## Module Specification

### EL1005 Advanced Writing

<table>
<thead>
<tr>
<th>Academic Year:</th>
<th>2017/8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Level:</td>
<td>Year 1</td>
</tr>
<tr>
<td>Scheme:</td>
<td>UG</td>
</tr>
<tr>
<td>Department:</td>
<td>Modern Languages</td>
</tr>
<tr>
<td>Credits:</td>
<td>10</td>
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</table>

### Student Workload (hours)

<table>
<thead>
<tr>
<th>Lectures</th>
<th>Seminars</th>
<th>Practical Classes &amp; Workshops</th>
<th>Tutorials</th>
<th>Fieldwork</th>
<th>Project Supervision</th>
<th>Guided Independent Study</th>
<th>Demonstrations</th>
<th>Supervised time in studio/workshop</th>
<th>External Visits</th>
<th>Work Based Learning</th>
<th>Placement</th>
<th>Year Abroad</th>
<th>Total Module Hours</th>
</tr>
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<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>16</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>84</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>100</td>
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</table>

### Intended Learning Outcomes

As a result of the module, students will be able to:

- write academic essays with clarity of expression and in an appropriate style, deploying a range of grammatical and lexical features typical of English academic writing
- distinguish between and employ various organisational patterns in English academic writing
- write effective essay introductions and conclusions
- outline and develop an argument over the course of an essay
- develop paragraphs through appropriate use of topic sentences, transitional phrases, and general to specific organisation
- identify and employ cohesive devices typical of academic writing
- employ appropriate in-text citation and bibliographical referencing techniques
- employ a process approach to writing, moving from research, to draft, to final version

### Teaching and Learning Methods

Students will work on writing tasks both in class and independently, receiving feedback from the tutor. The classes make extensive use of pair and small group work, and students can expect to play an active role. They will participate in discussion and analysis of academic texts and issues. Topics will be of general and academic interest and do not require any specialist knowledge.

The module draws on a range of materials, including authentic academic texts on a variety of topics, corpora of academic English, academic English websites, and material written by the ELTU. Extra practice materials and links to additional material for independent study will be made available on Blackboard.
Assessment Methods
Two essays, one of which is written under exam conditions.

Pre-Requisites
This module is only open to non-native speakers of English. Students should have a level of English equivalent to high B2 or C1 in the Common European Framework of Reference (CEFR B2/C1).

Co-Requisites
None.

Excluded Combinations
-

Guided Independent Learning: Indicative Activities
## Intended Learning Outcomes

As a result of the module, students will be able to:

- recognise and produce a variety of rhetorical functions typical of English academic writing, such as extended definition, summary, and process description
- apply a range of grammatical and lexical features appropriate to English academic writing
- ascertain the appropriateness of, and accurately use, a range of vocabulary for academic expression
- demonstrate skills in summary, evaluation, analysis and synthesis of sources in their writing
- employ appropriate in-text citation and bibliographical referencing techniques
- employ effective proofreading techniques

## Teaching and Learning Methods

Students will work on writing tasks both in class and independently, receiving feedback from the tutor. The classes make extensive use of pair and small group work, and students can expect to play an active role. They will participate in discussion and analysis of academic texts and issues. Topics will be of general and academic interest and do not require any specialist knowledge.

The module draws on a range of materials, including authentic academic texts on a variety of topics, corpora of academic English, academic English websites, and material written by the ELTU. Extra practice materials and links to additional material for independent study will be provided both on the class handouts and on Blackboard.

## Assessment Methods

The module is assessed through two essays, one of which is written in under exam conditions.

## Pre-Requisites

This module is only open to students who have completed EL1005 Advanced Writing in Semester 1.

This module is only open non-native speakers of English. Students should have a level of English equivalent to C1 in the Common European Framework of Reference (CEFR C1).

## Co-Requisites

None.

## Excluded Combinations

None.
EL1006  Advanced Writing

Guided Independent Learning: Indicative Activities
Module Specification

EL1007  Advanced Speaking

**Academic Year:** 2017/8

**Module Level:** Year 1

**Scheme:** UG

**Department:** Modern Languages

**Credits:** 10

**Student Workload (hours)**

| Lectures | 0 |
| Seminars | 0 |
| Practical Classes & Workshops | 18 |
| Tutorials | 0 |
| Fieldwork | 0 |
| Project Supervision | 0 |
| Guided Independent Study | 82 |
| Demonstration | 0 |
| Supervised time in studio/workshop | 0 |
| External Visits | 0 |
| Work Based Learning | 0 |
| Placement | 0 |
| Year Abroad | 0 |
| **Total Module Hours** | **100** |

**Period:** Semester 1

**Occurrence:** E

**Coordinator:** Charlene Dobson

**Mark Scheme:** UG Pass for Credit

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Description</th>
<th>Weight %</th>
<th>Qual Mark</th>
<th>Exam Hours</th>
<th>Ass’t Group</th>
<th>Alt Reass’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>Oral examination: Simulated seminar discussion</td>
<td>50</td>
<td>0.25</td>
<td></td>
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<tr>
<td>002</td>
<td>Coursework &amp; oral examination: Group presentation (Final)</td>
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**Period:** Semester 2

**Occurrence:** E

**Coordinator:** Charlene Dobson

**Mark Scheme:** UG Pass for Credit

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<tr>
<th>No.</th>
<th>Assessment Description</th>
<th>Weight %</th>
<th>Qual Mark</th>
<th>Exam Hours</th>
<th>Ass’t Group</th>
<th>Alt Reass’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>Oral examination: Simulated seminar discussion</td>
<td>50</td>
<td>0.25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>002</td>
<td>Coursework &amp; oral examination: Group presentation (Final)</td>
<td>50</td>
<td>0.25</td>
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</tbody>
</table>

**Intended Learning Outcomes**

As a result of the module, students will be able to:

- Exploit textual source material as a resource to develop vocabulary
- Deploy a range of functional language to express (dis)agreement, request clarification, and to concede and rebut criticism, in a manner appropriate to an academic environment
- Construct, express, and defend an argument in the context of a discussion
- Use features of pronunciation to support and express meaning
- Use appropriate turn-taking strategies in order to promote the development of a discussion
- Organise ideas systematically over an extended piece of spoken discourse
- Prepare and deliver a short presentation in collaboration with their peers

**Teaching and Learning Methods**

The content of the module reflects the contexts in which students need to speak English in an academic environment. The lessons are topic-based, each topic providing the context through which speaking skills and language are introduced and practised. Due to the range of different disciplines which students come from, and their different backgrounds, the topics chosen for the module are general in nature and do not require any specialist knowledge. Areas covered in previous years have included freedom of speech, national stereotypes, and workers’ rights.

Speaking is an interactive skill, and so students can expect to play a very active role in the lessons. To maximise the opportunities available to practise and improve students’ spoken English, the classes make extensive use of pair and small group activities and discussion.

Last Published: 26 June 2017
Assessment Methods
There are two elements to the assessment.

1) An oral examination. This takes the form of a simulated seminar discussion, supported by a source text. Students are given the source text in advance in order to prepare for the discussion.

2) A group presentation.

Pre-Requisites
This module is only open to non-native speakers of English. Students should have a level of English equivalent to high B2 or C1 in the Common European Framework of Reference (CEFR B2/C1). It is NOT suitable for students with a higher level of English (CEFR C2).

Co-Requisites
None.

Excluded Combinations
None.

Guided Independent Learning: Indicative Activities
Module Specification

EL1008  Advanced Speaking

Academic Year: 2017/8
Module Level: Year 1
Scheme: UG
Department: Modern Languages
Credits: 10

Period: Semester 2
Occurrence: E
Coordinator: Charlene Dobson
Mark Scheme: UG Pass for Credit

Student Workload (hours)

<table>
<thead>
<tr>
<th>Lectures</th>
<th>Seminars</th>
<th>Practical Classes &amp; Workshops</th>
<th>Tutorials</th>
<th>Fieldwork</th>
<th>Project Supervision</th>
<th>Guided Independent Study</th>
<th>Demonstration</th>
<th>Supervised time in studio/workshop</th>
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<th>Placement</th>
<th>Year Abroad</th>
<th>Total Module Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>0</td>
<td>18</td>
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<td>0</td>
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</table>

No.  Assessment Description                     Weight % | Qual Mark | Exam Hours | Ass't Group | Alt Reass't

001  Oral examination: Simulated seminar discussion 50 0.25
002  Coursework and oral examination: Group presentation (Final) 50 0.25

Intended Learning Outcomes

As a result of the module, students will be able to:
- Deploy a range of functional language to manage spoken interactions in the context of an academic environment
- Construct, express and defend an argument in the context of a discussion
- Use a range of appropriate language to express themselves with clarity in the contexts of discussions and presentations (e.g. expressing cause/effect relationships, strengths and weaknesses, requirements, asking for and giving opinions)
- Identify different methods of organising information in a presentation and exploit these structures in their own presentations.
- Identify good and bad practice in the use of visuals and apply this to their own use of supporting material for presentations
- Recognise and produce features of pronunciation typical of more proficient speakers of English, and apply appropriate intonation to discourse

Teaching and Learning Methods

The content of the module reflects the contexts in which students need to speak English in an academic environment. The lessons are topic-based, each topic providing the context through which speaking skills and language are introduced and practised. Due to the range of different disciplines which students come from, and their different backgrounds, the topics chosen for the module are general in nature and do not require any specialist knowledge. Areas covered in previous years have included academic culture, crime and punishment, and globalisation.

Speaking is an interactive skill, and so students can expect to play a very active role in the lessons. To maximise the opportunities available to practise and improve students’ spoken English, the classes make extensive use of pair and small group activities and discussion.

Assessment Methods

There are two elements to the assessment.

1) An oral examination. This takes the form of a simulated seminar discussion, supported by a source text. Students are given the source text in advance in order to prepare for the discussion.

2) A group presentation.
Module Specification

EL1008  Advanced Speaking

Pre-Requisites
This module is only open to students who have completed EL1007 Advanced Speaking in Semester 1.
This module is only open to non-native speakers of English. Students should have a level of English equivalent to C1 in the common European Framework of Reference (CEFR C1). It is NOT suitable for students with a higher level of English (CEFR C2).

Co-Requisites
None.

Excluded Combinations
None.

Guided Independent Learning: Indicative Activities
<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Description</th>
<th>Weight %</th>
<th>Qual Mark</th>
<th>Exam Hours</th>
<th>Ass't Group</th>
<th>Alt Reass't</th>
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<tbody>
<tr>
<td>001</td>
<td>Coursework: Writing</td>
<td>20</td>
<td>0</td>
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<tr>
<td>002</td>
<td>Exam: Reading and Use of English</td>
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<tr>
<td>003</td>
<td>Exam: Listening</td>
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<tr>
<td>004</td>
<td>Exam: Speaking (Final)</td>
<td>20</td>
<td>0.25</td>
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</tbody>
</table>

**Student Workload (hours)**

- Lectures: 0
- Seminars: 0
- Practical Classes & Workshops: 36
- Tutorials: 0
- Fieldwork: 0
- Project Supervision: 0
- Guided Independent Study: 164
- Demonstration: 0
- Supervised time in studio/workshop: 0
- External Visits: 0
- Work Based Learning: 0
- Placement: 0
- Year Abroad: 0
- Total Module Hours: 200
Module Specification

EL1020  Advanced General English with CAE Preparation

Intended Learning Outcomes
Students will develop their English grammar, vocabulary and skills at C1 level. The module also prepares students for the Cambridge Certificate in Advanced English (CAE) by providing an overview of the exam format and giving practice in the task types found in the exam.

Students may choose to take the CAE exam in addition to the module assessments, but this is optional, and students should note that the CAE exam fees are NOT covered by their Study Abroad or Erasmus agreement.

Writing:
- Produce a range of text types taking into account genre, register, and intended readership. Text types include reports, proposals, letters, articles, essays and reviews.
- Use appropriate language to execute a range of functions, such as evaluating, expressing opinion, summarising, describing, persuading, justifying, and giving advice.

Reading:
- Extract gist, main ideas, and detail from a range of text types.
- Identify the purpose, style, and intended readership of a text.
- Identify the attitude, opinions, and tone of the writer.
- Demonstrate understanding of text structure and organisation.

Listening:
- Extract gist, main ideas, detail and specific information from a range of text types.
- Identify the purpose, outcome, and context of a text.
- Identify the attitudes, opinions and feelings of the speaker.

Grammar and vocabulary:
- Demonstrate control of a range of grammatical structures appropriate to C1 level.
- Use a range of lexis appropriate to C1 level, including collocations, phrasal verbs and fixed expressions, in a range of contexts and with a range of meanings.
- Paraphrase through the use of synonyms, antonyms, and different parts of speech.

Speaking:
- Use appropriate language to execute a range of functions, including exchanging ideas, expressing and justifying opinions, (dis)agreeing, evaluating, speculating, and negotiating an outcome.
- Use phonological features to accurately convey meaning.
- Use a range of cohesive devices and discourse markers to organise speech.

Teaching and Learning Methods
The classes make extensive use of pair and group work, and students can expect to play an active role. The module is based on a published coursebook, which students are required to purchase. Additional materials tailored to the needs of students are supplied by the tutor. Students are set weekly homework tasks.

Assessment Methods
Students are assessed through a combination of written coursework and tests; assessment materials follow the format of the Cambridge Certificate in Advanced English (CAE).

Students who wish to take the CAE exam in addition to the module assessments can arrange to do this through the English Language Teaching Unit. Any eventual score gained in the CAE will have no effect on a student's module marks.

Pre-Requisites
This module is only open to non-native speakers of English. Students should have a level equivalent to high B2 or C1 in the Common European Framework of Reference (CEFR B2/C1).

Co-Requisites
None.

Excluded Combinations
None.

Guided Independent Learning: Indicative Activities

Last Published: 26 June 2017
EL2011  English Pronunciation

Academic Year: 2017/8
Module Level: Year 2
Scheme: UG
Department: Modern Languages
Credits: 10

Student Workload (hours)

<table>
<thead>
<tr>
<th>Lectures</th>
<th>Seminars</th>
<th>Practical Classes &amp; Workshops</th>
<th>Tutorials</th>
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<tbody>
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<td>18</td>
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<table>
<thead>
<tr>
<th>Fieldwork</th>
<th>Project Supervision</th>
<th>Guided Independent Study</th>
<th>Demonstration</th>
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<tbody>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Supervised time in studio/workshop</th>
<th>External Visits</th>
<th>Work Based Learning</th>
<th>Placement</th>
<th>Year Abroad</th>
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Total Module Hours 100

Period: Semester 1
Occurrence: E
Coordinator: Charlene Dobson
Mark Scheme: UG Pass for Credit

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Description</th>
<th>Weight %</th>
<th>Qual Mark</th>
<th>Exam Hours</th>
<th>Ass’t Group</th>
<th>Alt Reass’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>Coursework: Written analysis and recording (1,300) (Final)</td>
<td>50</td>
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<td></td>
</tr>
<tr>
<td>003</td>
<td>Written examination</td>
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<td>1.5</td>
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Period: Semester 2
Occurrence: E
Coordinator: Charlene Dobson
Mark Scheme: UG Pass for Credit

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<th>No.</th>
<th>Assessment Description</th>
<th>Weight %</th>
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<th>Exam Hours</th>
<th>Ass’t Group</th>
<th>Alt Reass’t</th>
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<tr>
<td>001</td>
<td>Coursework: Written analysis and recording (1,300) (Final)</td>
<td>50</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>003</td>
<td>Written examination</td>
<td></td>
<td></td>
<td>1.5</td>
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</tr>
</tbody>
</table>

Intended Learning Outcomes

As a result of this module, students will be able to:

- compare and contrast features of pronunciation in English with their first language
- demonstrate knowledge of the metalanguage needed to talk about pronunciation
- use the phonemic chart
- identify and produce segmental features of English pronunciation (individual phonemes, and phonemes in combination)
- identify and produce suprasegmental features of English pronunciation (stress, rhythm, intonation)
- identify and produce features of connected speech, such as weak forms and linking
- transcribe a passage of spoken discourse, identifying features of natural speech
- monitor their own pronunciation and decide where their weaknesses lie
- use dictionaries and other resources to help them improve their own pronunciation

Teaching and Learning Methods

Input sessions (1 hour per week) focus on theoretical awareness and knowledge of metalanguage. Students are required to prepare for input sessions by completing required reading and other study tasks.

Practical sessions (2 hours per week) combine theory with practical application. Students can expect to be actively involved in the classroom, with individual, pair and group activities, allowing opportunities for practice and feedback on their pronunciation.

As part of their independent study, students are required to use resources online and on Blackboard to extend their knowledge further and for additional practice.

Assessment Methods

Students are assessed through a combination of coursework and a written examination.
EL2011 English Pronunciation

Pre-Requisites
This module is introductory in nature and therefore assumes no prior knowledge of phonemic script or English phonology. This module is only open to non-native speakers of English. Students should have a level of English equivalent to C1 in the Common European Framework of Reference (CEFR C1).

Co-Requisites

Excluded Combinations

Guided Independent Learning: Indicative Activities
EL2012  Words & Meaning: English Vocabulary Development

Academic Year: 2017/8  
Module Level: Year 2  
Scheme: UG  
Department: Modern Languages  
Credits: 10

Student Workload (hours)

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Description</th>
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<th>Exam Hours</th>
<th>Ass’t Group</th>
<th>Alt Reass’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>Coursework: Analysis of a text (1,500 words) (Final)</td>
<td>60</td>
<td></td>
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</tr>
<tr>
<td>004</td>
<td>Written examination</td>
<td>40</td>
<td></td>
<td>1.5</td>
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Period: Semester 1  
Occurrence: E  
Coordinator: Luke Timms  
Mark Scheme: UG Pass for Credit

<table>
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<tr>
<th>No.</th>
<th>Assessment Description</th>
<th>Weight %</th>
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<th>Exam Hours</th>
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<tr>
<td>001</td>
<td>Coursework: Analysis of a text (1,500 words) (Final)</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>004</td>
<td>Written examination</td>
<td>40</td>
<td></td>
<td>1.5</td>
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Period: Semester 2  
Occurrence: E  
Coordinator: Luke Timms  
Mark Scheme: UG Pass for Credit

<table>
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<tr>
<th>No.</th>
<th>Assessment Description</th>
<th>Weight %</th>
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<th>Exam Hours</th>
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<tr>
<td>004</td>
<td>Written examination</td>
<td>40</td>
<td></td>
<td>1.5</td>
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</tbody>
</table>

Intended Learning Outcomes

As a result of this module, students will be able to:

• ascertain their own vocabulary level using a self-assessment test
• record and learn vocabulary so that they can expand the range of vocabulary they use during and after the module
• utilise the Academic Word List (AWL) to prioritise high-frequency vocabulary in written academic discourse
• apply lexical approaches to chunking language
• distinguish near-synonyms by comparing collocation, connotation and word grammar
• investigate vocabulary for their own academic field in order to improve their ability to communicate in their discipline
• use metalanguage to describe vocabulary
• use dictionaries, corpora, concordancers and other resources in order to increase the range and accuracy of their vocabulary usage

Teaching and Learning Methods

Input sessions (1 hour per week) focus on theoretical awareness and knowledge of metalanguage. Students are required to prepare for input sessions by completing required reading and other study tasks. Practical sessions (2 hours per week) combine theory with practical application, including the use of tools for vocabulary analysis and learning.

Students can expect to be actively involved in the classroom, with individual, pair and group activities. As part of their independent study, students are required to use resources online and on Blackboard to extend their knowledge further and for additional practice.

Assessment Methods

Students are assessed through a combination of coursework and a written examination.
This module is only open to non-native speakers of English. Students should have a level equivalent to C1 in the Common European Framework of Reference (CEFR C1).

Guided Independent Learning: Indicative Activities
EL2013  English Grammar in Use

Academic Year: 2017/8
Module Level: Year 2
Scheme: UG
Department: Modern Languages
Credits: 10

Period: Semester 1
Occurrence: E
Coordinator: Ella Cooper
Mark Scheme: UG Pass for Credit

No. Assessment Description Weight % Qual Mark Exam Hours Ass't Group Alt Reass't
001 Coursework: analysis of a text (1,600 words) (Final) 70
003 Written examination 30 1

Period: Semester 2
Occurrence: E
Coordinator: Ella Cooper
Mark Scheme: UG Pass for Credit

No. Assessment Description Weight % Qual Mark Exam Hours Ass't Group Alt Reass't
001 Coursework: analysis of a text (1,600 words) (Final) 70
003 Written examination 30 1

Intended Learning Outcomes
As a result of the module, students will be able to:

• critically evaluate traditional, prescriptive grammar rules by testing their validity against examples of authentic English
• distinguish between grammar and meaning
• account for the choices of verb form made by proficient users of the language
• analyse some of the larger grammatical building blocks of the language, such as noun phrases and participle clauses, and deploy these appropriately in their own writing
• recognise the role which grammar plays in textual cohesion
• identify relationships between grammatical structures and punctuation in writing, and apply this knowledge to their own writing
• use appropriate terminology to describe English grammar

Teaching and Learning Methods
The classes use individual, pair, small group and whole group activities and discussion in response to examples of spoken and written discourse and input from the tutor, with analysis and theory leading towards practice. Students are encouraged to work collaboratively to make sense of the texts which they encounter during the module, to share their existing knowledge of the grammatical rules underlying the language, and, where necessary, to reconcile these preconceptions with the reality of authentic language use. The module will suit students who are naturally curious about the language which they meet, and who enjoy taking an analytical approach to language.

In addition to the assessed coursework, students will be set weekly homework tasks, which are considered to be an integral part of the module.

Student Workload (hours)

<table>
<thead>
<tr>
<th>Lectures</th>
<th>Seminars</th>
<th>Practical Classes &amp; Workshops</th>
<th>Tutorials</th>
<th>Fieldwork</th>
<th>Project Supervision</th>
<th>Guided Independent Study</th>
<th>Demonstration</th>
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<td>Supervised time in studio/workshop</td>
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Last Published: 26 June 2017
Assessment Methods
Students are assessed through a combination of coursework and a written examination.

Pre-Requisites
This module is only open to non-native speakers of English. Students should have a level of English equivalent to C1 in the Common European Framework of Reference (CEFR C1).

Co-Requisites

Excluded Combinations

Guided Independent Learning: Indicative Activities
Academic Year: 2017/8
Module Level: Year 2
Scheme: UG
Department: Modern Languages
Credits: 10

### Student Workload (hours)

<table>
<thead>
<tr>
<th>Lectures</th>
<th>Seminars</th>
<th>Practical Classes &amp; Workshops</th>
<th>Tutorials</th>
<th>Ass't Group</th>
<th>Alt Reass't</th>
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</table>

### Period:
**Semester 1**

#### Occurrence:
E

#### Coordinator:
Charlene Dobson

#### Mark Scheme:
UG Pass for Credit

#### No. | Assessment Description | Weight % | Qual Mark | Exam Hours | Ass't Group | Alt Reass't
--------|------------------------|----------|-----------|------------|-------------|-------------|
001     | Coursework 1: Listening log | 20       |           |            |             |             |
002     | Coursework 2: Extended tasks | 20       |           |            |             |             |
003     | Listening examination (Final) | 60       | 1         |            |             |             |

### Period:
**Semester 2**

#### Occurrence:
E

#### Coordinator:
Charlene Dobson

#### Mark Scheme:
UG Pass for Credit

#### No. | Assessment Description | Weight % | Qual Mark | Exam Hours | Ass't Group | Alt Reass't
--------|------------------------|----------|-----------|------------|-------------|-------------|
001     | Coursework 1: Listening log | 20       |           |            |             |             |
002     | Coursework 2: Extended tasks | 20       |           |            |             |             |
003     | Listening examination (Final) | 60       | 1         |            |             |             |

### Intended Learning Outcomes

As a result of this module, students will be able to:

- demonstrate that they can monitor their own listening performance, identify problems, and make decisions to aid comprehension
- apply appropriate listening skills and strategies effectively in both academic and social contexts
- use appropriate metalanguage to talk and write about their listening
- use available resources to continue to improve their listening skills

### Teaching and Learning Methods

Each week there is one class where students do listening activities as a group; this provides an opportunity for input and skills development. The second class is in a computer room; under guidance, students practise skills and strategies covered in the previous class by working on individual tasks at their own pace.

Students are encouraged to apply the strategies examined in class to external listening situations; the students record these events in a Listening Log. The computer room sessions also allow time for individual feedback from the tutor on the progress which students are making with their coursework.

Last Published: 26 June 2017
Module Specification

Assessment Methods
Students are assessed through a combination of coursework and a listening exam.

There are two elements to the coursework. The 'Listening Log' is a diary where students record and reflect on a variety of listening activities which they do during their time in Leicester. There is no fixed length for the Listening Log, but students are expected to record 4 or 5 entries per week.

The 'Extended Tasks' provide an opportunity to explore and reflect on a particular listening experience in more depth. There are two extended tasks, each of which is 500 words in length.

Pre-Requisites
This module is only open to non-native speakers of English. Students should have a level of English equivalent to C1 in the Common European Framework of Reference (CEFR C1).

Co-Requisites
None.

Excluded Combinations
None.

Guided Independent Learning: Indicative Activities

EL2015  English Listening Skills
### Intended Learning Outcomes

As a result of this module, students will be able to:

- apply ESOL teaching and learning pedagogy
- utilise basic ESOL teaching tools and techniques
- use basic classroom management techniques
- demonstrate an understanding of how language and language skills can be presented and practised
- plan a language lesson on sound pedagogical principles
- plan, create and deliver ESOL materials

### Teaching and Learning Methods

The methodology of the module follows the communicative approach; that is, students will "learn through doing". The module is practical in nature and the classes make extensive use of pair and small group activities and discussion. Students will be involved in hands-on tasks such as creating materials for listening texts and also in pair peer teaching (where they will teach their colleagues).

One of the techniques used during the module is ‘loop teaching’, where students will participate in an activity as learners and then be invited to critique the task from a teacher’s perspective. This exemplifies the practical nature of the module and the need for active involvement in all activities.

Students’ independent study will include reading and materials preparation to support the practical work carried out in class.
Assessment Methods
Students are assessed through two pieces of written coursework:

1. A detailed lesson plan, with a rationale, for a 50-minute communicative approach English language lesson.

2. A complete set of materials for a unit of a coursebook. This assessment involves group work.

Pre-Requisites
This module is ONLY open to non-native speakers of English. Students are expected to have a level of English equivalent to C1 in the Common European Framework of Reference (CEFR C1).

The module is intended for students who may wish to teach English as a foreign language in the future. It assumes no previous experience of classroom teaching.

Co-Requisites
None.

Excluded Combinations
None.

Guided Independent Learning: Indicative Activities
Module Specification

EL2023  English for Business

Academic Year: 2017/8
Module Level: Year 2
Scheme: UG
Department: Modern Languages
Credits: 10

Student Workload (hours)

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<tr>
<th>Activity</th>
<th>Lectures</th>
<th>Seminars</th>
<th>Practical Classes &amp; Workshops</th>
<th>Tutorials</th>
<th>Fieldwork</th>
<th>Project Supervision</th>
<th>Guided Independent Study</th>
<th>Demonstration</th>
<th>Supervised time in studio/workshop</th>
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</table>

Period: Semester 1
Occurrence: E
Coordinator: Luke Timms
Mark Scheme: UG Pass for Credit

Intended Learning Outcomes
As a result of the module, students will be able to:

• produce business correspondence for a range of recipients, demonstrating understanding of register within an organisational culture
• plan and produce a business report using appropriate register, organisation and content
• prepare and deliver a short presentation in collaboration with their peers, using appropriate register, organisation and content
• deploy a range of language at C1 level appropriate to these business contexts

Teaching and Learning Methods
The module introduces students to the skills and language necessary to do business in English, and so students can expect to play a very active role in the lessons. The classes make extensive use of pair and small group activities and discussions, which maximise opportunities to practise new skills and language.

Students will receive tutor feedback on their written work, and peer and tutor feedback on their oral performance.

Assessment Methods
Students are assessed through a combination of written coursework and a final oral presentation. The presentation involves group work with other students.

Pre-Requisites
This module is only open to non-native speakers of English. Students should have a level of English equivalent to C1 in the Common European Framework of Reference (CEFR C1).

Co-Requisites
None.

Excluded Combinations
None.

Guided Independent Learning: Indicative Activities

Last Published: 26 June 2017
## Intended Learning Outcomes

As a result of the module, students will be able to:

- plan and produce a case study report, with content, register and organisation appropriate to this genre
- critically evaluate the strategic position of a company and make recommendations for future action
- apply a strategic planning tool, such as a SWOT analysis
- prepare and deliver a short individual presentation with appropriate content, register and organisation
- deploy a range of language at C1 level appropriate to these business contexts

## Teaching and Learning Methods

The module is about how to do business in English and so the participants will need to play a very active role in the lessons. The classes make extensive use of pair and small group activities and discussion in order to maximise opportunities to practise new skills and language.

Students will receive tutor feedback on their written work, and peer and tutor feedback on their oral performance.

## Assessment Methods

Students are assessed through a combination of written coursework and a final oral presentation.

## Pre-Requisites

This module is only open to non-native speakers of English. Students should have a level of English equivalent to C1 in the Common European Framework of Reference (CEFR C1).

## Co-Requisites

None.

## Excluded Combinations

None.

## Guided Independent Learning: Indicative Activities

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Description</th>
<th>Weight %</th>
<th>Qual Mark</th>
<th>Exam Hours</th>
<th>Ass't Group</th>
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Module Specification

EL2025  Language and Media

Academic Year: 2017/8
Module Level: Year 2
Scheme: UG
Department: Modern Languages
Credits: 20

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<th>No.</th>
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<td>Written Examination: Essay (700 words)</td>
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Period: Semester 1
Occurrence: E
Coordinator: Aaron Wise
Mark Scheme: UG Pass for Credit

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<th>Tutorials</th>
<th>Fieldwork</th>
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Student Workload (hours)

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<th>Seminars</th>
<th>Practical Classes &amp; Workshops</th>
<th>Tutorials</th>
<th>Fieldwork</th>
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</table>

Intended Learning Outcomes
As a result of the module, students will be able to:
• use a range of lexical items specific to the discussion of Media in oral and written work
• employ relevant theories in the discussion of Media
• contextualise and interpret core readings in relationship to each other
• recognise and analyse intertextuality in a variety of Media
• identify and account for agendas within the making of Media
• produce academic oral and written work in English using relevant genre, terminology, evidence and referencing

Teaching and Learning Methods
Students will be expected to work individually, in pairs, in small groups, and as a class. The module employs a wide range of teaching methods, including lecture-style talks, classes and workshops, focussing on a range of language skills and analytical skills. Students will be expected to lead, as well as participate in, workshop sessions. They will also need to be proactive in their independent study, as this will also inform some class material.

Assessment Methods
Students are assessed through a combination of written and oral coursework, along with a final written exam. The presentation involves group work with other students.

Last Published: 26 June 2017
EL2025    Language and Media

Pre-Requisites
This module is only open to non-native speakers of English. Students should have a level of English equivalent to C1 in the Common European Framework of Reference (CEFR C1).

Co-Requisites
None.

Excluded Combinations
-

Guided Independent Learning: Indicative Activities
Module Specification

EL3016  English for Art and Film Criticism

Academic Year: 2017/8
Module Level: Year 3
Scheme: UG
Department: Modern Languages
Credits: 10

Student Workload (hours)

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Description</th>
<th>Weight %</th>
<th>Qual Mark</th>
<th>Exam Hours</th>
<th>Ass’t Group</th>
<th>Alt Reass’t</th>
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<td>001</td>
<td>Coursework 1: A review of a work of art or a film (500 words)</td>
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<td>002</td>
<td>Coursework 2: A review of a work of art or a film (500 words)</td>
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<td>003</td>
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<td>Written examination: Essay (600 words) (Final)</td>
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Period: Semester 2
Occurrence: E
Coordinator: Jennifer Warren
Mark Scheme: UG Pass for Credit

Intended Learning Outcomes
As a result of the module, students will be able to:
• use language for Art and Film Criticism by exploring various movements and key theories in Art and Film
• describe various movements and theories in Art and Film
• prepare and lead a seminar discussion on Art or Film
• use relevant language for critical theory in a review on Art and Film
• write about Art or Film using appropriate genre, style and terminology

Teaching and Learning Methods
The module employs class discussions, mini-presentations, analysis and discussion of texts and film clips, in-class writing practice, and vocabulary development activities.

Assessment Methods
Students are assessed through a combination of written and oral coursework, and a final written examination.

The seminar presentation assessment involves pair work with another student.

Pre-Requisites
This module is only open to non-native speakers of English. Students should have a level of English equivalent to C1 in the Common European Framework of Reference (CEFR C1).

Co-Requisites
None.

Excluded Combinations
None.

Guided Independent Learning: Indicative Activities

Last Published: 26 June 2017
EL3021 English Language and Literary Studies

Academic Year: 2017/8
Module Level: Year 3
Scheme: UG
Department: Modern Languages
Credits: 10

Student Workload (hours)

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Seminars</th>
<th>Practical Classes &amp; Workshops</th>
<th>Tutorials</th>
<th>Fieldwork</th>
<th>Project Supervision</th>
<th>Guided Independent Study</th>
<th>Demonstration</th>
<th>Supervised time in studio/workshop</th>
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Period: Semester 1
Occurrence: E
Coordinator: Chris Lima
Mark Scheme: UG Pass for Credit

No. | Assessment Description | Weight % | Qual Mark | Exam Hours | Ass’t Group | Alt Reass’t |
---|-------------------------|----------|-----------|-----------|-------------|-------------|
001 | Coursework: Essay (1,000 words) | 40       |           |           |             |             |
002 | Coursework: Essay (1,500 words) (Final) | 60       |           |           |             |             |

Intended Learning Outcomes

As a result of this module, students will be able to:

• demonstrate an understanding of the generic features of poetry, drama and prose (the novel, short story)
• demonstrate an understanding of the authors and works covered
• develop their knowledge of the English language through the language used by the authors studied
• react to and interpret literary works critically, in order to support their argument in discussion
• evaluate interpretations of an original work (e.g. a film interpretation)
• demonstrate knowledge of the metalanguage needed to discuss literary texts
• develop their reading skills for coping with authentic texts
• exploit available resources (sources of literary texts and criticism)

Teaching and Learning Methods

Classes typically involve seminar discussion and groupwork. In each class students will learn about the author / genre / feature being covered, through tutor input or guided discovery activities.

In addition, students will be introduced to resources and strategies which they can use to continue their learning outside of the classroom, during the module and beyond. The University's Blackboard learning platform will be used to support students’ independent learning.

Assessment Methods

The module is assessed by two pieces of written coursework:

1) A review of a theatrical or film adaptation of a literary work, evaluating it in the light of the original text.

2) An essay which demonstrates an understanding of the genres, generic features and/or specific texts covered on the module.

Pre-Requisites

This module is only open to non-native speakers of English. Students should have a level of English equivalent to C1 in the Common European Framework of Reference (CEFR C1).

This module assumes no prior knowledge of English literature.

Last Published: 26 June 2017
EL3021  English Language and Literary Studies

Co-Requisites
None.

Excluded Combinations
None. This module does not cover Shakespeare's plays, so may be taken alongside "EL3026 Shakespeare's Plays".

Guided Independent Learning: Indicative Activities
## Module Specification

**EL3022 English Language and Literary Studies**

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Description</th>
<th>Weight %</th>
<th>Qual Mark</th>
<th>Exam Hours</th>
<th>Ass’t Group</th>
<th>Alt Reass’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>Coursework: Essay (1,000 words)</td>
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<td></td>
<td></td>
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</table>

### Intended Learning Outcomes

As a result of this module, students will be able to:

- demonstrate an understanding of the generic features of poetry, drama and the novel
- demonstrate an understanding of the authors and works covered
- develop their knowledge of the English language through the language used by the authors studied
- react to and interpret literary works critically, in order to support their argument in discussion
- evaluate interpretations of an original work (e.g. a film interpretation)
- demonstrate knowledge of the metalanguage needed to discuss literary texts
- develop their reading skills for coping with authentic texts
- exploit available resources (sources of literary texts and criticism)

### Teaching and Learning Methods

Classes typically involve seminar discussion and groupwork. In each class students will learn about the author / genre / feature being studied through tutor input or guided discovery activities.

In addition, students will be introduced to resources and strategies which they can use to continue their learning outside of the classroom, during the module and beyond. The University's Blackboard learning platform will be used to support students’ independent learning.

### Assessment Methods

The module is assessed through two pieces of written coursework;

1) An evaluation of a literary work inspired or influenced by a classic novel

2) A critical evaluation or interpretation of a work of poetry or drama covered on the course

### Pre-Requisites

This module is only open to non-native speakers of English. Students should have a level of English equivalent to C1 in the Common European Framework of Reference (CEFR C1).

This module assumes no prior knowledge of English Literature. It can be taken separately, or as a follow-on from the Semester 1 module “EL3021 English Language and Literary Studies”.

Last Published: 26 June 2017
EL3022 English Language and Literary Studies

Co-Requisites
None.

Excluded Combinations
None. This module does not cover Shakespeare's plays, so may be taken alongside "EL3027 Shakespeare's Plays".

Guided Independent Learning: Indicative Activities
EL3026  Shakespeare’s Plays

Academic Year: 2017/8  
Module Level: Year 3  
Scheme: UG  
Department: Modern Languages  
Credits: 10

<table>
<thead>
<tr>
<th>No.</th>
<th>Assessment Description</th>
<th>Weight %</th>
<th>Qual Mark</th>
<th>Exam Hours</th>
<th>Ass’t Group</th>
<th>Alt Reass’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>Coursework: Essay (1,000 words)</td>
<td>40</td>
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<tr>
<td>002</td>
<td>Coursework: Essay (1,500 words) (Final)</td>
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</tbody>
</table>

Intended Learning Outcomes

As a result of the module, students will be able to:

• analyse core elements of the dramatic structure of Shakespeare's plays, such as genre, plot structure, characterisation and themes
• discuss textual, theatrical and creative aspects of the plays
• employ strategies to approach Shakespeare’s language
• recognise and put into practice specific lines of criticism in analysis
• write academic essays in English using appropriate registers, evidence, and referencing

Teaching and Learning Methods

The module is based on textual and cinematic extracts of selected Shakespeare texts and on literary criticism of the plays. The lessons focus on selected plays and other aspects relevant to Shakespearean studies, such as the historical context of their creation and reception, performance, Shakespeare in different media, and language. Each lesson is designed to reach a balance between:

• critical literary analysis and language work (grammar and vocabulary)
• improvement of the four language skills (reading, writing, listening and speaking), but with a clear emphasis on reading and writing
• analysis of Shakespeare's plays as both text and performance

To maximise the opportunities available to practise and improve students' spoken English, the classes make extensive use of pair and small group activities and discussion.

In addition, students will be introduced to resources and strategies which they can use to continue their learning outside of the classroom, during the module and beyond. The University's Blackboard learning platform will be used to support students' independent learning.

Assessment Methods

The module is assessed through two pieces of written coursework.

Pre-Requisites

This module is only open to non-native speakers of English. Students should have a level of English equivalent to C1 in the Common European Framework of Reference (CEFR C1).
EL3026  Shakespeare’s Plays

Co-Requisites
None.

Excluded Combinations
None.

Guided Independent Learning: Indicative Activities
EL3027  Shakespeare's Plays

Academic Year: 2017/8
Module Level: Year 3
Scheme: UG
Department: Modern Languages
Credits: 10

Period: Semester 2
Occurrence: E
Coordinator: Chris Lima
Mark Scheme: UG Pass for Credit

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<th>Assessment Description</th>
<th>Weight %</th>
<th>Qual Mark</th>
<th>Exam Hours</th>
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<tbody>
<tr>
<td>001</td>
<td>Coursework: Essay (1,000 words)</td>
<td>40</td>
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<tr>
<td>002</td>
<td>Coursework: Essay (1,500 words) (Final)</td>
<td>60</td>
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</table>

Intended Learning Outcomes
As a result of the module, students will be able to:

• analyse core elements of the dramatic structure of Shakespeare's plays, such as genre, plot structure, characterisation, and themes
• discuss textual, theatrical and creative aspects of Shakespeare's plays
• employ strategies to approach Shakespeare's language
• recognise and put into practice specific lines of criticism in analysis
• write an academic essay in English using appropriate registers, evidence and referencing

Teaching and Learning Methods
The module is based on textual and cinematic extracts of selected Shakespeare texts and on literary criticism of the plays. The lessons focus on selected plays and other aspects relevant to Shakespearean studies, such as the historical context of their creation and reception, performance, Shakespeare in different media, and language. Each lesson is designed to reach a balance between:

• critical literary analysis and language work (grammar and vocabulary)
• improvement of the four language skills (reading, writing, listening and speaking), but with a clear emphasis on reading and writing
• analysis of Shakespeare's plays as both text and performance

To maximise the opportunities available to practise and improve students' spoken English, the classes make extensive use of pair and small group activities and discussion.

In addition, students will be introduced to resources and strategies which they can use to continue their learning outside of the classroom, during the module and beyond. The University's Blackboard learning platform will be used to support students' independent learning.

Assessment Methods
The module is assessed through two pieces of written coursework.

Student Workload (hours)

Lectures 0
Seminars 0
Practical Classes & Workshops 18
Tutorials 1
Fieldwork 0
Project Supervision 0
Guided Independent Study 56
Demonstration 0
Supervised time in studio/workshop 0
External Visits 0
Work Based Learning 0
Placement 0
Year Abroad 0
Total Module Hours 75

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Pre-Requisites
This module is only open to non-native speakers of English. Students should have a level of English equivalent to C1 in the Common European Framework of Reference (CEFR C1).

This module can be taken separately, or as a follow-on from the Semester 1 module "EL3026 Shakespeare's Plays".

Co-Requisites
None.

Excluded Combinations
None.

Guided Independent Learning: Indicative Activities