**University of the West of Scotland**

**Module Descriptor**

**Session: 202425**

| Title of Module: Analysing Discourse | | | |
|---|---|---|---|
| **Code:** LING10002 | **SCQF Level: 10** | **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** | | | |
| In this module, students will study 'discourse' as manifested in spoken or written texts, ranging from speeches to casual and formal conversations and from adverts to newspaper articles. Students will learn how to identify and critically analyze what links these texts together so that we recognise them as texts and not just collections of disconnected phrases and sentences, and the features of different texts that enable us to recognise them as different genres (e.g. newspaper article vs. advertisement or interview vs. chat). Students will examine in depth the structure of casual conversations and more formal political and media interviews.<br><br>This module is relevant for anyone with an interest in language and how it is used. | | | |

| Module Delivery Method | | | | | |
|---|---|---|---|---|---|
| **Face-To-Face** | **Blended** | **Fully Online** | **HybridC** | **Hybrid 0** | **Work-Based Learning** |
| ☐ | ☒ | ☒ | ☐ | ☐ | ☐ |
| **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: |
| ☒ | ☐ | ☐ | ☐ | ☐ | ☐ | Add name |

| Term(s) for Module Delivery |
|---|
|  |

| (Provided viable student numbers permit). | | | | | |
|---|---|---|---|---|---|
| Term 1 | ☒ | Term 2 | ☒ | Term 3 | ☐ |

**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 | Identify and critically analyse distinguishing features of different genres of spoken and written discourse. |
|---|---|
| L2 | Identify, describe and critically analyse features that contribute to cohesion and coherence and create power dynamics in a variety of texts |
| L3 | Prepare and deliver a formal presentation on aspects of textual analysis |
| L4 | Write detailed, critical analyses of written and spoken texts |

**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 **10**<br><br>Demonstrating deep understanding of key concepts in discourse analysis, genre analysis and conversation analysis. |
| Practice: Applied Knowledge and Understanding | SCQF Level **10**<br><br>Critically analyzing the structure and cohesive features of complex texts from different genres. |
| Generic Cognitive skills | SCQF Level **10**<br><br>Selecting, interpreting, synthesising and critically analysing information from complex, relevant and trustworthy printed and electronic sources. |
| Communication, ICT and Numeracy Skills | SCQF Level **10**<br><br>Making effective and consistent use of library resources, electronic media, VLE to inform and organise studying and using ICT applications for oral presentations.<br><br>Displaying confident and accurate oral presentation skills in relation to specifictasks. |
| Autonomy, Accountability and Working with others | SCQF Level **10**<br><br>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 outsideclass. Exercising autonomy and initiative in learning. | |
| **Pre-requisites:** | Before undertaking this module the student should have undertaken the following: | |
| | **Module Code:** | **Module Title:** |
| | **Other:** | CEFR B2/C1 or equivalent |
| **Co-requisites** | **Module Code:** | **Module Title:** |

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

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

Fairclough, N (2013) Critical Discourse Analysis. The Critical Study of Language. Abingdon: Routledge

Hutchby I., Wooffitt R. (2008) Conversation analysis. Cambridge: Polity Press

(Sunderland, J. (2006) Language and Gender: an advanced resource book. Routledge.

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

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 ☐ No ☒ |
| School Assessment Board | Languages |
| Moderator | K Highet |
| External Examiner | V McDonagh |
| Accreditation Details | |
| Changes/Version Number | |

| Assessment: (also refer to Assessment Outcomes Grids below) |
|---|
| Assessment 1 PRESENTATION 50% |
| Assessment 2 ESSAY  50% |
| (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.<br>(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.) |

**Assessment Outcome Grids (See Guidance Note)**

| Assessment Type (Footnote B.) | Learning Outcome (1) | Learning Outcome (2) | Learning Outcome (3) | Learning Outcome (4) | Weighting (%) of Assessment Element | Timetabled Contact Hours |
|---|---|---|---|---|---|---|
| Presentation | ✓ | ✓ | ✓ | | 50 | 0.5 |

| Assessment Type (Footnote B.) | Learning Outcome (1) | Learning Outcome (2) | Learning Outcome (3) | Learning Outcome (4) | Weighting (%) of Assessment Element | Timetabled Contact Hours |
|---|---|---|---|---|---|---|
| Essay | ✓ | ✓ | | ✓ | 50 | 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)**