1. **Title of the module**

LING3050 (LL305) – Meaning and Discourse

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 4

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

15 Credit (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 Understand concepts and terminology used to account for the way in which meanings are conveyed in discourse;

8.2 Reflect on the distinction between linguistically encoded meaning (semantics) on the one hand and context-dependent and discourse-dependent interpretation (pragmatics/discourse analysis) on the other, using examples from real data;

8.3 Approach a variety of themes surrounding the nature of meaning;

8.4 Explore a number of distinct established core theoretical frameworks used to account for word meaning and lexical relations;

8.5 Demonstrate familiarity with distinctions between propositional content and illocutionary force, and theories of sentence meaning and sentence relations;

8.6 Investigate varying relationships between speaker and addressee in different kinds of speech events;

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

9.1 Communicate the results of study and work accurately, with well-structured and coherent arguments in an effective and fluent manner;

9.2 Demonstrate their analytical skills, applying theoretical principles to real data;

9.3 Demonstrate a sensitivity to social, cultural and political issues;

9.4 Demonstrate their ability to undertake independent learning, by taking initiative, being organised and meeting deadlines.

1. **A synopsis of the curriculum**

This module introduces linguistic approaches to the study of meaning and communication, emphasising the processes of decoding and inference through which interpretations are constructed. Relevant theoretical work in the fields of semantics and pragmatics is outlined, discussed and evaluated critically. Students explore intersections and differences between verbal meaning and meaning construction in both spoken and written discourse. The module also explores controversies over utterance or text meaning, connecting debates about how meanings are constructed with questions pertaining to boundaries of reasonable or warranted interpretation.

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

Birner, B. (2012). *Introduction to Pragmatics*. Oxford: Blackwell.

Johnstone, B. (2017). *Discourse Analysis*. Third Edition. Oxford: Blackwell.

Saeed, J (2015). *Semantics*. Fourth Edition. Oxford: Blackwell.

Valenzuela, J. (2017). *Meaning in English: An Introduction*. Cambridge: CUP.

**Learning and teaching methods**

This module will be taught by means of lectures and seminars.

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

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

This module will be assessed by 100% coursework.

* Take-home Assignment 1 (1,000 words) – 40%
* Take-home Assignment 2 (1,500 words) – 60%
  1. Reassessment methods

This module will be reassessed by 100% coursework.

* Reassessment Assignment (2,500 words) – 100%

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* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |
| Lecture | **x** |  | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Take-home Assignment 1 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Take-home Assignment 2 | **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**

This module is designed to benefit from the international (multilingual/multicultural) character of the classroom, asking students to come up with and reflect upon examples of the discussed phenomena coming from other languages, thus becoming aware of universal and culture-specific elements of meaning and communication.

**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) |
| 22/01/18 | Major | September 2018 | 1, 5, 7-9, 11-12 | No |
|  |  |  |  |  |