



## Module Descriptor

Title	Analysing Discourse		
Session	2025/26	Status	
Code	LING0007	SCQF Level	10
Credit Points	20	ECTS (European Credit Transfer Scheme)	10
School	Education and Social Sciences		
Module Co-ordinator	F Leon Solis		
<b>Summary of Module</b>			
<p>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.</p>			
<p>This module is relevant for anyone with an interest in language and how it is used.</p>			

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input checked="" type="checkbox"/>		<b>Hybrid<sup>2</sup></b> <input type="checkbox"/>		<b>Online<sup>3</sup></b> <input type="checkbox"/>		<b>Work -Based Learning<sup>4</sup></b> <input type="checkbox"/>
<b>Campuses for Module Delivery</b>	<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)		
<b>Terms for Module Delivery</b>	Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>	

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 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.

<sup>4</sup> 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

<b>Long-thin Delivery over more than one Term</b>	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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<b>Learning Outcomes</b>	
<b>L1</b>	Identify and critically analyse distinguishing features of different genres of spoken and written discourse.
<b>L2</b>	Identify, describe and critically analyse features that contribute to cohesion and coherence and create power dynamics in a variety of texts
<b>L3</b>	Prepare and deliver a formal presentation on aspects of textual analysis
<b>L4</b>	Write detailed, critical analyses of written and spoken texts

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 10</b> Demonstrating deep understanding of key concepts in discourse analysis, genre analysis and conversation analysis.
<b>Practice: Applied Knowledge and Understanding</b>	<b>SCQF 10</b> Critically analyzing the structure and cohesive features of complex texts from different genres.
<b>Generic Cognitive skills</b>	<b>SCQF 10</b> Selecting, interpreting, synthesising and critically analysing information from complex, relevant and trustworthy printed and electronic sources.
<b>Communication, ICT and Numeracy Skills</b>	<b>SCQF 10</b> 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.
<b>Autonomy, Accountability and Working with Others</b>	<b>SCQF 10</b> Demonstrating effective study techniques and organisational skills to develop knowledge and complete papers, presentations and projects within deadlines. Working

<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
	<b>Other</b> CEFR B2/C1 or equivalent	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

<b>Learning and Teaching</b>
<p>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.</p> <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,</p>

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.

<b>Learning Activities</b>	<b>Student Learning Hours</b>
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Tutorial / Synchronous Support Activity	36
Independent Study	164
<b>TOTAL</b>	<b>200</b>

#### **Indicative Resources**

**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 \*

**(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 (part-time 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.

#### **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](#).**

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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 language diversity, relating this to critical discussions of social issues where appropriate. Equality and diversity are key tenets of the 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

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

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

##### Assessment 1

Assessment 1 PRESENTATION 50%

##### Assessment 2

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.  
(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
PRESENTATION	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>		50	3

#### Component 2

Assessment Type	LO1	LO2	LO3	LO4		Weighting of Assessment Element (%)	Timetabled Contact Hours
ESSAY	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>		50	0

Combined total for all components	100%	hours
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Change Control

What	When	Who
Transfer to new template	Oct 24	F Leon Solis