1. **Title of the module**

LING5360 (LL536) – English Language in the Media 1

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**

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 and critical understanding of key narratological and linguistic theories (genre theory, de Saussure, Genette, Barthes) 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 and other genre;

8.3 Accurately carry out detailed analysis of a range of media discourse genres (including newspaper texts, interviews, stand-up comedy, speeches and multimodal discourse) demonstrating cogent application of the particular linguistic approach under discussion;

8.4 Use narrative and linguistic theory and related scholarly apparatus to make informed critical and evaluative judgments about a wide range of media, 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.

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 and devise and sustain arguments relating to these analyses;

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

9.3 Demonstrate the ability to undertake independent learning (exercising initiative and personal responsibility) and reflect critically on their own academic work;

9.4 Present cogent arguments in written form.

1. **A synopsis of the curriculum**

In this module, students develop a range of skills which will enable them to undertake the narratological and linguistic analysis of media texts (the term ‘text’ is used broadly here, and will encompass both written and oral sources) taken from a number of sources, including newspapers, magazines and online discourses. Areas covered include: genre theory, register, narrative theory, multimodality, dialogism and discourse analysis. Also discussed are complex and challenging ideas around the notion of words, signs, and grammar in context. Students will develop the ability to approach the language of the media critically and to read the press perceptively so as to understand the 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 Lewis, D, (eds) (2003) *New Media Language* London: Routledge.

Barthes, R, (1977), ‘*The photographic message’, IMAGE-MUSIC-TEXT*, London: Fontana Press

Bell, A and Garrett, P (eds), (1998), *Approaches to Media Discourse*, Oxford: Blackwell

Burke, L T Crowley and Girvin, A (eds), (2000) *The Routledge Language and Cultural Reader*. London: Routledge.

Durant, A and Lambrou, M, (2009), *Language and Media*. London: Routledge.

Fulton, H, with Huisman, R, Murphet, J and Dunn, A, (2005), *Narrative and Media*, Cambridge: Cambridge University Press

Toolan, M, (2001), *Narrative: a critical linguistic introduction*, 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
* Assignment 1 (1.000 words) – 40%
* Assignment 2 (1.500 words) –60%
	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* | *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** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Assignment 1 | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |
| 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**

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) |
| 12/02/16 | Major | September 2015 | 9, 13 | No |
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| Revised FSO Jan 2018 |