



## Module Descriptor

<b>Title</b>	Structure Of English		
<b>Session</b>	2025/26	<b>Status</b>	
<b>Code</b>	LING07006	<b>SCQF Level</b>	7
<b>Credit Points</b>	20	<b>ECTS (European Credit Transfer Scheme)</b>	10
<b>School</b>	Education and Social Sciences		
<b>Module Co-ordinator</b>	L Holmes		

### Summary of Module

This module provides a comprehensive exploration of the linguistic structures of the English language. Students will engage with core concepts in syntax, morphology, phonetics, and phonology, gaining a foundational understanding of how English functions and is systematically organised. Through the study of grammatical and lexical rules, students will develop the analytical skills necessary to develop a comprehension of the complexities of English.

The module emphasises both theoretical understandings and practical applications, encouraging students to analyse real-world language use and reflect critically on their own linguistic practices. Students will learn to apply a descriptive framework to any text in English, understanding the effects of grammatical and lexical choices on different styles of writing. By reflecting on the nature of grammatical and lexical rules, students will develop a sound grasp of English grammar and lexis.

By the end of the module, students will have a developed understanding of the structural aspects of English, equipping them with the knowledge and skills to pursue more advanced language studies. Additionally, they will be able to apply their knowledge to analyse and interpret various texts, enhancing their ability to appreciate and utilise the nuances of English grammar and lexis in different academic and professional contexts.

Module Delivery Method	On-Campus <sup>1</sup>	Hybrid <sup>2</sup>	Online <sup>3</sup>	Work -Based Learning <sup>4</sup>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<sup>1</sup> Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

<sup>2</sup> The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

<sup>3</sup> Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

<sup>4</sup> Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

<b>Campuses for Module Delivery</b>	<input type="checkbox"/> Ayr		<input type="checkbox"/> Lanarkshire		<input type="checkbox"/> Online / Distance Learning	
	<input type="checkbox"/> Dumfries		<input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley		<input type="checkbox"/> Other (specify)	
<b>Terms for Module Delivery</b>	Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>

Learning Outcomes	
<b>L1</b>	Demonstrate an ability to describe, analyse, and reflect on the structural linguistic elements of English. Students will be able to demonstrate an ability to consider language from a linguistic perspective.
<b>L2</b>	Demonstrate an enhanced ability to make use of their English linguistic skills for academic study in assessed written work.
<b>L3</b>	Demonstrate an ability to effectively source and use the library, digital resources, and electronic media for language and module-related learning purposes.
<b>L4</b>	Demonstrate an ability to give accurate academic presentations in English according to the rubric.
<b>L5</b>	

Employability Skills and Personal Development Planning (PDP) Skills	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 7</b> Demonstrate knowledge of the linguistic structures that constitute the English language. Demonstrate knowledge of the main theories, concepts, and principles of English, enabling one to understand how English is systematically organised and how it functions. Demonstrate recognition of how language evolves and adapts over time. Demonstrate an understanding of the difference between explanations of English coming from empirical data on the one hand, and more purely theoretical data on the other.
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 7</b> Apply knowledge, skills, and understanding of the structure of English in practical contexts. Demonstrate practical skills and techniques associated with linguistic analysis. Demonstrate written and oral skills relating to both general and specific English language use.
<b>Generic Cognitive skills</b>	<b>SCQF 7</b> Demonstrate the ability to present and evaluate arguments, information, and ideas that are central to the study and use of the English Language. Demonstrate knowledge of a range of approaches to address general and specific problems and issues within academic contexts. Demonstrate critical thinking skills through the evaluation of English language texts in both written and spoken work

<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 7</b> Demonstrate a wide range of communication skills associated with the structures of English. Demonstrate the ability to convey information about the structures of English in well-structured written assignments and oral presentations. Demonstrate knowledge of the standard ICT applications used to process and obtain diverse information and data, facilitating the relevant research and analyses. Demonstrate a basic understanding of the necessary numerical and graphical skills used to analyse the structures of English.
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 7</b> Demonstrate initiative and independence in carrying out analyses of the structures of English. Demonstrate an ability and willingness to take on responsibility within group projects, fostering leadership, teamwork, and academic skills within a defined and supervised structure. Demonstrate an ability to manage resources effectively, such as time and research materials. Demonstrate an ability to implement plans in familiar or defined contexts, such as completing assigned tasks or leading discussions.

<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
	<b>Other</b>	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

<b>Learning and Teaching</b>	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.  This module is delivered in a blended format via interactive and communicative classes. Students will be active participants in class and will work in pairs and /or groups to discuss, analyse and assess course material. Independent learning is an integral part of this course and students will be given written and oral tasks to be completed outside class in preparation for, and consolidation of, classroom work. Students will develop critical thinking and research skills to enhance their current studies and future careers.	
<b>Learning Activities</b>  During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	<b>Student Learning Hours</b>  (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	36
Independent Study	164
Please select	
Please select	
Please select	
Please select	
<b>TOTAL</b>	<b>200</b>

<b>Indicative Resources</b>
<p><b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b></p> <p>Ballard, K. (2013). The frameworks of English (3rd ed.). Palgrave Macmillan.</p> <p>Culpeper, J. (2009). English language. Palgrave Macmillan.</p> <p>Fromkin, V., Rodman, R. &amp; Hyams, N. (2014). An Introduction to language (7th ed.). Cengage Learning.</p> <p>Kuiper, K. &amp; Scott Allan, W. (2010). An Introduction to the English Language: Word, Sound and Sentence (3rd ed.). Palgrave Macmillan.</p>
<p><b>(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)</b></p>

<b>Attendance and Engagement Requirements</b>
<p>In line with the <a href="#">Student Attendance and Engagement Procedure</a>, Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.</p> <p><b>For the purposes of this module, academic engagement equates to the following:</b></p> <p>All full-time students are required to attend all scheduled classes and participate with all delivered elements of the module as part of their engagement with their programme of study. Consideration will be given to students who have protection under the appropriate equality law. Please refer to UWS Regulations, Chapter 1, 1.64 – 1.67.</p>

<b>Equality and Diversity</b>
<p><b>The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: <a href="#">UWS Equality, Diversity and Human Rights Code</a>.</b></p> <p>This module forms part of the BA English Language degree. The cohort is a diverse, international group with various language repertoires. Students will be encouraged to share and respectfully respond to their various experiences of language diversity, relating this to critical discussions of social issues where appropriate. Equality and diversity are key tenets of the sociolinguistic perspective adopted through the module.</p>
<p><b>(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)</b></p>

### Supplemental Information

<b>Divisional Programme Board</b>	<b>Education</b>
<b>Overall Assessment Results</b>	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
<b>Module Eligible for Compensation</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  <b>If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.</b>
<b>School Assessment Board</b>	Language

<b>Moderator</b>	TBC
<b>External Examiner</b>	V McDonagh
<b>Accreditation Details</b>	
<b>Module Appears in CPD catalogue</b>	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Changes / Version Number</b>	1

<b>Assessment (also refer to Assessment Outcomes Grids below)</b>
<b>Assessment 1</b>
Coursework (Written assignment) (60%)
<b>Assessment 2</b>
Oral presentation (40%)
<b>Assessment 3</b>
(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed. (ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

<b>Component 1</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Written Assignment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	60	

<b>Component 2</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
Oral Presentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	40	

<b>Component 3</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Combined total for all components</b>						100%	hours

#### Change Control

<b>What</b>	<b>When</b>	<b>Who</b>
Transfer to new template	Oct 24	L Holmes
