Aston University

SUBJECT SPECIFICATION

2013-2014

Subject Title	ENGLISH Half Degree Programme
UCAS/JACS Code	QR39
School/Subject Area	Languages & Social Sciences
Mode(s) of Study	Full Time or Part Time
Total Credits	180 without placement year (60 credits each in stages 1, 2, and F) 300 with an integrated English Language placement year (60 credits each in stages 1, 2, and F, and 120 credits in stage 3)
Programme Accredited By	
Dates Subject Specification Written and Revised	2006 Revised January 2007; August 2009; February 2012; March 2013, fo change August 2013

Educational Aims of the Subject	The programme aims to provide a degree-level education in the study of the English Language, with special emphasis on: • its use in social contexts • the application of knowledge about language to problem solving in the contemporary world. It is distinctive in presenting theories and descriptions of language from an applied perspective, and in offering students the opportunity to make these connections for themselves during a substantial work placement. The programme aims to: • provide a thorough and staged grounding in approaches to language description • situate these descriptions in historical, comparative, cultural and social contexts • relate knowledge about the English language to issues in the wider world, with reference to areas of practical problem solving such as legal, educational and business practices • establish links between the knowledge acquired on the programme and the workplace • allow for the development of individual interests in English language, particularly through the elective modules • provide opportunities for specialised and guided investigation into specific aspects of English language, particularly through work on the compulsory dissertation
Relevant Subject Benchmark Statements and other External and Internal Reference Points used to inform subject outcomes	The most relevant QAA Subject Benchmark Statements are those for English. Those areas of knowledge and skills related to English language have been taken into account. UK Quality Code Part A.1 (2011) Aston University Learning and Teaching Strategy Statement Staff expertise

STAGE 1						
Subject Structures and Requirements: Levels, Modules and Credits						
Module Title	Credits	Level	Module Code	Core/ Option	Condonable Y/N	Pre-requisite(s) Y/N
Introduction to English Language: contexts, modes and media	20	4	LE1085	CORE	Y	N
Introduction to English Language: language in society	20	4	LE1086	CORE	Y	N
Grammar and Meaning	10	4	LE1008	CORE	Y	N
Academic Communication Skills	10	4	LE1087	CORE	Y	N
TOTAL	60					

STAGE 2

Subject Structures and Requirements: Levels, Modules and Credits

Module Title	Credits	Level	Module Code	Core/ Option	Condonable Y/N	Pre-requisite(s) Y/N
Research Methods in Language and Communication	10	5	LE2019	CORE	Y	N
Variations of English	20	5	LE2053	CORE	Y	N
Working with Language Data	10	5	LE2032	CORE	Y	N
Choice of options to total 20 credits						
Teaching English to Speakers of Other Languages	20	5	LE2055	Option	Y	N
Language at Work	10	5	LE2007	Option	Y	N
Computer-mediated communication	20	5	LE2057	Option	Y	N
The Language of the Law	20	5	LE2056	Option	Y	N
Language in the News Media	10	5	LE2022	Option	Y	N
Work Based Project	10	5	LE2058	Option	Y	N
TOTAL	60					

STAGE 3

Programme Structures and Requirements: Levels, Modules and Credits

Module Title	Credits	Level	Module Code	Core/ Option	Condonable Y/N	Pre-requisite(s) Y/N
OPTIONAL PLACEMENT	120	P	LEP001	CORE	Y	N
TOTAL	120					

STAGE F						
Subject Structures and Requirements: Levels, Modules and Credits						
Module Title	Credits	Level	Module Code	Core/ Option	Condonable Y/N	Pre-requisite(s) Y/N
Spoken Discourse Analysis	20	6	LE3022	CORE	Y	N
Dissertation	20	6	LE3006	CORE	Y	N
Choice of options to total 20 credits						
Language as Evidence	20	6	LE3031	Option	Y	N
Critical Discourse Analysis	20	6	LE3027	Option	Y	N
Corpus Linguistics	20	6	LE3028	Option	Y	N
Multimodal Analysis	20	6	LE3029	Option	Y	N
Linguistics of the Individual	20	6	LE3030	Option	Y	N
TOTAL	60					

Subject Outcomes and Learning, Teaching and Assessment Strategies			
A. <u>Knowledge and Understanding</u>			
	Subject Outcomes	Teaching, Learning and Assessment Strategies to enable outcomes to be achieved and demonstrated	
	On successful completion of the subject component of their programme students are expected to have knowledge and understanding of:	Learning and Teaching Methods	Assessment Methods
1	concepts, terminology and principles for the description of English grammar, vocabulary and discourse	• lectures (A1-5) • tutorials (A2, 3) • seminars (A2, 3) • group work (A4, 2) • individual work (A1) • guided reading (A1, 3) • Virtual Learning Environment (Blackboard) (A1, 3, 4)	• assignments (A1-4) • end of teaching period examination (A1, 3) • in-class test (A1) • essay (A2, 3) • individual project (A4, 5) • group project (A2, 4, 5) • presentation (A2, 4, 5) • advanced research dissertation (A2, 4, 5)
2	the role of language and linguistic knowledge in personal, political and social action and decision making		
3	the main areas of applied linguistic inquiry, with specific reference to English		
4	theories and methods used in researching English language in use		
5	the relevance of applied English language study to communication in the workplace		

B. <u>Intellectual Skills</u>			
	Subject Outcomes	Teaching, Learning and Assessment Strategies to enable outcome to be achieved and demonstrated	
	On successful completion of the subject component of their programme, students are expected to be able to:	Learning and Teaching Methods	Assessment Methods
1	construct reasoned argument, synthesize relevant information and exercise critical judgement	• lectures (B2) • tutorials (B1, 3, 4) • seminars (B1, 3, 4) • group work (B2, 5) • individual work (B1, 3, 4) • guided reading (B1, 3, 4) • Virtual Learning Environment (Blackboard) (B3)	• assignments (B1-5) • end of teaching period examination (B1, 2) • in-class test (B2) • essay (B1, 2, 3) • individual project (B1-4) • group project (B1-5) • presentation (B1, 2, 4) • advanced research dissertation (B1-5)
2	gather, organise, deploy and analyse evidence, data and information from a variety of primary and secondary sources		
3	evaluate contrasting academic arguments and claims about English and its use		
4	identify, investigate, analyse and formulate solutions to problems		
5	plan, carry out and present investigations into topics in English language, culminating in an extended individual research study		

C. Professional Skills			
	Subject Outcomes	Teaching, Learning and Assessment Strategies to enable outcome to be achieved and demonstrated	
	On successful completion of the subject component of their programme, students are expected to be able to:	Learning and Teaching Methods	Assessment Methods
1	identify practical language problems and discriminate between possible solutions in the light of concepts learned	• tutorials (C1) • group work (C1, 2) • guided reading (C1)	• written work (C1) • presentations (C2) • individual project (C1-2) • group project (C1-2) • advanced research • dissertation (C1)
2	apply their key skill and competencies within a real world situation, initially via ELECTIVEal placement experience, then on graduation		

D. Transferable Skills			
	Subject Outcomes	Teaching, Learning and Assessment Strategies to enable outcome to be achieved and demonstrated	
	On successful completion of the subject component of their programme, students are expected to show:	Learning and Teaching Methods	Assessment Methods
1	team working skills	• tutorials (D3) • seminars (D1, 3) • group work (D1, 2, 3) • individual work (D2, 4, 5) • Virtual Learning • Environment (Blackboard) • (D4)	• written work (D2, 4, 5) • presentations (D4, 5) • individual project (D2, 4, 5) • group project (D1-5) • advanced research • dissertation (D2-5)
2	independent application of research skills		
3	ability to engage in informed discussion, to accept constructive criticism and to criticise constructively		
4	use communication and information technology for the retrieval and presentation of information		
5	work independently, demonstrating initiative, self-organization and time management		

Entry Requirements	In addition to satisfying the general entry requirements, candidates must satisfy any specific entry requirements for each programme as approved by the School Learning and Teaching Committee. These may include an interview and a diagnostic test.
Programme Regulations	Please refer to the LSS Joint Honours Programme Specification

This specification provides a concise summary of the main features of the programme and the threshold learning outcomes that a student might normally be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. **The individual modules included in the programme may differ from those included in this programme specification as our programmes are subject to continuous review.** Information on admissions requirements and career opportunities is available in the relevant prospectus. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the appropriate module guides and programme handbook(s) which are available to students on enrolment.