1. KentVision Code and title of the module

LING5001 Language and the law: An introduction to forensic linguistics

## Division and School/Department or partner institution which will be responsible for management of the module

Arts & Humanities, School of Culture and Languages (English Language and Linguistics)

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 5

## The number of credits and the ECTS value which the module represents

15 credits (7.5 ECTS)

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

Autumn or Spring

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

Optional to the following course: BA (Hons) English Language and Linguistics

Also available as an elective module

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

8.1 Demonstrate knowledge of the key principles of forensic linguistic analysis;

8.2 Apply forensic linguistic analysis to a range of text types;

8.3 Demonstrate knowledge of key linguistic terms in relation to their appearance in a range of text types;

8.4 Demonstrate understanding of linguistic variation as it applies to forensic linguistic analysis.

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

9.1 Gather and interpret evidence and form conclusions based on it;

9.2 Communicate effectively in writing;

9.3 Understand and appropriately use terminology and concepts.

## A synopsis of the curriculum

The module provides students with the basic tools of forensic linguistic analysis. It covers a range of topics in the different areas of linguistics (e.g. syntax, phonology, morphology, discourse analysis, stylistics, dialectology) and how they can be applied to problems such as authorship attribution, criminal procedures, and corporate identity. Students will gain the skills they need to begin such analysis themselves by examining real-life case studies and example texts such as recordings, text messages, police interviews, and fiction.

## Reading list

## The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

## The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

Coulthard, Malcolm, Johnson, Alison, and Wright, David. 2017. An introduction to forensic linguistics: Language in evidence. 2nd edn. Routledge.

Olssen, John. 2008. Forensic linguistics. 2nd edn. Bloomsbury Publishing.

Olssen, John. 2012. Wordcrime: Solving crime through forensic linguistics. Bloomsbury Publishing.

## Contact Hours

Private Study: 130

Contact Hours: 20

Total: 150

## Assessment methods

* 1. Main assessment methods

Analysis 1 (1,000 words) – 40%

Analysis 2 (1,500 words) – 60%

13.2 Reassessment methods

Reassessment instrument: 100% coursework (1,500 words)

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods and methods of assessment

**Module learning outcomes against learning and teaching methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Private Study** | **X** | **X** | **x** | **X** | **x** | **x** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** |  | **X** |
| Seminars | **X** | **x** | **X** | **x** | **X** | **X** | **x** |

**Module learning outcomes against assessment methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Analysis 1 | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Analysis 2 | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

## Inclusive module design

The Division 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

## Campus(es) or centre(s) where module will be delivered

Canterbury

## Internationalisation

The module, dealing as it does with legal contexts, is largely based in English case studies, but examples are brought in from other countries throughout the module. Students are encouraged to apply their own knowledge of other legal contexts where appropriate.

**DIVISIONAL USE ONLY**

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

| Date approved | New/Major/minor revision | Start date of delivery of (revised) version | Section revised  (if applicable) | Impacts PLOs (Q6&7 cover sheet) |
| --- | --- | --- | --- | --- |
| 13/12/21 | New | September 2022 | n/a | no |
|  |  |  |  |  |