



Module Descriptor

Title	Genres Of English		
Session	2025/26	Status	
Code	LING08004	SCQF Level	8
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	TBC		
Summary of Module			
<p>This module provides an introduction to the social functions, rules and generic structures of particular written and oral types of texts (genres) in English, such as fictional and non-fictional stories, descriptions, analytical expositions, news items, new media language and formal and informal dialogues. This module includes a theoretical understanding of genres, but it will also equip students with the ability to produce texts adhering to the conventions of specific genres. Following a process approach, students will develop their ability to draft, edit and redraft their work before final submission.</p> <p>Classes will be a mixture of lecture and seminar. In the lecture session of the class the main theoretical points will be introduced. In the seminar section, students will analyse and construct texts, both individually and in groups.</p>			

Module Delivery Method	On-Campus¹ <input checked="" type="checkbox"/>		Hybrid² <input type="checkbox"/>		Online³ <input type="checkbox"/>		Work -Based Learning⁴ <input type="checkbox"/>
Campuses for Module Delivery	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries		<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input checked="" type="checkbox"/> Paisley		<input type="checkbox"/> Online / Distance Learning <input type="checkbox"/> Other (specify)		
Terms for Module Delivery	Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>	

¹ 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.

² 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.

³ 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.

⁴ 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

Long-thin Delivery over more than one Term	Term 1 – Term 2	<input type="checkbox"/>	Term 2 – Term 3	<input type="checkbox"/>	Term 3 – Term 1	<input type="checkbox"/>
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Learning Outcomes	
L1	Demonstrate an ability to identify, describe and analyse the characteristics and social function of different types of text (genres) in English language.
L2	Demonstrate an enhanced ability to produce written texts following the conventions of specific text types
L3	Demonstrate an ability to give accurate academic presentations in English according to a rubric.
L4	Demonstrate an ability to effectively source and use the library, digital resources, and electronic media for language and module-related learning purposes.
L5	

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	SCQF 8 Demonstrate knowledge and understanding of the features and social function of different types of texts (genres) in English.
Practice: Applied Knowledge and Understanding	SCQF 8 Demonstrate an ability to effectively discuss in written and spoken English, the features and social function of different type of genres and to produce written texts following the conventions of specific genres
Generic Cognitive skills	SCQF 8 Demonstrate an ability to critically analyse, evaluate, and synthesise ideas, concepts, features of different genres in English Language, including the social function of specific texts.
Communication, ICT and Numeracy Skills	SCQF 8 Demonstrate an ability to apply a wide range of routine skills, and some advanced and specialised skills associated with the conventions of different genres in English language. For example, students will demonstrate the use of clear communication, ICT and numeracy skills to create responsible, effective texts, as well as to convey complex ideas, concepts, and information, in a variety of genres. Demonstrate the ability to effectively use a range of standard ICT applications to process and obtain data and texts
Autonomy, Accountability and Working with Others	SCQF 8 Demonstrate effective and autonomous study techniques and organisational skills to develop knowledge and complete projects to deadline. Demonstrate an ability to work cooperatively and accountably with other learners inside and outside class, with an awareness of cultural and linguistic factors, and institutional codes of practice

Prerequisites	Module Code	Module Title
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	Other	
Co-requisites	Module Code	Module Title

Learning and Teaching

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.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	36
Independent Study	164
n/a	
n/a	
n/a	
n/a	
TOTAL	200

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Class materials and Independent Study work will be made available by the Lecturer(s) via VLE on a weekly basis. These are sources that students are recommended to consult:

Biber, D. and Conrad, S. (2012) Register, Genre and Style, Cambridge University Press

Cushing, I. (2018) Text Analysis and Representation (Cambridge Topics in English, Cambridge University Press

(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)

Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#), 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.

For the purposes of this module, academic engagement equates to the following:

All fulltime 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

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

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 the diversity of the English language, relating this to critical discussions of historical and social issues where appropriate

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Education
Overall Assessment Results	<input type="checkbox"/> Pass / Fail <input checked="" type="checkbox"/> Graded
Module Eligible for Compensation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No 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.
School Assessment Board	Languages
Moderator	TBC
External Examiner	V McDonagh
Accreditation Details	
Module Appears in CPD catalogue	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1

Coursework (written assignment) (60%)

Assessment 2

Oral Presentation (40%)

Assessment 3

(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.)

Component 1

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

Component 2							
Assessment Type	LO1	LO2	LO3	LO4	LO5	Weighting of Assessment Element (%)	Timetabled Contact Hours
Oral Presentation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	40	3

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

Change Control

What	When	Who
Transfer to new template	Oct 24	K Highet