

Nottingham Trent University

Module Specification

	Basic module information	
1	Module Title:	Language, Gender and Sexuality
2	Module Code:	LING30705
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 Pre, post and co-requisites:

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

<u>Pre, Co, Post</u>	<u>Module Code</u>	<u>Module Title</u>
Pre	LING201	Sociolinguistics

9 Courses containing the module

<u>Level</u>	<u>Core/Option</u>	<u>Mode</u>	<u>Code</u>	<u>Course Title</u>
6	Option	FT		BA Joint Honours Humanities
6	Option	PT		BA Joint Honours Humanities
6	Option	SW		BA Joint Honours Modern Languages
6	Option	FT		BA Joint Honours Modern Languages
6	Option	PT		BA Joint Honours Modern Languages

10 Overview and aims

Gender is a fundamental aspect of our personal and social identities and relationships. Language is an important means of expressing this identity and of forming relationships with others. The principle aim of this module is to examine how gender, and the related variable of sexuality, are reflected in and constructed through language in various spoken and written contexts, including the media, workplace interaction and everyday conversational contexts, social media platforms and other areas of popular culture.

The module develops an understanding of different theoretical approaches to the study of language and gender as well as practical skills in data analysis. It also gives students the opportunity to investigate relevant issues through the collection and analysis of data in different real-world contexts.

The aims of this module are:

- To increase students' knowledge of the relationships between language and gender
- To enable students to develop a critical and informed stance on past and contemporary debates in the field of language and gender
- To provide students with the theoretical frameworks and practical skills for the analysis and interpretation of data
- To engage students in the process of investigation of language and gender-related issues through their own collection and analysis of data in real-world contexts.

11 Module content

The module covers classic and more recent work in language, gender and sexuality. A typical syllabus includes: performativity theory and interactional approaches to language and gender; communities of practice and indexicality; gender in the workplace; sexist language and homophobic discourse; representations of gender and sexuality in newspapers and magazines; and performing gender in online spaces.

12 Indicative reading

Cameron, D. (1992) *Feminism and Linguistic Theory*. 2nd edn. Basingstoke: Macmillan.
Mills, S. (2008) *Language and Sexism*. Cambridge: CUP.
Mills, S. and Mullany, L. (2011) *Language, Gender and Feminism: Theory, Methodology and Practice*. London: Routledge.
Pichler, P. and Eppler, E. (eds) (2016) *Gender & Spoken Interaction*. Basingstoke: Palgrave Macmillan
Talbot, M. (2010) *Language and Gender: An Introduction*. 2nd ed. Cambridge: Polity.

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:

- Demonstrate understanding of the nature of the relationships between language, gender and sexuality
- Demonstrate understanding of different theoretical approaches to and interpretations of gender-based differences in language use
- Demonstrate an ability to critically evaluate and synthesize different theoretical viewpoints on language, gender and sexuality

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

- Think critically about the relationship between language, gender and sexuality
- Critically evaluate relevant literature in the field
- Apply appropriate methodological and theoretical approaches to the analysis of gender and sexuality in a range of different contexts
- Design and implement a research project in a chosen topic area

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

Total contact hours:	39
<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	
Total non-contact hours:	161

15 **Assessment methods**

This indicates the type and weighting of assessment elements and sub-elements in the module

<u>Element number</u>	<u>Weighting</u>	<u>Type</u>	<u>Description (include any sub-elements)</u>
1	100%	Coursework	Research project including a project proposal (20%) and final project essay (80%)

Diagnostic/formative assessment

This indicates if there are any assessments that do not contribute directly to the final module mark

Students will be asked to submit an outline of the proposed research project to get some formative feedback prior to the research proposal submission via a discussion board.

Further information on assessment

This section provides further information on the module's assessment where appropriate

The module is assessed via a research project, consisting of two elements: a research proposal of approximately 1000 words and a final research essay of around 3000 words. The project will involve original data collection and analysis using any of the approaches covered on the module in order to test a research question or hypothesis.

Document management

16	Module Title:	Language, Gender and Sexuality
17	Module Code:	LING30705
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>										
		<table border="1"> <thead> <tr> <th>Institution</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>23a Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU</td> <td></td> </tr> <tr> <td>23b Other public organisation in the UK- Percentage not taught by NTU</td> <td></td> </tr> <tr> <td>23c Other private organisation in the UK - Percentage not taught by NTU</td> <td></td> </tr> <tr> <td>23d Any other Non-UK organisation - Percentage not taught by NTU</td> <td></td> </tr> </tbody> </table>	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	
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										