1. **Title of the module**

LING3120 (LL312) – Grammar for Everyone

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 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 knowledge of key grammatical concepts;

8.2 Use grammatical terminology correctly;

8.3 Interpret and describe language data (with accompanying gloss and translation where appropriate);

8.4 Apply their grammatical knowledge to the comparative analysis of English and other languages;

8.5 Demonstrate awareness of the biases inherent in reading lists and curricula.

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

9.1 Demonstrate their ability to handle unfamiliar data;

9.2 Demonstrate their analytical skills;

9.3 Demonstrate their problem-solving skills;

9.4 Demonstrate their time-management skills;

9.5 Demonstrate their written fluency.

1. **A synopsis of the curriculum**

This module will introduce students to key concepts in grammar, especially as exemplified by Latin and English and with reference to an ‘adopted’ language of the student’s choice. The module will cover topics such as verbal tense and aspect, nominal case and gender, agreement, and word order. Students will be provided with the terminology and skills to describe these concepts as they encounter them in language samples. Students will not be required to learn the Latin language, but to understand the grammatical features they encounter during the course of the module. Students will also learn about the development and meaning of grammatical terminology. A key theme throughout will be social justice and equality, and students will learn how grammar is not neutral, and the choices we make about what to prioritise and what to study are not without consequences in the real world. Skills and knowledge gained on this module will be of use in language learning and in linguistic description and analysis, and for that reason it is recommended for those taking modules in English Language and Linguistics, Modern Languages, Classical and Archaeological Studies, or Ancient History.

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

Fought, C. (2006). *Language and Ethnicity*. Cambridge: Cambridge University Press.

Goldman, N. & Szymanski, L. (1993). *English Grammar for Students of Latin*. Ann Arbor, MI: Olivia & Hill Press.

Hovdhaugen, E. (1982). *Foundations of Western Linguistics: From the Beginning to the End of the First Millenium A.D*. Oslo: Universitetsforlaget.

Morwood, J. (1999). *A Latin Grammar*. Oxford: Oxford University Press.

Oniga, R, & Schifano, N. (2007). *Latin: A Linguistic Introduction*. Oxford: Oxford University Press.

Ritchie, H. (2013). *English for the Natives*. London: John Murray.

Seely, J. (2013). *Oxford A-Z of Grammar and Punctuation*. Oxford: Oxford University Press.

Weber, J.J. (2014). *Language Racism*. Basingstoke: Palgrave.

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
	1. Main assessment methods
* Mini-assessment 1 (equivalent to 300 words) – 10%
* Mini-assessment 2 (equivalent to 300 words) – 10%
* Take-home Assignment 1 (equivalent to 600 words) – 20%
* Take-home Assignment 2 (1,500 words) – 60%

13.2 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 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **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** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Mini-assessment 1 | **x** | **x** |  |  | **x** |  | **x** | **x** | **x** | **x** |
| Mini-assessment 2 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Take-home Assignment | **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 module is inherently international in its comparison of different languages. There are comparisons throughout with languages spoken in Europe and in the rest of the world, and students are required to adopt their own language to study throughout the term.

**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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 10/01/19 | Minor | September 2020 | 8, 10, 11, 13, 14 | No |
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| Revised FSO Feb 2020 |