

**Title of Module: Cultural Studies for Learners of English 2**

<b>Code: LING09007</b>	<b>SCQF Level: 9</b> (Scottish Credit and Qualifications Framework)	<b>Credit Points: 20</b>	<b>ECTS: 10</b> (European Credit Transfer Scheme)
<b>School:</b>	School of Education & Social Sciences		
<b>Module Co-ordinator:</b>	S Brown		

**Summary of Module**

This module, delivered in a blended format, 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 such as Film, Literature, Music, Politics and the Economy.

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.

**Module Delivery Method**

Face-To-Face	Blended	Fully Online	HybridC	HybridO	Work-based Learning
	✓	✓			

**Face-To-Face**

Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.

**Blended**

A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations

**Fully Online**

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

**HybridC**

Online with mandatory face-to-face learning on Campus

**HybridO**

Online with optional face-to-face learning on Campus

**Work-based Learning**

Learning activities where the main location for the learning experience is in the workplace.

**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)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
✓					✓	

### Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	✓	Term 2	✓	Term 3	✓
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### Learning Outcomes: (maximum of 5 statements)

On successful completion 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

<b>SCQF Headings</b>	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 native speakers
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 applications for oral presentations. Displaying confident and accurate oral presentation skills in relation to specific tasks.
Autonomy, Accountability and Working with others	SCQF Level 9.  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.

<b>Pre-requisites:</b>	Before undertaking this module the student should have undertaken the following:	
	<b>Module Code:</b>	<b>Module Title:</b>
	<b>Other:</b>	CEFR B2 or equivalent
<b>Co-requisites</b>	<b>Module Code:</b>	<b>Module Title:</b>

\* Indicates that module descriptor is not published.

<b>Learning and Teaching</b>	
<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><b>Learning Activities</b> During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p><b>Student Learning Hours</b> (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	104
Tutorial/Synchronous Support Activity	30
Asynchronous Class Activity	30
	200 Hours Total

<b>**Indicative Resources: (eg. Core text, journals, internet access)</b>
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Oxford Advanced Learners' English Dictionary , Oxford, Oxford University Press (or equivalent)</p> <p>In-house authentic learning materials to be made available on Aula and in class*</p> <p>E-learning materials valid at time of delivery *</p>
<p>(**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)</p>

<b>Engagement Requirements</b>
<p>In line with the Academic Engagement Procedure, Students are defined as academically engaged if they are regularly engaged with timetabled teaching sessions, course-related learning resources including those in the Library and on the relevant learning platform, and complete assessments and submit these on time. Please refer to the Academic Engagement Procedure at the following link: <a href="#">Academic engagement procedure</a></p> <p>Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here: All fulltime students (part-time and distant learning students should check with their programme leader for any queries) 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, available at the following link: <a href="http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/">http://www.uws.ac.uk/current-students/rights-and-regulations/regulatory-framework/</a></p>

## Supplemental Information

<b>Programme Board</b>	Education
<b>Assessment Results (Pass/Fail)</b>	No
<b>Subject Panel</b>	Languages
<b>Moderator</b>	tbc
<b>External Examiner</b>	B Matthews
<b>Accreditation Details</b>	
<b>Version Number</b>	1.06

### Assessment: (also refer to Assessment Outcomes Grids below)

Formative assessment is central to the delivery of this module. This is primarily developmental and is designed to give feedback to students on their receptive and productive language skills, as well as their knowledge and understanding of culture, and how they can be improved. The lecturer will give formative feedback in the preparation, and development of all aspects of the assessment.

There are two formal components:

Summative assessment 1 -

Coursework (50%) will consist of a practical assignment comprising the research for a presentation and follow-up discussion and notes.

Summative assessment 2 –

Project (50%) which will assess the knowledge and understanding of detailed aspects of cultures of the English-speaking world developed and acquired throughout the course.

(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 Handbook.)

### Assessment Outcome Grids (Footnote A.)

#### Component 1

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Presentation	✓			50	0.5

#### Component 2

Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of written work		✓	✓	50	0
<b>Combined Total For All Components</b>				100%	0.5 hours

#### Footnotes

A. Referred to within Assessment Section above

B. Identified in the Learning Outcome Section above

#### Note(s):

- More than one assessment method can be used to assess individual learning outcomes.
- Schools are responsible for determining student contact hours. Please refer to University Policy on contact hours (extract contained within section 10 of the Module Descriptor guidance note).

This will normally be variable across Schools, dependent on Programmes &/or Professional requirements.

### **Equality and Diversity**

Aligned with the overall commitment to equality and diversity stated in the Programme Specifications, the module supports equality of opportunity for students from all backgrounds and with different learning needs. Using Aula, learning materials will be presented electronically in formats that allow flexible access and manipulation of content (part-time and distant learning students should check with their programme leader for any queries). The module complies with University regulations and guidance on inclusive learning and teaching practice. Specialist assistive equipment, support provision and adjustment to assessment practice will be made in accordance with UWS policy and regulations. The University's Equality, Diversity and Human Rights Policy can be accessed at the following link: <http://www.uws.ac.uk/equality/>

Our partners are fully committed to the principles and practice of inclusiveness and our modules are designed to be accessible to all. Where this module is delivered overseas, local equivalent support for students and appropriate legislation applies.

#### **UWS Equality and Diversity Policy**

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