

## Course Information Sheet

# BA (Hons) English Language

**Mode and course length** – Full-Time (4 years)

**Location** – ARU Cambridge Campus

**Awarding Body** – Anglia Ruskin University. As a registered Higher Education provider Anglia Ruskin University is regulated by the Office for Students.

## Overview

This course will develop your ability to read, write and speak English to an advanced level, and show you how to apply this learning to real-life contexts.

English is recognised as a bridge language for many global cultures, and an essential communication tool for industry, business and politics. You'll discover how its role in the modern world has evolved, and find out more about the cultural background of the UK.

In a mix of lectures and seminars, with students from as far afield as China, Brazil and Russia, you'll practice your presentation, negotiation and group-working skills, helping you stand out to potential employers.

Our choice of modules will let you explore your own interests or career path.

## Course Delivery

Our courses are delivered through teaching and learning methods which provide students with the widest possible exposure to a modern and innovative higher education experience.

These methods vary and could include attendance at lectures and seminars, undertaking laboratory exercises or work-based activities, practical work, performances, presentations, field trips, other relevant visits and e-learning through Canvas, our online learning management system.

Each course is divided into a number of 'modules' which focus on particular areas, each of which has a specific approach to its delivery. This information is published to students for each module they take via the Module Definition Form (MDF) and Canvas.

## Assessment

You'll demonstrate your progress through a combination of assessment, such as unseen exams, in-class assessments, essays, portfolios, and assessed presentations. Most of our modules include a practical element, such as a data analysis exercise, allowing you to apply your theoretical knowledge to 'real' situations. There'll also be other opportunities to show your learning, like non-assessed discussions and presentations, language laboratory work or class exercises.

## Fees

Information about your course fee including any annual fee increases or deposits (if required) can be found in your offer letter.

## Modules

### Core Modules

### Year 1: Foundation in Humanities, English, Media, Social Sciences and Education

This module will provide students with the necessary skills to begin studying at level 4 in courses related to the Humanities, Social Sciences, English, Media and Education.

Students will be introduced to the core skills necessary to succeed in higher education, including thinking critically, researching, and referencing appropriately, demonstrating appropriate numeracy and ICT skills, and communicating effectively verbally and in writing.

In addition to these fundamental study skills, Students will be given an introduction to a broad range of disciplines whose skills and theories are widely applicable.

Students will study a variety of writing styles in order to recognise, deconstruct and replicate various forms of persuasive, analytical, and informative writing. Students will learn the basics of intercultural studies and how these theories can be applied to real-world problems. Students will consider social perceptions held across western cultures, and the difference between social and self-perception, participating in structured discussion and argument. Students will be introduced to the core principles of psychology and will explore various current applications of psychological theory. Students will also be introduced to ethics and will learn about some of the key theories and thinkers in the development of current ethical considerations in a range of scenarios.

The module is made up of the following 8 constituent elements:

- Interactive Learning Skills and Communication (ILSC)
- Information Communication Technology (ICT)
- Critical Thinking
- Intercultural Studies
- Psychology
- Composition and Style
- Ethics
- Social Perceptions

## **Year 2: Sounds of English**

This module will introduce you to the system of sounds used in the English language, focussing on standard southern British English. There are two main elements to this. Firstly, you will learn how the various speech organs, such as the tongue and lips, are used to produce the range of sounds found in the language, how computer software can be used to visualise these sounds, and the terminology used to describe and classify them. Secondly, you will learn to represent the sounds of English using the special symbols of the International Phonetic Alphabet (IPA).

The module will be delivered through eight three-hour workshops, for which you will be expected to undertake preparatory reading and tasks. In class you will work collaboratively with other students to check your understanding of the material and to complete exercises to consolidate this understanding. You will actively develop your team-working skills and will be expected both to give and respond to peer feedback.

There will be short tests at regular intervals during the module, and these will provide you with feedback on your progress.

Key skills developed in this module are Team Work and IT skills.

## **Year 2: Language and Society**

This module will introduce you to practical and theoretical aspects of the study of language and society and will cover theoretical and methodological issues related to accents and dialects, socio-economic stratification, language, age and gender, linguistic disadvantage and multilingual communities. The key theoretical, analytical and descriptive terms will be introduced and explained in weekly lectures; you will then be given the opportunity to explore the issues in workshops, using a mixture of practical and discussion tasks. We will also focus on essential study skills, such as how to search for and critically evaluate literature pertaining to a particular topic.

Employability skills developed in the module include Communication and Literacy, and the Application of Basic IT Skills.

## **Year 2: Sociology of Globalisation**

This module will introduce students to concepts of globalisation. Students will be asked to consider how their daily lives are affected by processes of globalisation and think critically about theoretical approaches to these processes. The various dimensions of globalisation will be covered on a lecture-by-lecture basis, though connections between topics will also be explored. These dimensions/topics include hard vs. soft globalisation, the globalised economy, the impact of globalisation on the nation-state, migration and diaspora, cosmopolitanism and dynamics of belonging, popular culture and patterns of consumption, the global city, and globalisation and ecology. The module will be delivered via lectures and seminars. Students are required to complete preparatory reading prior to each seminar. Seminar content and activities will relate to the content of the corresponding lecture.

## **Year 2: Semantics and Pragmatics**

This module is designed to introduce you to the concepts and terminology of semantics (the study of meaning in language) and pragmatics (the study of meaning in context), and to give you the analytical tools to begin to explore the various sources of meaning. These sources include the inherent meaning of words and other linguistic expressions, their relatedness to other lexical items, the textual environment in which they occur, and the wider context and world knowledge of speaker and listener (or writer and reader).

Learning experience: The module, taught over two hours a week, will consist of a weekly lecture and 1 hour seminar, in which you will work extensively in small groups, provide peer feedback to your classmates and reflect on your own performance. The topic of the week is introduced in the lecture and explored in seminar discussion, for which you will be given a preparatory task. The key employability skill developed in this module is written communication, especially the ability to produce clear, well-structured paragraphs.

## **Year 2: Language and Data**

Empirical research aims to advance knowledge using evidence gained by direct observation through the senses, rather than deductive reasoning, abstract theorising or speculation. In the study of language, empirical research uses data from e.g. experiments, questionnaires or texts to investigate questions about the nature and use of language. In this practical module you will be introduced to some of the methods used in the study of language, through participation in a class project. You will work collaboratively with other members of the class to answer a specific question about language by collecting data, analysing it and producing a report.

This will involve the use of basic descriptive statistics, including graphs and tables, and appropriate software to produce them. You will also consider the ethical and legal implications of collecting data from human participants. The module will be delivered through eight three-hour workshops. In preparation for each workshop you will be expected to read about some aspect of English language or empirical methodology and undertake a preparatory task. You will receive feedback on both this preparatory work and on tasks carried out in class, to help in the development of your final report.

This module contributes to the development of your employability skills including self-management, teamwork, problem solving, communication and literacy, IT skills, numeracy and project management.

## **Year 2: Intercultural Awareness**

This module provides an introduction to intercultural communication. It offers insights into interpersonal communication in a culturally diverse world and will benefit your social, academic and professional life, where you are likely to meet people from very diverse backgrounds. You will build on your own cultural and general knowledge, sense of identity, and cognitive and communication skills. You will examine your own culture and gain insights into the way in which cultural assumptions affect judgements of the behaviour and communication codes of other cultures. You will learn about the powerful effects of group loyalties on perception and understanding, explore the interplay of language, behaviour and cultural values and examine some theories of cultural comparison. You will learn to recognise the signs of intercultural misunderstanding and culture shock and the need to build common ground, communicating mindfully when necessary.

Learning experience: In addition to attending weekly lectures you will attend weekly seminars. In these seminars you will work extensively in small groups, provide peer feedback to your classmates and reflect on your own performance.

Key employability skills developed in this module are teamwork, cultural sensitivity and written communication (developing a clear paragraph structure, citations and referencing). You will also develop your skills in finding, using and managing digital

information.

### **Year 3: Research Methods for English Language, Linguistics and TESOL**

This module will prepare you for the Undergraduate Major Project in English Language, Linguistics or TESOL the following year; concretely, you will produce a research proposal for your major project. At the beginning of the module you will be given a list of suggested topics or specific projects from which to choose, although you may also propose your own topic, provided a member of our teaching team has the necessary expertise to supervise it and considers it appropriate. You will learn how to structure a research proposal, how to formulate a research question and hypothesis, and how to undertake a preliminary literature search to frame your question. You will go on to consider various types of data collection and analysis methods, and how these can be used to address different types of questions. The objective is to clearly formulate both your own research question and how you plan to find an answer to it. The module will be delivered through a weekly two-hour workshop. In preparation for each workshop you will be expected to undertake preparatory reading and complete a task; this will prepare you to contribute actively to class discussion and other activities, including presenting your emerging ideas about your project. You will receive feedback on these activities to help in the development of your proposal. This module contributes to the development of your employability skills including self-management, problem solving, communication and literacy, IT skills, numeracy and project management.

### **Year 3: Language and Image**

This module will introduce you to semiotics and structuralism through the work of canonical theorists. You will apply theories of structuralism to a variety of forms of communication, including visual and other media, in order to explore the ways in which structures of language and image inform, develop and control society. You will study the work of Saussure, Barthes, Foucault, Derrida, Irigaray and others, firstly to discover the history connecting structuralism to post-structuralism, and then to apply the ideas of these theorists to various kinds of visual communication to investigate how written, spoken and visual language informs identity, difference, social inclusion and exclusion. By applying structuralism and post-structuralism to fine art, television, film, advertising and other representations of rhetoric and communication, you will advance your understanding of how all modes of communication linguistically structure the world. You will go on to develop tools for navigating and challenging structures of language within a contemporary context, so as to open spaces for new world views, for a general acceptance of difference and for an 'ecology of meaning' that can contribute toward sustainable ethical futures. You will be expected to work in groups throughout the course discussing interpretations and examples of the reading, and to give short group presentations in class, based on the reading. Feedback and reflection on these presentations will help you prepare for the module assessment.

### **Year 3: Structure of English Past and Present**

This module will introduce you to aspects of the grammar of English and how they have changed over time. You will begin by investigating the origins of language and the Indo-European language family of which English is a member. You will then learn about the history of the language, including the arrival of the Germanic tribes, the Viking and Norman invasions and the arrival of the printing press, as well as how these events map onto the various stages of the history of English. The remainder of the module will focus on selected aspects of English grammar which have undergone significant changes through the language's history, including: word order, pronouns, auxiliary, modal and lexical verbs and negation. Discussions in seminars will draw not only on historical variation but also, at times, on variation across English dialects and also on the comparison with other languages. You will be encouraged at all times to collect new data and develop analytical skills to enable you to analyse both historical and present day data.

### **Year 4: Undergraduate Major Project in English Language, Linguistics**

The individual Major Project module allows you to engage in a substantial piece of individual research and/or product development work, focused on a topic relevant to English Language, Linguistics or TESOL. The topic may be drawn from a list suggested by your lecturers or from your own particular interests, provided suitable supervision is available. The proposed project will be assessed for suitability to ensure sufficient academic challenge and satisfactory supervision by an academic member of staff. Unless you are joining the course at level 6, you will normally have written a proposal for your project as part of the Research Methods module at level 5. The chosen topic will require you to identify/formulate problems and issues, conduct a literature review, evaluate information, investigate and adopt suitable methodologies, determine solutions, process data and, where appropriate, develop artefacts. You will be required to critically appraise and present your findings using appropriate media, normally including a substantial written report. You will receive 12 hours of structured support, comprising 5 two-hour workshops plus four 30-minute individual supervisions, two in each trimester. The module contributes to the development of a

number of employability skills including self management (readiness to accept responsibility, resilience, self-starting and time management), problem solving (analysing facts and situations and applying creative thinking to develop appropriate solutions), communication and literacy (ability to produce clear, structured written work), application of basic IT skills (including familiarity with word processing, file management, use of internet search engines and other software as appropriate) and project management (planning, organising, motivating, and controlling resources to achieve specific goals).

#### **Year 4: Intercultural Competence and Graduate Mobility**

This module will help you to understand the importance of intercultural competence, global citizenship and the human dynamics of international mobility after you have graduated. It provides an understanding of working in different arenas, the effect of culture shock and the skills and knowledge needed to take up employment successfully in a different culture. It will also touch on the social and psychological factors influencing international organisations. You will analyse varying patterns of intercultural communication and look confidently beyond national boundaries in the search for rewarding employment. You will get some insights into graduate careers which involve professional mobility and intercultural competence.

#### **Year 4: Business English 6: Writing for the Workplace**

This is a core PDP module for third year students on the BA in International Business degree. It is also a specialist ESP English Language support module for undergraduate students studying in the Faculty of Business and Law and for others seeking a career in the business world in English Language Teaching or any other field where strategies for speaking and communicating are of particular relevance.

This module involves the advanced study and practice of written communication in business and will prepare students for their future working life. The module will increase student awareness of their own strengths and skills and develop confidence in their use of written language in the business environment. Students will learn how to produce correspondence and reports used in business, including many aspects of Recruitment and Selection and data collection and analysis. Emphasis will be put on the use of functional phrases, register, tone, format and peer identification and correction of errors. Developing these skills will enable the student to develop confidence in his/her ability to deal effectively with most situations requiring written responses in the workplace. In addition, students will be asked to compare a variety of writing styles used in different cultures.

#### **Optional Modules**

*(Subject to availability)*

#### **Year 2: Academic English: Written Text**

In this module, you will develop a more sophisticated understanding of written text, in particular the linguistic and academic skills applied at university level study. The module will help you to advance your reading and writing skills in English to at least C1 level of the Common European Framework of Reference for Languages, giving you enhanced communication skills and employability. The module focuses on advanced writing skills which will help you to both understand and produce a variety of academic texts. These texts can include essays and other written assignments, abstracts, proposals, literature reviews, annotated bibliographies and other academic text types. You will develop an awareness of genre and will improve your understanding of, and ability to produce, academic writing with appropriate formatting, register and style, coherence and cohesion features. Alongside a focus on analysing text you will increase your ability to write effectively, developing process writing skills such as planning, organising ideas, drafting, proofreading and editing academic work. You will also develop better writing outcomes, working on skills including constructing lines of argument, organising effective paragraphing and using evidence or supporting materials to exemplify content effectively. You will improve your ability to produce discursive text, looking at a range of academic topics such as global citizenship, sustainability, social justice and internationalisation. In addition, you will extend your understanding of aspects of academic practice including accurate referencing or citation and the use of bibliographies and will receive guidance about independent learning using the wide range of resources available in our University Library, LMS and Language Centre. In class, you will be expected to participate in pair and group work and to contribute to interactive learning tasks. You will also be required to undertake peer and self-assessment exercises and to reflect on your learning experience.

#### **Year 2: Revealing English Structure: the sentence**

This module will give you a thorough grounding in and understanding of the grammar of simple and complex sentences in

present day English. You will begin by discussing basic categories (nouns, verbs, auxiliaries) and how to identify them reliably using grammatical tests. You will also study sentence structure and the idea that language is made up of phrases, again developing tools (diagnostics) to help you identify these phrases (constituents) reliably. A crucial aspect of this will be your ability to identify the building blocks of complex sentences, namely noun phrases and clauses, and to understand the notion of movement, whereby a certain word/morpheme may have more than one function in a given sentence. By the end of the module, as well as being able to identify basic categories (e.g., verb, noun and auxiliary), you will be able to diagnose the structure of a given complex sentence using a set of key diagnostics and to draw tree diagrams to represent this structure. Links to the teaching of English to Speakers of Other Languages will be highlighted and some seminar exercises and a part of the in-class test will focus on applying what you have learnt to this context. Teaching for this module will consist of weekly two-hour interactive seminars, during which time you will get the chance to discuss exercises which you have worked through at home. You will also be asked to present your findings to the group and to provide peer evaluation and feedback.

## **Year 2: Academic English: Spoken Discourse**

In this module, you will develop a more sophisticated understanding of spoken text, in particular the linguistic and academic skills applied at university level study. The module will help you to advance your speaking and listening skills in English to at least C1 level of the Common European Framework of Reference for Languages, giving you enhanced communication skills and employability. You will increase your ability to express ideas, and abstract and/or academic concepts, effectively and also to recognise messages or infer implicit meanings in spoken discourse. Discourse types may include lectures, seminars, academic discussion, debate and other types typically used within an academic context. Topics will include, for example, globalisation, intercultural communication, environmental sustainability and education. Alongside a focus on fluency, you will increase your ability to organise your speech effectively and to use the features of spoken language to communicate in academic contexts. You will also develop the natural features of spoken discourse including turn taking, adjacency pairs, discourse markers, hedges, back channelling, repairs and non-fluency features (hesitations, fillers, false starts). In terms of listening, you will extend your ability to interpret contextual influences on meaning, and prosodic features such as intonation, word and sentence stress, rhythm and pitch. You will further develop your understanding of aspects of academic practice including formal discourse and presentations, and will receive guidance about independent learning using the wide range of resources available in our University Library, LMS and Language Centre. In class, you will be expected to participate in pair and group work and to contribute to interactive learning tasks. You will also be required to undertake peer and self-assessment exercises and to reflect on your learning experience.

## **Year 2: Revealing English Structure: the phrase**

This module will give you a thorough grounding in and understanding of the grammar of simple sentences of present day English. You will begin by considering what is meant by 'grammar' and the difference between descriptive and prescriptive approaches to the grammar of English. Then you will learn about basic word classes (e.g. nouns, verbs, auxiliaries) and how to identify them reliably using grammatical tests. You will also study sentence structure and the idea that language is made up of phrases, again developing tools (diagnostics) to help you identify these phrases (constituents) reliably. A crucial aspect of this will be your ability to identify the basic building blocks of sentences (subjects and predicates). Another will be your familiarity with the complexities of the English auxiliary verb system, and your understanding of the grammatical differences between lexical verbs and auxiliaries. By the end of the module, as well as being able to identify basic categories (e.g., verb, noun and auxiliary), you will be able to diagnose the structure of a given sentence using a set of key diagnostics and to draw tree diagrams to represent this sentence structure. Links to the teaching of English to Speakers of Other Languages will be highlighted and some seminar exercises and a part of the assessment will focus on applying what you have learnt to this context. Teaching for this module will consist of weekly two-hour interactive seminars, during which time you will get the chance to discuss exercises which you have worked through at home. You will also be asked to present your findings to the group and to provide peer evaluation and feedback.

## **Year 3: Stylistics**

In this module, you will look at different types of texts, or genres, and how they are structured linguistically. You will learn to use different analytic tools to explore how different text types work internally, and how they interact with their 'users' in particular contexts. You will look at how language is used to convey not only overt but also hidden meanings, such as ideologies, and how such hidden meanings can be systematically analysed. For this, you will learn to use both traditional methods as well as corpus techniques that allow us to interrogate large collections of texts: tools such as concordance, collocation and semantic field help us to answer questions such as 'What do texts of a particular genre have in common?'

### **Year 3: Language and Gender**

In this module you will explore the question of gender, one of the major concerns of contemporary scholarly fields including discourse analysis, media studies, philosophy, cultural theory and feminist criticism. You will investigate the ways in which a variety of modes of expression, through language and the body, create and challenge gender and identity. Your exploration will highlight the importance of gender as an analytical category for comprehending a range of issues, such as language acquisition and expression, language and gender as performance, the body in society, power, desire, agency (a capacity to act), and understandings of the human and post-human. You will consider gender from a variety of perspectives, for example with reference to systems of knowledge and power, the organisation of social relations, lived experience, representations and readings of the body, and challenging gender norms. You will explore these different perspectives through the theories of key scholars, cutting-edge linguistic debates and critical theory, as well as the ways these theoretical perspectives are seen in everyday life and the media. Your developing awareness of gender will also shed light on a series of further questions and approaches, which include sexuality, feminism, trans/intersex modes of being, queer studies, and critical masculinity studies. Overall, you will approach gender as a multi-faceted problem, a highly useful, even experimental concept, and a set of linguistically learned and expressed practices - expressions, experiences and experiments - that are central to our existence and to identity. You will be expected to give short presentations in class, based on your preparatory reading.

### **Year 3: Teaching English to Speakers of Other Languages: Teaching Language Skills**

This module is one of two modules aimed particularly at students who are considering a career in teaching English to Speakers of Other Languages (TESOL) though also relevant to students who have a more general interest in the practice of teaching. In this module, you will focus on how to help learners develop their reading, listening, speaking and writing skills and you will look at a wide range of materials and resources that you can usefully apply in your lessons including authentic materials and technology. In addition to looking at the theory, you will be asked to analyse video clips of teaching, debate the value of different techniques and approaches, and experiment with teaching techniques and skills such as selecting and adapting material for specific learner needs. The module is taught in a way that is intended to model an interactive approach to teaching: both the lectures and the seminars will involve you working alone at times but mostly in pairs and groups, contributing to discussions and participating in practical activities.

The module contributes directly to employability for anyone intending to work in TESOL and contributes to the professional CELTA qualification for students taking BA (Hons) English Language and English Language Teaching.

### **Year 3: Postcolonialism**

The work of authors from the parts of the world which once constituted the British Empire (such as India and Nigeria) has made an invaluable contribution to world literatures written in English and has also contested many of the values and cultural assumptions of the English literary tradition. The course asks students to explore the meanings that were once attached to the British Empire and how some nineteenth and early twentieth-century writers expressed their often contradictory and ambivalent attitudes to the imperial project and the responsibilities of running an empire. Writers who may be studied include Rudyard Kipling, E.M. Forster, Flora Annie Steele, Rider Haggard, John Buchan and George Orwell. Students then read and analyse selected texts by writers from nations which have won their independence from Britain (for example Derek Walcott, Anita Desai, Chinua Achebe, Buchi Emecheta, and Ama Ata Aidoo) and are encouraged to make comparisons and contrasts with texts written from European perspectives. The course includes an introduction to aspects of post-colonial theory and to the ideas of post-colonial theorists such as Edward Said, Gayatri Spivak and Homi Babha. Influential critical concepts such as orientalism, the subaltern and mimicry are discussed. The module finishes with the significance of multicultural ideas and with examples of the writing produced by both first and second-generation immigrants to Britain. Some film or television material may be screened.

### **Year 3: The History of the Book**

In this module you will explore the cultural and technological contexts of the publishing of literary works, and the history of the book in Britain, and the effects of globalization on that market. You will examine its styles, types and trajectories, and consider that history in light of the market for books, pamphlets and periodicals, and the issues (such as new technology, new infrastructure, copyright and censorship) that have affected them. You will look at the way authors and editors have exchanged their works with readers and audiences around the world. You will be able to examine and analyse trends and approaches throughout the history of British publishing, and explore the results.

### **Year 3: Britain in the Twentieth Century**

This course introduces students to the development of Britain in the twentieth century. They will examine changes in politics and social structure; in particular, they will focus on the development of the party political system as well as class, gender, sexuality and the economy. Key political and social figures such as David Lloyd George, Winston Churchill, the Beatles and Margaret Thatcher will be examined. There is an emphasis on the way that the reform tradition came to embrace the welfare state. Students will also examine the impact of Total War on twentieth century society, as well as unemployment, consumerism and the changing roles of women. Students taking this course will find it useful for understanding many current social and political controversies as it explores how Britain today came into being. The course employs a combination of lectures and seminars. Teamwork and oral skills are promoted through group discussion during seminars, and this helps to prepare students for employment as it encourages interaction with colleagues. The course will deepen students' analytical skills by focusing on more complex arguments than at Level 4. It will develop student's ability to engage in autonomous learning and problem solving, thereby preparing them for Level 6.

### **Year 3: News and Feature Writing**

This intensive reading and writing module is optional for all Writing students. It introduces students of creative and professional writing to the techniques of print journalism, focusing on news reports and feature articles. The skills required for effective news and feature writing are a key component of writing craft in any genre of fiction or non-fiction, providing a discipline that can improve the imaginative work and communicative power of those who practice it. The significance of journalistic writing in contemporary life is explored using examples from a range of British tabloid, broadsheet and local publications. Students practise sourcing news reports, developing feature articles and sub-editing for style and content. Seminar workshops combine analysis of journalistic techniques with practical writing exercises. Topics covered include: researching and pitching a story, interviewing, ethics, embargoes, structure, tension, style, register, layout, puns and rhythm, personal values, precise knowledge of context and audience, working to deadlines and economical use of language. Early in the trimester each student is required to produce a set of briefs that must be approved by the seminar leader. They then produce copy for these briefs, giving and receiving constructive criticism as they work in editorial teams.

### **Year 3: Regional Varieties of British English**

The British Isles are well known for their diversity in terms of accents and dialects of English. In fact, among all the English-speaking regions of the world, Britain has the highest number of regional dialects. Many of these dialects vary so much that they seem to be virtually unintelligible to English speakers from other regions. In this module you will explore why regional dialects of English in Britain vary so much. You will look at the linguistic properties of different dialects, including phonological and syntactic variation. You will also consider socio-cultural, political and educational variables that influence the shape, form and use of these dialects. In class, you will work extensively in small groups and you will be expected to give short presentations based on your preparatory reading. You will also provide peer feedback to your classmates and reflect on your own performance. Key employability skills developed in this module are teamwork and project management. Key academic skills developed in the module are qualitative data analysis at the level of phonetic and phonological structure and syntactic structure. You will also develop your skills in finding, using and managing digital information.

### **Year 3: A Module from the Anglia Language Programme**

#### **Year 3: English Phonetics and Phonology**

In this module, you will build on your understanding of the sound system of the English language by exploring how sounds are combined to form words and longer utterances in standard southern British English. You will learn about the structure of the English syllable and the relative prominence of different syllables, and about the differences between the pronunciation of words in isolation and in natural speech. You will also investigate some of the difficulties involved in representing speech as a series of phonemes, and consider alternative phonological analyses of some aspects of English pronunciation.

The module will be delivered through eight three-hour workshops, for which you will be expected to undertake preparatory reading and tasks. In class you will work collaboratively with other students to check your understanding of the material and to complete exercises to consolidate this understanding. You will actively develop your team-working skills and will be expected both to give and respond to peer feedback.

Key skills developed in this module are Team Work and IT skills.

### **Year 3: Teaching English to Speakers of Other Languages: Teaching the Language System**

This module is one of two modules aimed particularly at students who are considering a career in teaching English to Speakers of Other Languages (TESOL) though also relevant to students who have a more general interest in the practice of teaching. In this module, you will reflect on what makes good language teaching. You will learn how to analyse language items in a way that is useful for language learners. You will be introduced to the main approaches for presenting and practising both grammar and vocabulary and learn how to write lesson plans that capture these approaches within the time limits of a typical lesson. In addition to looking at the theory, there will be considerable time spent on analysing video clips of teaching, participating in mini demonstration lessons, debating the value of different techniques and approaches, and experimenting with teaching techniques and skills such as drilling and lesson plan writing. The module is taught in a way that is intended to model an interactive approach to teaching: both the lectures and the seminars will involve you working alone at times but mostly in pairs and groups, contributing to discussions and participating in practical activities.

The module contributes directly to employability for anyone intending to work in TESOL and contributes to the professional CELTA qualification for students taking BA (Hons) English Language and English Language Teaching.

### **Year 3: Myth and Medievalism**

This module examines a range of medieval English literature, focusing on a specific historical period, the late 14C, and exploring the links between literature and a changing society. Greater realism in the representation of the Judaeo-Christian myth is set in the context of threats to the feudal system, allowing students to examine, through careful close reading, the complex relationship between text and context. Mystery plays, romances and religious literature are studied alongside selected Tales from Chaucer. Re-appropriations of myth are then explored in a case study which suggests the wider links between myth and ideology and larger theoretical issues are raised. Extracts from each text will be presented in the original Middle English and close reading encouraged, though good recent translations by modern poets will also be used, to pursue the question of the inevitable re-inflection of myth in changing cultural contexts.

### **Year 3: Applied Ethics**

At the heart of this module are a number of moral dilemmas that remain both perplexing and largely unresolved at the start of the twenty-first century. The main focus is upon three themes: taking life; giving life; and, equality. The first of these deals with issues such as abortion, euthanasia, and animal rights. The second looks at health care matters; including IVF and the rationing of health care services. The final category is concerned with global poverty, punishment, and sexuality. Whilst many of us may have well formed opinions on these topics the aim of the module is to reveal both the differing opinions and the complexity of debates surrounding such issues as a woman's right to have a termination or the right of a terminally ill patient to die sooner rather than later. The main method of the module is to introduce students to a general understanding of moral thought, by assessing the merits of various contemporary approaches to ethics, and to then apply this theoretical understanding to the aforementioned topics. This method will provide the basis for an evaluation of the strengths and weaknesses of a variety of arguments from politicians, interest groups, and other significant actors involved in contemporary moral debates. The module incorporates both a sociological and philosophical perspective to the subject matter. The module will be taught through weekly lectures and seminars. There will be an accompanying module guide and reader. Students will be expected to read at least one excerpt from the module reader each week and obtain sufficient knowledge of the course content through attending lectures and reading key texts.

### **Year 3: Body Politics**

The vulnerabilities, strengths and differences between human bodies are not only experienced by all of us in our daily lives but are increasingly at the forefront of political and social media debate and controversy as well as the targets of national and international trade, aid and inequality. This module offers an opportunity to uncover and analyse the politics of gender, race, ethnicity, disability and sexuality in contemporary societies.

Beginning with the body in history, you will examine the ways in which religious, scientific and cultural ideas and beliefs have shaped understandings of the body, as well as looking at sociological theorising of bodies and embodiment.

You will look at how bodies become gendered and racialised, as well as how disability and ideas of the "healthy body" relate to neoliberal notions of individual agency and personal responsibility, often serving to legitimise forms of social stigma, marginalisation and inequality.

You will also examine the ways in which the body is the focus of new forms of technology and commodification. We will examine notions of perfection, the “ideal body”, the commodified body and the use of the body as the site of identity projects (such as cosmetic surgery and piercing), locating such phenomena within their social, political and economic contexts. You will also consider how bodies ‘answer back’ and how they are deployed as political weapons and expressions. Does it make sense to speak of commonalities between bodies in various states of struggle, such as self-harm or hunger strikes?

Teaching will be lecture and seminar based. You will be required to read for weekly seminars. Within these seminar discussions, you will assume collective responsibility for applying course material to a specific area of body politics in order to elucidate sociological understandings of bodies in context, and taking such collective responsibility will be an explicit theme of class discussion throughout the module. You will also be required to deliver a presentation on a selected reading (providing a critical, evaluative summary, and raising questions for discussion).

### **Year 3: The British Empire 1783-1919**

This module looks at the development of the British Empire from the end of the War of American Independence to the end of the Great War. It will look at how Britain expanded its hold overseas and at the developing nature of British Imperial rule. There will be a balance between looking at individual colonies and a consideration of general themes underpinning the imperial experience of the British and the peoples of their empire. The course will look at the impact of emancipation on the British Caribbean, at the nature of British rule in India before and after the Rebellion of 1857-8, at the Opium wars with China, the Scramble for Africa, the Anglo-Boer wars and the development of British rule in Canada, Australia and New Zealand. It will also look at the work of medical personnel, missionaries and engineers and at the conflicting theories about the Empire's economic benefits. The module will look at the development of imperial consciousness and culture in Britain and of nationalism in the colonies, including the implications of empire for women and for ideas of sexuality. Students will engage with different schools of thinking about imperial history, including both the more assertive apologia school and the 'Subaltern' postcolonialist school.

### **Year 3: Sociology of Education**

This module introduces key sociological perspectives on schooling and education. Schooling systems and strategies are instrumental in shaping individual and collective identities and in reflecting and reinforcing dominant societal values. This module engages with the central scholarly and political debates which surround these issues. More specifically, the module explores how experiences of schooling are shaped by social dimensions such as class, gender, ethnicity and sexuality. At the outset of the module, students are asked to consider the basic functions of education. Subsequent topics include: the micro-politics of everyday school life, higher education, employability and the knowledge economy; schooling and the negotiation of masculinities and femininities; schooling and sexuality; and schooling, ethnicity and whiteness. The module will be delivered via lectures and seminars. Students are required to complete preparatory reading prior to each seminar. Seminar content and activities will relate to the content of the corresponding lecture.

### **Year 4: Contemporary Fiction**

In this module you will look at a range of fiction written in the last 10 years, examining formal and thematic issues and the relationships between them. You will consider narrative experimentation and the recycling of old stories and forms; the representation of and return to history; posthumanism and the limits of the human; globalization and technology. The module will invite you to consider the power and role of literature in contemporary society and the impact of literary prize culture on publishing and publicity. Taking place in the final trimester, it will also encourage you to reflect upon literary developments that have led to 21st-century writing and thus the texts' relationship to those studied on other modules on the degree, such as *Modernism and the City*. Since there is inevitably an absence of established critical texts on the contemporary works studied, you will consider alternative sources of critical opinion (academic journals, the internet, broadsheet and broadcast journalism); and the ways in which new novels demand and shape new criticism. The reading list will be updated annually to ensure that all texts are those written during the last decade.

### **Year 4: Special Topic in Linguistics**

This Special Topic module gives you the opportunity to study a topic that will reflect the particular academic interests and/or research of the member of staff teaching it. The module enables you to extend your research of a specific subject area that you may have met earlier in your studies, and in which there is deemed to be scope for more reading, analysis and discussion. A topic may be the study of an aspect of the language system, or an area of applied linguistics, or may involve the interface of

linguistics with other disciplines such as philosophy, sociology, psychology or cultural studies. As the designated topics vary from year-to-year you will need to consult with your tutors to check which topics are being offered. This information will be made public in good time for you to be able to make an informed choice. There are no formal lectures and the module is taught in seminars in which group discussion is encouraged. You will be expected to undertake reading and a preparatory task for each seminar, and to reflect on feedback from these tasks in producing your subsequent assignments. The module contributes to employability by developing your communication and literacy skills, specifically the ability to produce clear, structured written work and oral literacy, including listening and questioning.

#### **Year 4: Methods and Developments in Teaching English as a Foreign Language**

This module is compulsory for the English Language Teaching degree, and a designated module for any other language students who are interested in the methodology of language teaching. It builds upon and develops the practical classroom methodology of Teaching English as a Foreign Language 1 & 2 by analysing and evaluating the nature of syllabus design and language teaching methodology. This includes a brief overview of theories of both language and learning as well as an analysis and evaluation of both past and current teaching methods, and their practical application for the learner, teacher and language classroom. Methods examined include those such as Communicative Language Teaching, Task-based Language Teaching, and the Lexical Approach. The influence of theory and methodology on such areas as teaching grammar and language skills and the approach to learner and teacher roles and learner errors are also examined. Students are encouraged to discuss and evaluate a range of approaches and methods in order to inform their own teaching techniques, to broaden their awareness of a wide range of methodologies, and to develop the ability to approach past, current or future methodology in an informed and critical manner. The key text is Richards, J.C. and Rodgers, T.S. (2001) *Approaches and Methods in Language Teaching*, Cambridge University Press.

#### **Year 4: Modern Science Fiction**

In this module you will study the development of modern science fiction, concentrating on major texts from the postwar period. You are expected to acquire a detailed knowledge of the history of science fiction and a critical understanding of the problems of defining it in relation to other forms of literature. You are also expected to gain an understanding of the distinctive pleasures which science fiction offers its readers. The emphasis is on science fiction as a literature of ideas. In this module you will be concerned primarily with science fiction as a literary form rather than with its manifestations in other media, but the demands of adapting science fiction to other media will be considered. You will read short stories, novels, and critical essays enabling you to develop a detailed knowledge of science fiction from the 1930s to the present day, and gain an understanding of some key science fiction tropes and sub-genres.

#### **Year 4: Sport, Globalisation and International Politics**

This module develops Students' understanding of the relationship between sport, processes of globalisation, and the sphere of international politics. Broadly speaking, the module's key themes are ideology, power and control. More specifically, a set of key theoretical and conceptual insights relating to globalisation, nationalism and commercialisation is introduced early in the module. These insights are applied to particular instances from the sporting world in later lectures/seminars. Specific topics include 'race' and racism in sport; the Workers' Sport movement, the role of sport in the colonisation of Africa, the history and politics of FIFA, and a number of national case studies including Catalonia and South Africa. The module will be delivered via lectures and seminars. Students are required to complete preparatory reading prior to each seminar. Seminar content and activities will relate to the content of the corresponding lecture.

#### **Year 4: Writing Creative Non-Fiction**

In this module you will be introduced to the art of creative non-fiction. We will begin with William Hazlitt and the art of the essay as it has developed in the English Language and explore the concept of what is creative non-fiction. Using the key text, and additional collections, we will explore issues of style, research, and personal expression. We will further discuss platforms, contexts, readerships and the differences between essaying, and feature writing.

For your assessment you will be required to produce a portfolio consisting of three short pieces of writing in different genres of creative non-fiction, and one which will help develop a substantive piece in a genre of your choice.

#### **Year 4: Working in English and Media**

This module provides a specific focus on work experience activity for students of English, Communication, Film and Media, in preparation for targeted entry into professional occupations in the domain of multi-media, film, TV, cinema, radio, video, teaching, publishing, arts administration and related creative and cultural industries. Students identify, negotiate and carry out a work placement, or produce a commissioned product, in a chosen area, with guidance from the relevant course leader and module leader. Ongoing consultation, supervision and support are provided by the course and module leader in association with the Campus Careers Service. Once agreed by the student, the employer, the relevant course leader and the module leader, the work placement is undertaken in a series or block of hours. In the case of a commission, students draw up a detailed proposal in consultation with the external client or agency involved and the designated project supervisor. Students bring a critical and theoretical address to bear on their work experience or commission, which, together with the experience itself, affords a means of strengthening a planned and reflective approach to the nature, advantages and constraints of particular work opportunities, as well as to students' own aptitudes and interests. This includes an address to job search, application and selection processes. The knowledge and the range of course-specific, transferable and vocationally oriented skills developed during the course are enumerated and articulated, most particularly in the refinement of the developing portfolio and the critical essay. There are no designated pre-requisites for this module but you must have previously attained credits that enable you to meet the demands of the specific placement and to bring a critical and theoretical address to bear. This module forms part of the ongoing programme of Personal Development Planning.

#### **Year 4: Philosophies of Language and the Body**

In this module you will focus on language as a symbolic system and practice where meaning is produced and reproduced under specific cultural conditions and is characterised by fragmentation and conflict as much as by cohesion and consensus. You will relate the study of language to issues concerning, for example, identity, cultural power and domination, representation, and real life. You will explore post-structuralist critiques of linguistics, which may include theories of language as a means by which identity is produced through the interconnectedness of language and ideology. In addition, you will encounter the physical body not as 'natural' but as a linguistic phenomenon: where the body is a text to be read. Challenging binaries such as mind/body and biological/textual, you will query the role of language in creating bodies and the ways in which the flesh has been historically created through discourse. You will also look at the ways the body has transgressed these discourses. In examining the relationships between language, power and bodies, you will explore the links between language, power, knowledge, 'truth' and identity, and extend these links to ecological concerns and the connectedness of the human to the nonhuman and nature. You will learn to question how truth and knowledge are challenged in post-structuralist/ deconstructionist projects, and how this challenge can lead to what is known as posthuman ethics and the ecological revolution: currently known in linguistic philosophy as 'ecosphy'. You will be expected to give short presentations in class, based on your preparatory reading.

#### **Year 4: Global English**

More than a billion people world-wide speak English; however, only a fraction of them are native speakers. Rather, English is used as a second or even third language, its use ranging from official language to the language of only occasional use. This inevitably raises the question whether there is only one English or several 'Englishes'. In this module, we will analyse the numerous varieties of English spoken around the world. The module will look at the linguistic properties, including phonological, lexical syntactic variation, as well as the socio-cultural, political and educational variables influencing the shape, form and use of English. The module starts with an overview of English in the British Isles, before moving across the Atlantic to look at variation within American English.

Then, English varieties in the Commonwealth and former colonies are being looked at. In the final part of the module, we will explore the language of diasporas in English speaking countries and emerging hybrid languages.

In the module, you will learn how to analyse linguistic variation from a typological point of view by looking at real speech data from a variety of sources, and how to explain variation.

#### **Year 4: Empirical Linguistics**

In this module you will acquire in-depth knowledge about a well-defined area of English linguistics as well as the methodological skills to explore it. You will undertake a class project designed to answer a specific research question, for which you will learn to use appropriate quantitative methods and software. You will work collaboratively with other students in class, but will be expected to exercise autonomy in writing up your report. The module will be delivered through a weekly two-hour workshop. In preparation for each workshop you will be expected to read about some aspect of English linguistics or empirical methodology and

undertake a preparatory task. The reading will include original research. You will also undertake supporting tasks during the trimester, on which you will receive feedback to help in the development of your work; you will be expected to reflect on how you have used feedback on these tasks to improve your final report. This module contributes to the development of your employability skills including self-management, teamwork, problem solving, communication and literacy, IT skills, numeracy and project management.

#### **Year 4: Language Acquisition: Topics and Issues**

This module is for students of languages and interculturalism who need to know more about the language-learning process. It explores how we acquire a first language, as children, and the processes subsequently involved in learning a second language. All humans share the first experience; increasingly, people across the globe are experiencing the second too as the need to function in more than one language grows, as communities operate in more than one language and as monolingualism becomes relatively rare. With more people needing to learn languages, or live a bilingual experience, it is essential to understand better the mechanisms that operate in language-learning, so that ultimately the learning experience can be better facilitated, either for ourselves or for others. Language acquisition is still not fully understood, but this module aims to develop your awareness of what is and what isn't known. It lets you examine some of the raw data of learner language, introduces you to various explanatory theories of language acquisition (native and second language), and helps you to begin to assess their relative merits. It also looks at bilingualism and what can be learnt from the experience of bilinguals. The module will be taught using a lecture/seminar format. Weekly lectures will present topics to be explored in the subsequent seminar. You will be expected to participate actively in seminars, which will involve group analysis of data, presentation of material that you have researched, and group discussion. This module is especially useful for those wanting to teach languages in future or to work or live in contact with speakers of other languages, or with young children or immigrant groups, for example.

#### **Year 4: Narrative in Global Cinema**

The module explores the way stories are told in films from around the world. You will study key aspects of cinematic narrative structure, including order, duration, cause-and-effect patterns, and the distinction between fabula (story) and syuzhet (plot). You will also examine how character and voice are handled in film, the function of 'point of view', focalisation, and internal vs external characterisation. You will address theoretical aspects such as narrator and narratee, reception theory, suspense vs surprise, the key 'seven' narrative functions, narrative and genre, and the ideology of 'show vs tell'. You will analyse non-narrative (and anti-narrative) aspects of narratives, such as description, iconic shots, music, and other disruptive elements. You will also be thinking about the different roles of words (dialogue, text, sub-titles) and imagery.

You will study all of these narrative topics with regard to global cinemas. You will compare and contrast mainstream commercial Hollywood movies with non-American examples, ask to what extent continuity narrative has become the dominant pattern across the globe, examine narrative structures that do not fit the mainstream model, and analyse the intersection of global narratives with diverse identity formations. You will view films and clips from various European countries and non-Western regions, in addition to co-productions and transnational examples.

#### **Year 4: Leisure and Popular Culture in Britain, 1800 to the Present**

From the music hall to Reality TV, from Victorian melodrama to the soap opera, this course enables students to discover how popular culture has changed in Britain over a two hundred year period. In so doing, they will be able to set the cultural forms they most enjoy in an historical context. The course also looks at the growth of modern media (newspapers, magazines, film, radio, television) and presents students with ways of interpreting culture. Arguments about popular culture as social control and the emergence of mass culture in Britain will be explored. Students will discover the extent to which a popular culture (created by the common people) exists or has existed. The course would suit students interested in going into media related professions but would also suit those with a more general interest. The module is taught by a combination of lectures and seminars in which students will be asked to discuss the questions raised by each week's reading. Employing complex forms of analysis, students will apply cultural theory to historical situations. Teamwork and oral skills are promoted through group discussion and this helps to prepare students for employment as it encourages interaction with colleagues. Assessment will test out the student's ability to develop solve complex historical problems in a critical and analytical way. This module is also delivered by distance learning.

#### **Year 4: Race, Racism and Cultural Identity**

This module provides an in-depth exploration of the sociology of 'race', racism and ethnic divisions. It considers three related themes: the social origins and significance of racial and ethnic divisions; the (varied) causes, contexts and consequences of racism and antiracism; and the cultural consequences of migration. Each theme will be developed using a combination of theory, research findings and case study material. Although the primary substantive focus of the module will be on race relations in contemporary Britain, insights will be drawn from historical and international comparisons. For the bulk of the module teaching will be by lectures and seminars. Students are required to engage in preparatory reading prior to each seminar. There will also be a series of student-led workshops that will apply sociological knowledge and understanding to current questions of 'race' politics and policy. Workshop topics will vary but will relate to key module themes - the collection and use of racialised data in the criminal justice system (the significance of 'race' categories); debates about the usefulness of the concept of institutional racism (sociology of racism); and globalised Islam (migration and identity). Students will be required to read material collected on a module web site a briefing pack prior to each workshop and deliver a short presentation in one of the workshops.

#### **Year 4: Social Media and the Business of Writing**

This module is optional for all students studying Writing in combination with another subject.

You will be required to create an online presence for a project within an organisation or group. You will evaluate online social media platforms (FaceBook, Twitter, blogs) and to choose the ones best suited to your project. You will write a business plan and/or project proposal, build the platform and write the content, and plan an online promotional campaign.

The online presence and content will be assessed for effective communication, appropriateness of platform, and quality and professionalism of content. In addition, you will produce an essay that documents and reflects critically upon your project and your choices, and which includes your business plan and your campaign timeline as appendices.

Three seminars are provided to teach you practical skills such as writing business plans and proposals, managing finances, and planning an online campaign. The critical reflection is supported by individual supervision to a maximum of 2 hours (you are responsible for making arrangements for these meetings).