1. **Title of the module**

LING5370 (LL537) – English Language in the Media 2

1. **School or partner institution which will be responsible for management of the module**

School of European Culture and Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

1. **The number of credits and the ECTS value which the module represents**

15 Credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

Co-requisite: LING5360 – English Language in the Media 1

1. **The programmes of study to which the module contributes**

Optional for BA English Language & Linguistics (Single and Joint Honours)

Also available as a ‘Wild’ module

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Demonstrate knowledge and critical understanding of key semiotic and linguistic theories (including Barthes’s notion of mythology, Peirce’s semiotics and De Saussure’s conception of the linguistic sign) coming to a systematic understanding of key aspects of this field;

8.2 Assess the applicability of these theories to current media outputs; for example, in terms of advertising, broadsheets, tabloids, multimodal discourses and other genre;

8.3 Accurately carry out detailed analysis of a range of media discourse genres (including newspaper texts, magazine advertising, online advertising and multimodal discourses in general) demonstrating cogent application of the particular linguistic approach under discussion with particular emphasis on approaches gleaned from semiotics;

8.4 Use semiotic theory (and rigorous linguistic apparatus more generally) to make informed critical and evaluative judgments about a wide range of media discourse, and be able to make use of this knowledge outside of the contexts in which it was first encountered;

8.5 Understand how theoretical approaches to the media impact on a wide range of themes and topics, for example: genre, narrative, and concepts of culture and community, gender, politics and ideology, identity;

8.6 Appreciate how their own knowledge and cultural background contributes to their understanding of media discourse;

8.7 Understand the ways in which media organisations manipulate and shape, as well as respond to, trends in the wider culture.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Engage in critical reflection, verbal discussion and written analysis of various media texts and secondary critical commentary and to devise and sustain arguments relating to these analyses;

9.2 Make judgments about the appropriateness of different theoretical approaches to media texts and evaluate the efficacy of such approaches;

9.3 Demonstrate the ability to undertake independent learning (exercising initiative and personal responsibility), use secondary texts with critical discrimination, and reflect critically on their own academic work and present cogent arguments in both oral and written form.

1. **A synopsis of the curriculum**

In this module, students continue to develop and explore the themes introduced in LING5360 – English Language in the Media 1.

Here, the focus is on semiotics as applied in the linguistic analysis of a wide range of media discourse types, but with particular emphasis on advertising. Areas covered include: semiotics, the work of Saussure, the British press, multimodality, the new media and social networking. Also discussed are complex and challenging ideas around the notion of words, signs, and grammar in context. Students will further develop the ability to approach the language of the media critically and to read the press perceptively so as to understand the acute importance of the media in a democratic society.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Aitchison, J. and Diana Lewis (eds) (2003). *New Media Language*. London: Routledge.

Barthes, R. (1990) *S/Z*. Oxford: Wiley-Blackwell.

Bell, A. (1990). *The Language of News Media*. Oxford: Wiley-Blackwell.

Bignell, J. (2002). *Media Semiotics: An Introduction*. Manchester: MUP.

Chandler, D. (2007). *Semiotics: The Basics*. London: Routledge.

Crystal, D. (2006). *The Language of the Internet*. 2nd ed. Cambridge: CUP.

Kress, G. (2009). *Multimodality: A Social Semiotic Approach to Contemporary Communication*. London: Routledge.

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
	1. Main assessment methods
* Examination (2 hours) – 50%
* Semiotic Analysis (1,500 words) – 40%
* Presentation (10 minutes) – 10%
	1. Reassessment methods
* Reassessment Instrument: 100% Coursework
1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

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| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *8.7* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture |  | **x** |  | **x** | **x** | **x** | **x** |  | **x** |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Examination | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Semiotic Analysis | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Presentation | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The diversity of the material to be discussed in this module is chosen to be inclusive of UK and international students from different cultural and educational backgrounds. Support for international students will be offered by the module convenor in the form of office hours and via the Student Learning Advisory Service.​

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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| Revised FSO Jan 2018 |