Module Descriptor

Title	Intercultural Communication and Citizenship		
Session	2026/27	**Status**	Approved
Code	LING08006	**SCQF Level**	8
Credit Points	20	**ECTS (European Credit Transfer Scheme)**	10
School	**Education and Social Sciences**		
Module Co-ordinator	L Holmes		

Summary of Module

This module introduces and critically explores the intricate relationships between language, culture, and the concept of citizenship in a transnational world. Students will examine key theories of inter- and cross-cultural communication, considering how and to what extent cultural differences impact communication practices and the interpretation of messages. The module will address topics such as the question of culture, language in culture, intercultural dialogue, language and the nation, linguistic citizenship, and the role of language in fostering social cohesion and understanding in a multilingual world. Through case studies and practical activities, students will develop an understanding of the issues relevant to creating an inclusive learning environment and society. By critically reflecting on their own cultural assumptions and engaging with diverse perspectives, a range of media, and digital resources, students will gain insights into the role of language in promoting inclusive and agentive citizenship.

Module Delivery Method	**On-Campus[1]**	**Hybrid[2]**	**Online[3]**	**Work -Based Learning[4]**
	☒	☐	☐	☐

Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☒ Lanarkshire ☐ London ☒ Paisley	☐ Online / Distance Learning ☐ Other (specify)

[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

Terms for Module Delivery	Term 1	☐	Term 2	☒	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☐	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Demonstrate an understanding of the various theories and approaches to intercultural communication and how they relate to citizenship, as well as to broader language practices that promote effective and responsible intercultural communication in the classroom and beyond.
L2	Demonstrate an ability to effectively communicate in written English, across genres and in response to, and in consideration of cultural difference.
L3	Demonstrate an ability to effectively source and use the library, digital resources, and electronic media for language and module-related learning purposes.
L4	Demonstrate an ability to give accurate academic presentations in English according to the rubric

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 a knowledge of the scope, defining features, and main research in the field of intercultural communication as well as how this relates the notion of citizenship. Demonstrate an understanding of the differences between essentialist and non-essentialist approaches to intercultural communication. Demonstrate a knowledge of various notions of citizenship and how these relate to language and culture. Demonstrate an awareness of the scholarly practices necessary for engaging with this field.
Practice: Applied Knowledge and Understanding	**SCQF 8** Apply knowledge, skills and understanding of intercultural communication in both written and oral work. Relate the notion of intercultural communication to professional contexts, esp. educational and ESL contexts, demonstrating responsible practices in and across such contexts that respond to the relevant common issues.
Generic Cognitive skills	**SCQF 8** Demonstrate an ability to critically analyse, evaluate, and synthesise ideas, concepts, information and issues of language, cultural, and communication. Show an ability to employ a range of approaches that respond to everyday problems and issues of intercultural communication.
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 intercultural communication. For example, students will demonstrate the use of clear communication, ICT and numeracy skills to help create responsible, democratic, and equitable spaces, 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**
	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. 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.	
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
TOTAL	200

Indicative Resources
The following materials form essential underpinning for the module content and ultimately for the learning outcomes: Hua, Z. (2015). 'Where are you from?': Interculturality and interactional practices. In Crossing boundaries and weaving intercultural work, life, and scholarship in globalizing universities (pp. 147-159). Routledge. Jackson, J. (2019). Introducing language and intercultural communication. Routledge. Piller I. (2017) Intercultural Communication: A Critical Introduction (2nd ed.). Edinburgh University Press. Stroud, C. (2018). Linguistic Citizenship 1. In The Routledge Handbook of Multilingualism (pp. 144-159). Routledge.

(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 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

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 and Pathway on BA (H) Community Education. 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.
(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	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☒ **Yes** ☐ **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	Language
Moderator	TBC
External Examiner	TBC
Accreditation Details	
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1

Assessment (also refer to Assessment Outcomes Grids below)

Assessment 1
Coursework (written assignment) (60%)
Assessment 2
Oral presentation (40%)
(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**		**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Written Assignment	☒	☒	☒	☐		60	3

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**		**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Oral Presentation	☒	☐	☒	☒		40	3

Combined total for all components	100%	6 hours

Change Control

What	**When**	**Who**