact hours:	152

15 Assessment methods												
This indicates the type and weighting of assessment elements and sub-elements in the module												
<table border="1"> <thead> <tr> <th><u>Element number</u></th> <th><u>Weighting</u></th> <th><u>Type</u></th> <th><u>Description (include any sub-elements)</u></th> </tr> </thead> <tbody> <tr> <td>1</td> <td>50%</td> <td>Exam</td> <td>2 hours.</td> </tr> <tr> <td>2</td> <td>50%</td> <td>Exam</td> <td>2 hours.</td> </tr> </tbody> </table>	<u>Element number</u>	<u>Weighting</u>	<u>Type</u>	<u>Description (include any sub-elements)</u>	1	50%	Exam	2 hours.	2	50%	Exam	2 hours.
<u>Element number</u>	<u>Weighting</u>	<u>Type</u>	<u>Description (include any sub-elements)</u>									
1	50%	Exam	2 hours.									
2	50%	Exam	2 hours.									
Diagnostic/formative assessment												
This indicates if there are any assessments that do not contribute directly to the final module mark												
Formative feedback will be provided to students through weekly seminars, through responses to their completion of online activities on NOW, and in designated revision and exam preparation sessions.												
Further information on assessment												
The first exam will assess students' responses to content covered in the first half of the module, with the second exam relating to content in the second half. Both exams are designed to allow students to demonstrate their fulfilment of the learning objectives detailed above. Both exams will be split into two parts: (1) short answer questions, and (2) essay answer/textual analysis. Part 1 will assess students' knowledge and understanding while Part 2 will assess their skills and abilities in linguistic analysis proposing evidence-based arguments.												

Document management	
16	Module Title: Language in Context
17	Module Code: LING10205
18	Subject (JACS) Code: Q100
19	Cost Centre: 138
20	School: AAH

21	Academic Team:	EMC	
22	Campus:	Clifton	
23	Other institutions providing teaching:	<i>Please complete in box 23 a-d - if applicable</i>	
		Institution	%
23a	Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		
23b	Other public organisation in the UK- Percentage not taught by NTU		
23c	Other private organisation in the UK - Percentage not taught by NTU		
23d	Any other Non-UK organisation - Percentage not taught by NTU		
24	Date this version was formally approved by the School Academic Standards and Quality Committee (SASQC) or Development Approval Group (DAG):	January 2017	