

**EL1005 Academic Writing**

**Academic Year:** 2019/0  
**Module Level:** Year 1  
**Scheme:** UG  
**Department:** English Language Teaching Unit (ELTU)  
**Credits:** 15

**Student Workload (hours)**

Lectures	
Seminars	10
Practical Classes & Workshops	20
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	120
Demonstration	
Supervised time in studio/workshop	
External Visits	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>150</b>

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:** Aaron Wise  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Coursework: Essay (2,000 words)	60		0		
002	Written examination	40		2		

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Aaron Wise  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Coursework: Essay (2,000 words)	60		0		
002	Written examination	40		2		

## Intended Learning Outcomes

On successful completion of the module, students should be able to:

- Students will demonstrate academic integrity in their submitted work through appropriate use of academic citation and referencing conventions in their discipline (for example in directly quoting or paraphrasing the work of others).
- Analyse the role of a range of rhetorical devices and deploy these in their own writing
- Analyse features of discourse across text genres
- Critically assess academic writing conventions
- Compose a discourse analysis of academic texts

## Teaching and Learning Methods

Each week students will attend:

- A two hour session with language development and content input
- A one hour seminar

Blackboard content:

- Academic writing tutorial
- Module documents
- A selection of web links related to the module content
- Electronic reading list

Reading List:

- Primary texts (set texts - main reading)
- Secondary texts (suggestions for further critical reading)
- Reference texts (titles on academic reading and writing)

**EL1005 Academic Writing**

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**Assessment Methods**

The module is assessed through a combination of coursework and a written exam.

**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**

None.

**Guided Independent Learning: Indicative Activities**

- Web search: Students will use the web links available on Blackboard as a starting point for independent research.
- Article/chapter reading: Students will be set core reading for prepare for seminar discussions and additional reading for homework tasks.
- Independent reading: Besides the suggestions for secondary reading provided in the reading list, students will need to conduct some independent library research.

**EL1007 Academic Speaking**

**Academic Year:** 2019/0  
**Module Level:** Year 1  
**Scheme:** UG  
**Department:** English Language Teaching Unit (ELTU)  
**Credits:** 15

**Student Workload (hours)**

Lectures	
Seminars	10
Practical Classes & Workshops	20
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	120
Demonstration	
Supervised time in studio/workshop	
External Visits	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>150</b>

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:** Janice Hinckfuss  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Written assignment	60				
002	Presentation	40		0.25		

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Janice Hinckfuss  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Written assignment	60				
002	Presentation	40		0.25		

### Intended Learning Outcomes

On successful completion of the module, students should be able to:

- Identify, explain and enact the use of rhetorical strategies and rhetorical devices
- Create and sustain a well-reasoned argument in written and spoken discourse
- Conduct a rhetorical analysis of spoken discourse
- Prepare and deliver a scholarly presentation in collaboration with peers that demonstrates an understanding of concepts covered in the Module

### Teaching and Learning Methods

Input (1 hour) sessions focus on raising theoretical awareness of rhetoric and associated rhetorical concepts to develop an understanding of rhetoric in academic contexts. Students are required to prepare in advance for input sessions by completing required reading and other study tasks.

Practical sessions (2 hours) are designed to combine theory with practical application. Students should expect to be actively involved in the classroom, in individual, pair and group activities. This will allow students to develop and refine their engagement in scholarly discourse.

Note that the assessed presentation involves groupwork.

### Assessment Methods

The module is assessed through a combination of coursework (written assignment) and an oral exam (presentation).

**EL1007 Academic Speaking**

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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 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**

For independent learning, students are required to use the reading list and online resources as a starting point in order to extend their knowledge further, and for additional practice.

## EL1020 Advanced General English with CAE Preparation

<b>Academic Year:</b>	2019/0	<b>Student Workload (hours)</b>	
<b>Module Level:</b>	Year 1		Lectures
<b>Scheme:</b>	UG		Seminars
<b>Department:</b>	English Language Teaching Unit (ELTU)	Practical Classes & Workshops	40
<b>Credits:</b>	15		Tutorials
			Fieldwork
			Project Supervision
		Guided Independent Study	110
			Demonstration
		Supervised time in studio/workshop	
			External Visits
		Work Based Learning	
			Placement
			Year Abroad
		<b>Total Module Hours</b>	<b>150</b>

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:** Ella Cooper  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Coursework: Writing	20		0		
002	Exam: Reading and Use of English	40		1.5		
003	Exam: Listening	20		1		
004	Exam: Speaking	20		0.5		

### Intended Learning Outcomes

On successful completion, of the module students should be able to:

- Writing: Produce a range of text types taking into account genre, register, and intended readership. Use appropriate language to execute a range of functions, e.g. evaluating, summarising, persuading.
- 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, 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.
- Speaking: Use appropriate language to execute a range of functions, e.g. exchanging ideas, expressing and justifying opinions, and negotiating an outcome. Use phonological features to accurately convey meaning. Use a range of cohesive devices and discourse markers to organise speech.
- Grammar and vocabulary: Demonstrate control of a range of grammatical structures and lexis appropriate to C1 level. Use a range of lexis appropriate to C1 level.

### Teaching and Learning Methods

The module is based on a published coursebook, which students are required to purchase. Additional materials tailored to the needs of the students are supplied by the tutor.

The classes make extensive use of pair and group work, and students can expect to play an active role.

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.

### Assessment Methods

Coursework  
 Exam 1  
 Exam 2  
 Exam 3

**EL1020    Advanced General English with CAE Preparation**

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**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**

Students are set weekly homework tasks including writing tasks, vocabulary and grammar exercises, and review tasks. Students will need to undertake a significant amount of independent language study to successfully complete the module.

**EL2011 English Pronunciation**

**Academic Year:** 2019/0  
**Module Level:** Year 2  
**Scheme:** UG  
**Department:** English Language Teaching Unit (ELTU)  
**Credits:** 15

**Student Workload (hours)**

Lectures	
Seminars	10
Practical Classes & Workshops	20
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	120
Demonstration	
Supervised time in studio/workshop	
External Visits	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>150</b>

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:** Janice Hinckfuss  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Coursework: Written analysis and recording (1,300) (Final)	50				
003	Written examination	50		1.5		

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Janice Hinckfuss  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Coursework: Written analysis and recording (1,300) (Final)	50				
003	Written examination	50		1.5		

### Intended Learning Outcomes

On successful completion of the module, students should be able to:

- Describe segmental and suprasegmental features of English pronunciation
- Analyse segmental and suprasegmental features of English pronunciation
- Compare and contrast L1 segmental and suprasegmental features with English segmental and suprasegmental features
- Identify a personal pronunciation goal drawing on the relevant literature and work towards achieving that goal
- Demonstrate an understanding of how to work towards achieving a personal pronunciation goal
- Demonstrate an understanding of the phonemic chart to support learning
- Demonstrate an understanding of appropriate terminology to support learning

### Teaching and Learning Methods

Theory (1 hour) sessions focus on raising theoretical awareness as well as knowledge of appropriate terminology. Students are required to prepare in advance for these sessions by completing the required reading and other study tasks.

Practical sessions (2 hours) are designed to combine theory with practical application. Students should expect to be actively involved in the classroom, in individual, pair and group activities, allowing the opportunity for feedback on their progress towards their pronunciation goal.

This module is introductory in nature and therefore assumes no prior knowledge of English phonology or phonemic script.

### Assessment Methods

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

**EL2011 English Pronunciation**

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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).

**Co-Requisites**

None

**Excluded Combinations**

None

**Guided Independent Learning: Indicative Activities**

For independent learning, students are required to use the reading list and online resources including Blackboard to extend their knowledge further and for additional practice.

**EL2012 Words & Meaning: English Vocabulary Development**

**Academic Year:** 2019/0  
**Module Level:** Year 2  
**Scheme:** UG  
**Department:** English Language Teaching Unit (ELTU)  
**Credits:** 15

**Student Workload (hours)**

Lectures	
Seminars	10
Practical Classes & Workshops	20
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	120
Demonstration	
Supervised time in studio/workshop	
External Visits	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>150</b>

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:** Luke Timms  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Coursework: Analysis of a text (1,500 words) (Final)	60				
004	Written examination	40		1.5		

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Luke Timms  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Coursework: Analysis of a text (1,500 words) (Final)	60				
004	Written examination	40		1.5		

### Intended Learning Outcomes

On successful completion of the module, students should be able to:

- Use appropriate strategies to record and learn vocabulary so that they can expand the range of vocabulary they use.
- Distinguish near-synonyms by comparing collocation, connotation and word grammar.
- Apply lexical approaches to chunking language.
- Investigate vocabulary for their own academic field in order to improve their ability to communicate in their discipline.
- Use dictionaries, corpora, concordancers, the Academic Word List and other resources effectively in order to prioritise high-frequency vocabulary, and to use vocabulary more accurately.

### 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) 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.

### Assessment Methods

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

**EL2012 Words & Meaning: English Vocabulary Development**

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**Pre-Requisites**

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).

**Co-Requisites**

None

**Excluded Combinations**

None

**Guided Independent Learning: Indicative Activities**

- Web search: Students will use the web links available on Blackboard as a starting point for independent research.
- Article / chapter reading: Students will be set core readings in order to prepare for seminar discussions.
- Independent reading: Besides the suggestions for reading provided in the reading list, students will need to conduct independent library research in order to prepare their coursework.

**EL2013 English Grammar in Use**

**Academic Year:** 2019/0  
**Module Level:** Year 2  
**Scheme:** UG  
**Department:** English Language Teaching Unit (ELTU)  
**Credits:** 15

**Student Workload (hours)**

Lectures	
Seminars	
Practical Classes & Workshops	30
Tutorials	
Fieldwork	
Project Supervision	
Guided Independent Study	120
Demonstration	
Supervised time in studio/workshop	
External Visits	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>150</b>

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:** Ella Cooper  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Coursework: analysis of a text (1,800 words)	60				
003	Written examination	40		1		

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Ella Cooper  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Coursework: analysis of a text (1,800 words)	60				
003	Written examination	40		1		

### Intended Learning Outcomes

On successful of the module, students should be able to:

- Critically evaluate traditional, prescriptive grammar rules by testing their validity against examples of authentic English
- Explore the relationship between grammar (syntax) and meaning (semantics) by identifying distinct features of different genres
- Account for the grammatical choices 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
- Identify relationships between grammatical structures and punctuation in writing, and apply this knowledge to their own writing

### 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.

### Assessment Methods

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

**EL2013 English Grammar in Use**

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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).

**Co-Requisites**

None

**Excluded Combinations**

None

**Guided Independent Learning: Indicative Activities**

Independent reading, use of online resources.

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

**EL2017 Teaching English to Speakers of Other Languages (TESOL)**

<b>Academic Year:</b>	2019/0	<b>Student Workload (hours)</b>	
<b>Module Level:</b>	Year 2		Lectures
<b>Scheme:</b>	UG		Seminars
<b>Department:</b>	English Language Teaching Unit (ELTU)	Practical Classes & Workshops	30
<b>Credits:</b>	15		Tutorials
			Fieldwork
			Project Supervision
		Guided Independent Study	120
			Demonstration
		Supervised time in studio/workshop	
			External Visits
		Work Based Learning	
			Placement
			Year Abroad
		<b>Total Module Hours</b>	<b>150</b>

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:** Luke Timms  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Coursework 1: A lesson plan	50				
002	Coursework 2: Materials design	50				

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Luke Timms  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Coursework 1: A lesson plan	50				
002	Coursework 2: Materials design	50				

### Intended Learning Outcomes

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

- Apply ESOL teaching and learning pedagogy
- Utilise basic ESOL teaching tools and techniques
- Demonstrate an understanding of how language and language skills can be presented and practised
- Plan a language lesson on sound pedagogical principles
- Create 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.

### Assessment Methods

Coursework 1: A lesson plan  
 Coursework 2: Materials design

**EL2017 Teaching English to Speakers of Other Languages (TESOL)**

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**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).

**Co-Requisites**

None.

**Excluded Combinations**

None.

**Guided Independent Learning: Indicative Activities**

Students' independent study will include reading and materials preparation to support the practical work carried out in class.

**EL2025    Language and Media**

**Academic Year:** 2019/0  
**Module Level:** Year 2  
**Scheme:** UG  
**Department:** English Language Teaching Unit (ELTU)  
**Credits:** 15

**Student Workload (hours)**

Lectures	
Seminars	
Practical Classes & Workshops	28
Tutorials	2
Fieldwork	
Project Supervision	
Guided Independent Study	120
Demonstration	
Supervised time in studio/workshop	
External Visits	
Work Based Learning	
Placement	
Year Abroad	
<b>Total Module Hours</b>	<b>150</b>

**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:** Aaron Wise  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Coursework: Essay (2,000 words)	60				
002	Exam	40		2		

**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Aaron Wise  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Coursework: Essay (2,000 words)	60				
002	Exam	40		2		

### Intended Learning Outcomes

On successful completion of the module, students should be able to:

- Demonstrate ability to express complex ideas and concepts in written English with accuracy and fluency
- Apply key concepts in media studies (such as semiotics, genre, narrative, ideology) to the analysis of media texts
- Analyse features of discourse across media texts
- Evaluate schools of thought on contemporary media issues
- Compose a discourse analysis of media texts

### Teaching and Learning Methods

The syllabus of this Module focuses on language development through understanding and analysing media texts.

Each week students will attend:

- A two hour session with language development and content input
- A one hour seminar

Blackboard Content:

- Academic writing tutorial
- Module documents
- A selection of web links related to the module content
- Electronic reading list

Reading List:

- Primary texts (set texts - main reading)
- Secondary texts (suggestions for further reading)
- Reference texts (titles on academic reading and writing)

**EL2025 Language and Media**

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**Assessment Methods**

Students are assessed through a combination of coursework and a final exam.

**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**

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**Guided Independent Learning: Indicative Activities**

Web search: Students will use the web links available on Blackboard as a starting point for independent research.

- Article/chapter reading: Students will be set core reading for prepare for seminar discussions and additional reading for homework tasks.

- Independent reading: Besides the suggestions for reading provided in the reading list, students will need to conduct independent library research.

**EL3021 English Language and Literature**

<b>Academic Year:</b> 2019/0 <b>Module Level:</b> Year 3 <b>Scheme:</b> UG <b>Department:</b> English Language Teaching Unit (ELTU) <b>Credits:</b> 15	<b>Student Workload (hours)</b> Lectures Seminars Practical Classes & Workshops 28 Tutorials 2 Fieldwork Project Supervision Guided Independent Study 70 Demonstration Supervised time in studio/workshop External Visits Work Based Learning Placement Year Abroad <b>Total Module Hours 100</b>
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**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:** Chris Lima  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Coursework 1: Review (900 words)	40				
002	Coursework 2: Essay (1,300 words)	60				

### Intended Learning Outcomes

On successful completion of the module, students should be able to:

- Demonstrate an ability to express complex ideas and concepts in written English with accuracy and fluency
- Discuss texts following the academic conventions in the field of literary studies, using appropriate metalanguage
- Analyse literary works, applying knowledge of the generic features of Romantic poetry and prose and exploring specific features of the authors and works in the syllabus
- Make meaningful connections between literature and other media, especially film, by evaluating interpretations of an original work
- React to and interpret literary works adopting a clear line of criticism, such as Feminist, Psychoanalytic and Marxist criticism

### Teaching and Learning Methods

The syllabus of this module focuses on the Romantics and their influence on other literary genres, art forms, and contemporary popular culture.

In the first week, students will submit a formative assignment of 500 words on a generic topic in the field of English Studies.

Each week students will attend:

- A two hour session with language practice and content input (lecture)
- A one hour seminar (group discussion)
- Besides the language and literature focus, content related to the development of academic skills will also be covered in both weekly sessions.

### 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.

In the first week, students will also submit a formative assignment of 500 words on a generic topic in the field of English Studies.

### 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).

**EL3021 English Language and Literature**

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**Co-Requisites**

None.

**Excluded Combinations**

None.

**Guided Independent Learning: Indicative Activities**

**Web search:** students are required to use the web links available on Blackboard and conduct some independent web search on particular aspects of the literary work to be studied in the following session, such as setting, plot summary, characters, historical background and possible film adaptations. Such information will be shared in the seminar discussion.

**Article/chapter reading:** every other lesson students are given a list of three critical papers on the literary text they are currently studying; they should download and read the paper of their choice as preparation for the seminar discussion.

**Independent reading:** besides the suggestions for secondary reading provided in the reading list, students will need to conduct independent library research in order to write their assignments.

**EL3022 English Language and Literature**

<b>Academic Year:</b> 2019/0 <b>Module Level:</b> Year 3 <b>Scheme:</b> UG <b>Department:</b> English Language Teaching Unit (ELTU) <b>Credits:</b> 15	<b>Student Workload (hours)</b> Lectures Seminars Practical Classes & Workshops 28 Tutorials 2 Fieldwork Project Supervision Guided Independent Study 70 Demonstration Supervised time in studio/workshop External Visits Work Based Learning Placement Year Abroad <b>Total Module Hours 100</b>
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**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Chris Lima  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Coursework 1: Review (900 words)	40				
002	Coursework 2: Essay (1,300 words)	60				

### Intended Learning Outcomes

On successful completion of the module, students should be able to:

- Demonstrate an ability to express complex ideas and concepts in written English with accuracy and fluency
- Discuss texts following the academic conventions in the field of literary studies, using appropriate metalanguage
- Analyse literary works, applying knowledge of the generic features of Victorian poetry and prose and exploring specific features of the authors and works in the syllabus
- Make meaningful connections between literature and other media, especially film, by evaluating interpretations of an original work
- React to and interpret literary works adopting a clear line of criticism, such as New Historicism and Ecocriticism

### Teaching and Learning Methods

The syllabus of this module focuses on the Victorians and their influence on other literary genres, art forms, and contemporary popular culture.

In the first week, students will submit a formative assignment of 500 words on a generic topic in the field of English Studies.

Each week students will attend:

- A two hour session with language practice and content input (lecture)
- A one hour seminar (group discussion)
- Besides the language and literature focus, content related to the development of academic skills will also be covered in both weekly sessions.

### Assessment Methods

The module is assessed through two pieces of written coursework.

In the first week, students will submit a formative assignment of 500 words on a generic topic in the field of English Studies.

### 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.

**EL3022 English Language and Literature**

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**Excluded Combinations**

None.

**Guided Independent Learning: Indicative Activities**

Web search: students are required to use the web links available on Blackboard and conduct some independent web search on particular aspects of the literary work to be studied in the following session, such as setting, plot summary, characters, historical background and possible film adaptations. Such information will be shared in the seminar discussion.

Article/chapter reading: every other lesson students are given a list of three critical papers on the literary text they are currently studying; they should download and read the paper of their choice as preparation for the seminar discussion.

Independent reading: besides the suggestions for secondary reading provided in the reading list, students will need to conduct independent library research in order to write their assignments.

**EL3025 Shakespeare and English Language**

<b>Academic Year:</b> 2019/0 <b>Module Level:</b> Year 3 <b>Scheme:</b> UG <b>Department:</b> English Language Teaching Unit (ELTU) <b>Credits:</b> 15	<b>Student Workload (hours)</b> Lectures Seminars Practical Classes & Workshops 28 Tutorials 2 Fieldwork Project Supervision Guided Independent Study 120 Demonstration Supervised time in studio/workshop External Visits Work Based Learning Placement Year Abroad <b>Total Module Hours 150</b>
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**Period:** Semester 1  
**Occurrence:** E  
**Coordinator:** Chris Lima  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Coursework: Review of a stage production / film adaptation (1,000 words)	40				
002	Coursework: Essay (2,000 words) (Final)	60				

### Intended Learning Outcomes

On successful completion of the module, students should be able to:

- Demonstrate an ability to express complex ideas and concepts in written English with accuracy and fluency
- Discuss literary texts following the academic conventions of the field of Shakespearean studies, demonstrating knowledge of appropriate metalanguage
- Analyse literary works, applying knowledge of the generic features of English Renaissance Drama and exploring specific features of the set plays in the syllabus
- Make meaningful connections between the written texts of the set plays, stage productions, and film adaptations
- React to and interpret literary works adopting a clear line of criticism, such as New Historicism, psychoanalytical criticism, and cultural materialism

### Teaching and Learning Methods

The 2018-19 set plays for this Module are: Henry V, Othello, and The Merchant of Venice. Each week students will attend:

- A two hour session with language practice and content input (lecture)
- A one hour seminar (group discussion)
- Besides the language and literature focus, content related to the development of academic skills will also be covered in both weekly sessions.

### Assessment Methods

The module is assessed through two pieces of written coursework.

In the first week, students will submit a formative assignment of 500 words on a generic topic in the field of Shakespearean Studies.

### 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.

**EL3025 Shakespeare and English Language**

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**Guided Independent Learning: Indicative Activities**

Web search: students are required to use the web links available on Blackboard and conduct some independent web search on particular aspects of the play to be studied in the following session, such as setting, plot summary, characters, historical background and possible film adaptations. Such information will be shared in the seminar discussion.

Article/chapter reading: every other lesson students are given a list of three critical papers on the play they are currently studying; they should download and read the paper of their choice as preparation for the seminar discussion.

Independent reading: besides the suggestions for secondary reading provided in the reading list, students will need to conduct independent library research in order to write their assignments.

**EL3027 Shakespeare and English Language**

<b>Academic Year:</b> 2019/0 <b>Module Level:</b> Year 3 <b>Scheme:</b> UG <b>Department:</b> English Language Teaching Unit (ELTU) <b>Credits:</b> 15	<b>Student Workload (hours)</b> Lectures Seminars Practical Classes & Workshops 28 Tutorials 2 Fieldwork Project Supervision Guided Independent Study 70 Demonstration Supervised time in studio/workshop External Visits Work Based Learning Placement Year Abroad <b>Total Module Hours 100</b>
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**Period:** Semester 2  
**Occurrence:** E  
**Coordinator:** Chris Lima  
**Mark Scheme:** UG Module Mark Scheme

No.	Assessment Description	Weight %	Qual Mark	Exam Hours	Ass't Group	Alt Reass't
001	Coursework 1: Review of stage production / film adaptation (900 words)	40				
002	Coursework 2: Essay (1,300 words)	60				

### Intended Learning Outcomes

On successful completion of the module, students should be able to:

- Demonstrate an ability to express complex ideas and concepts in written English with accuracy and fluency
- Discuss literary texts following the academic conventions of the field of Shakespearean studies, demonstrating knowledge of appropriate metalanguage
- Analyse literary works, applying knowledge of the generic features of English Renaissance Drama and exploring specific features of the set plays in the syllabus
- Make meaningful connections between the written texts of the set plays, stage productions, and film adaptations
- React to and interpret literary works adopting a clear line of criticism, such as Feminist criticism, Gender studies, and Deconstruction

### Teaching and Learning Methods

The 2018-19 set plays for this Module are: Macbeth, As You Like It, and Richard III. Each week students will attend:

- A two hour session with language practice and content input (lecture)
- A one hour seminar (group discussion)
- Besides the language and literature focus, content related to the development of academic skills will also be covered in both weekly sessions.

### Assessment Methods

The module is assessed through two pieces of written coursework.

In the first week, students will submit a formative assignment of 500 words on a generic topic in the field of Shakespearean Studies.

### 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.

**EL3027 Shakespeare and English Language**

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**Guided Independent Learning: Indicative Activities**

Web search: students are required to use the web links available on Blackboard and conduct some independent web search on particular aspects of the play to be studied in the following session, such as setting, plot summary, characters, historical background and possible film adaptations. Such information will be shared in the seminar discussion.

Article/chapter reading: every other lesson students are given a list of three critical papers on the play they are currently studying; they should download and read the paper of their choice as preparation for the seminar discussion.

Independent reading: besides the suggestions for secondary reading provided in the reading list, students will need to conduct independent library research in order to write their assignments.