1. **Title of the module**

LING5410 (LL541) – Language and Gender

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 6

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**

None

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 a systematic and critical understanding of the issues relating to gendered language use;

8.2 Demonstrate a systematic advanced-level and critical understanding of the theories that have been proposed to account for gender-related differences in language use;

8.3 Deploy critical analysis to data that either refer to speakers in terms of their gender or are gendered (e.g. they come from single-gender or mixed-gender conversations);

8.4 Critically evaluate gender views projected by the media;

8.5 Demonstrate a nuanced appreciation of the differences between sex, gender, sexual and gender orientation and their effects on language use and language evaluation;

8.6 Appreciate the different methodologies used in research on gender.

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

9.1 Undertake independent learning, by taking initiative, being organised and meeting deadlines;

9.2 Exercise critical thinking at an advanced level;

9.3 Demonstrate their skills in critical reflection and analytical discussion of their own writing and the writing of others;

9.4 Demonstrate written fluency at an advanced level.

1. **A synopsis of the curriculum**

This course deals with gender and how it affects and is affected by language. Topics that will be covered include the following: biological sex and social gender; the different social roles of genders and how these are manifested in language structure and language practices (such as discourse and conversation strategies); the theories that have been put forward to explain these linguistic differences; linguistic stereotypes about gender; the language of children; queer speech.

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

Cameron, D. (2007) *The myth of Mars and Venus. Do Men and Women Really Speak Different Languages?* Oxford: Oxford University Press.

Coates, J. (2015) *Women, men, and language: a sociolinguistic account of gender differences in language*. London: Routledge Linguistics Classics.

Coates, J. & Pichler, P. (2011) *Language and Gender: A Reader*. Chichester: Wiley-Blackwell.

Simpson, P. (2009) *Language and Power: A Resource Book for Students*. London: Routledge English Language Introductions.

Talbot, M.M. (2010) *Language and Gender*. Cambridge: Polity Press.

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
   1. Main assessment methods

* In-Course Test (45 minutes) – 20%
* Final Project (2,500 words) – 80%
  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)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **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** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| In-Course Test | **x** | **x** | **x** | **x** | **x** | **x** |  |  | **x** | **x** |
| Final Project | **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**

This module discusses issues of language and gender as they are expressed in a variety of cultures and languages; these differences are also featured in one of the module assessments (in class test) and can become the main topic of a final project if a student wishes to work on how specific gender-related linguistic differences are expressed in a language other than English.

**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) |
| 19/01/17 | Major | September 2018 | 11, 13-14 | No |
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| Revised FSO Jan 2018 |