

University of the West of Scotland

Module Descriptor

Session: 2024-25

Title of Module: Cultural Studies for Learners of English 2			
Code: LING09007	SCQF Level: 9	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education and Social Sciences		
Module Co-ordinator:	F León Solís		
Summary of Module			
<p>This module is aimed at learners with a post-intermediate knowledge of English who would like to widen their knowledge, and deepen their understanding, of the culture in which the English language is used. It is a core module for students studying for a degree in English as a Second Language. This module will enhance students' ability to express complex concepts in English competently and confidently while further developing learner autonomy and initiative. In this intensive module the students will consolidate their understanding of cultural issues while extending the skills of listening, speaking, reading and writing in a range of contexts.</p> <p>Throughout the course, knowledge and understanding of the cultural aspects of the English language are consolidated or refreshed. An understanding of relationships between language and culture, will be developed through presentations, role plays, pair and group work exercises, written assignments and other interactive activities whose content will include topical cultural issues; in addition, work-related and workplace opportunities will be explored, where appropriate, to enable learners to develop global citizenship skills, foster inclusivity and an appreciation of the wellbeing of others in order to enable them to be ready for work in local and global contexts.</p>			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

Campus(es) for Module Delivery
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	<input type="checkbox"/>	Term 2	<input checked="" type="checkbox"/>	Term 3	<input type="checkbox"/>
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Learning Outcomes: (maximum of 5 statements)**These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.**

At the end of this module the student will be able to:

L1	Prepare and deliver a formal presentation on aspects of culture, and respond to subsequent discussion critically
L2	Respond critically to complex written or spoken information pertaining to the cultures of the English- speaking world
L3	Write in detail, in English, about aspects of English-speaking culture using mainly accurate, wide-ranging and effective grammar and vocabulary appropriate to this level

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 Level 9 Understanding complex aspects of the culture and society of English-speaking countries. Demonstrating detailed understanding of grammatical, lexical and phonological features of the language.
Practice: Applied Knowledge and Understanding	SCQF Level 9 Engaging in oral discussion of complex aspects of the culture and society of English-speaking countries. Applying knowledge of grammar and language features to demonstrate competence in receptive and productive skills. Understanding written, spoken and multimedia texts intended for nativespeakers.
Generic Cognitive skills	SCQF Level 9 Extracting, appraising and analysing key information to show understanding of, and critically assess, spoken and written sources. Structuring concepts and ideas to produce effective written papers and oral presentations.
Communication, ICT and Numeracy Skills	SCQF Level 9 Making effective and consistent use of library resources, electronic media, VLE to inform and organise studying and using ICT

	<p>applications for oral presentations.</p> <p>Displaying confident and accurate oral presentation skills in relation to specific tasks.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 9</p> <p>Demonstrating effective study techniques and organisational skills to develop knowledge and complete papers, presentations and projects within deadlines. Working cooperatively and accountably with other learners inside and outside class. Exercising autonomy and initiative in learning.</p>	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	CEFR B2 or equivalent
Co-requisites	Module Code:	Module Title:

Learning and Teaching	
<p>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.</p>	
<p>Learning Activities</p> <p>During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Lecture/Core Content Delivery	36
Independent Study	164
	Hours Total 200
<p>**Indicative Resources: (eg. Core text, journals, internet access)</p>	

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

Oxford Advanced Learners' English Dictionary , Oxford, Oxford University Press(or equivalent)

In-house authentic learning materials to be made available on VLE and in class*E-learning materials valid at time of delivery *

Click or tap here to enter text.

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(**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:

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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	Languages
Moderator	L Holmes
External Examiner	V McDonagh
Accreditation Details	
Changes/Version Number	1

Assessment: (also refer to Assessment Outcomes Grids below)
<p>This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark). Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment). NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box. Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.</p>
Assessment 1 PRESENTATION 50%
Assessment 2 ESSAY 50%
<p>(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.)</p>

Assessment Outcome Grids (See Guidance Note)

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation	✓			60	0.5

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Essay		✓	✓	40	0
Combined Total for All Components				100%	0.5 hours

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)