1. **KentVision Code and title of the module**

LING5370 Language in Journalism and Advertising

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

Arts and Humanities, School of 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)**

Spring Term

1. **Prerequisite and co-requisite modules**

None

1. **The courses of study to which the module contributes**

Optional for BA English Language and Linguistics

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Demonstrate knowledge and critical understanding of key semiotic and linguistic theories (including Barthes’s notion of mythology, Peirce’s semiotics and De Saussure’s conception of the linguistic sign) coming to a systematic understanding of key aspects of this field;
	2. Assess the applicability of these theories to current media outputs; for example, in terms of advertising, broadsheets, tabloids, multimodal discourses and other genre;
	3. Accurately carry out detailed analysis of a range of media discourse genres (including newspaper texts, magazine advertising, online advertising and multimodal discourses in general) demonstrating cogent application of the particular linguistic approach under discussion with particular emphasis on approaches gleaned from semiotics;
	4. Use semiotic theory (and rigorous linguistic apparatus more generally) to make informed critical and evaluative judgments about a wide range of media discourse, and be able to make use of this knowledge outside of the contexts in which it was first encountered;
	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;
	6. Appreciate how their own knowledge and cultural background contributes to their understanding of media discourse;
	7. Understand the ways in which media organisations manipulate and shape, as well as respond to, trends in the wider culture.
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Engage in critical reflection, verbal discussion and written analysis of various media texts and secondary critical commentary and to devise and sustain arguments relating to these analyses;
	2. Make judgments about the appropriateness of different theoretical approaches to media texts and evaluate the efficacy of such approaches;
	3. Demonstrate the ability to undertake independent learning (exercising initiative and personal responsibility), use secondary texts with critical discrimination, and reflect critically on their own academic work and present cogent arguments in written form.
3. **A synopsis of the curriculum**

In this module the focus is on semiotics as applied in the linguistic analysis of a wide range of media discourse types, but with particular emphasis on journalism and advertising. Areas covered include: semiotics, the work of Saussure, the British press, multimodality, the new and social media. Also discussed are complex and challenging ideas around the notion of words, signs, and grammar in context. Students will further develop the ability to approach the language of the media critically and to read the press perceptively so as to understand the acute importance of the media in a democratic society.

1. **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).

1. **Contact hours**

Contact hours: 20 hours

Private study house: 130 hours

Total study hours: 150

1. **Assessment methods**

13.1 Main assessment methods

* Written assignment 1 (1,000 words) 40%
* Written assignment 2 (1,500 words) 60%

13.2 Re-assessment methods

 100% coursework

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

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *8.7* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study |  | **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** |  |  |  |  |  |  |  |  |  |  |
| Written Assignment 1 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Written Assignment 2 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **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

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.​

**DIVISIONAL 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 | New or major/minor revision | Start date of the delivery of revised version | Section revised | Impacts CLOs  |
| 09/12/2022 | Major | 2023/24 | 1,6,13-14 | No |
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| Revised FSO Jan 2018 |