

MODULE DATA

MODULE TITLE		Language Across Cultures			
MODULE LEVEL		4			
MODULE CREDIT POINTS		20			
SI MODULE CODE (if known)		44-4978-00L			
MODULE JACS CODE					
SUBJECT GROUP					
MODULE DELIVERY PATTERN (✓ as applicable or give dates for non-standard delivery) NB "Semester 3" ends on 31 July each year					
LONG (2 semesters)		SHORT (1 semester)		NON-STANDARD DELIVERY	
Sem 1 & 2	✓	Sem 1		Start Date	
Sem 2 & 3		Sem 2		End Date	
		Sem 3			
MODULE ASSESSMENT PATTERN (✓ as applicable - also complete Table A, Section 5, below)					
Single Module Mark with Overall Module Pass Mark of 40%					✓
Single Module Mark - Pass/Fail only					
Up to Three Assessment Tasks with Pass Mark of 40% for each Task and Overall Module Pass Mark of 40%					
Up to Three Assessment Tasks - Pass/Fail only					
Other - if choosing "Other" please give further details of assessment pattern in the blank space below. <i>"Other" should be chosen where, for example, a PSRB has specified an overall Module Pass Mark of higher than 40% - if so, give details below and specify higher pass mark. Or, eg, where PSRB has specified an Individual Task Pass Mark of higher than 40% give details in space below and complete final column in Table A, Section 5)</i>					
Overall Module Pass Mark if other than 40% (subject to approval)					%
MODULE INFORMATION (✓ as applicable - also complete Table A, Section 5)					
Is a timetabled examination required for the assessment of this module?					
Is a timetabled examination required for the reassessment of this module?					
Is the module delivered wholly by Distance Learning (ie. not timetabled at SHU)					
Are any staff who are responsible for teaching on this module non-SHU employees?					
MODULE STATUS (✓ as applicable to status of module in the context of current proposal)					
Unchanged: an existing module, presented as unchanged from previous years					
Modified: an existing module being modified as a result of this validation, eg. changes to delivery or assessment pattern, title, credit weighting etc					
New: new module to be approved through current validation process					✓
If status is 'Modified', please give date when modified version is to be available from				Modified Version Available from N/A	
Breakdown of notional study hours by type (Typically requires 10 hours of notional study time for 1 CATS credit)		Tutor-Led (Contact Hours)	Tutor-Directed Study	Self-Directed Study	TOTAL STUDY HOURS for this Module
OTHER COURSES FEATURING THIS MODULE (please list below)					

1 AIM OF THIS MODULE

The aim of this module is to develop your understanding of the linguistic and cultural features of different languages in order to help your acquisition and successful use of the languages you are studying.

2 BY ENGAGING SUCCESSFULLY WITH THIS MODULE YOU WILL BE ABLE TO

1. describe how languages have evolved over time and their impact on culture and thought processes
2. identify common features and key differences between the major language families
3. identify different styles and registers of languages and analyse their usage in different social contexts and different cultures
4. compare and contrast linguistic differences and similarities between languages using appropriate linguistic terminology
5. describe how transfer and interference from the mother tongue can impact on language learning
6. analyse data from languages other than your mother tongue

3 THESE ARE EXAMPLES OF THE CONTENT OF THE MODULE

- History of language and language families. How historical events have impacted on language and how languages interrelate
- Language and linguistic evolution, including the impact of global media, the evolution of minority languages and semantic shift
- Language and thought processes. How language impacts on culture.
- Distinguishing features of the styles and registers of languages, e.g. social conventions, business language, accents and social class
- Comparison of the grammar and phonology of different languages
- Error analysis based on interference and transfer between languages

4 THESE ARE THE MAIN WAYS YOU WILL BE SUPPORTED IN YOUR LEARNING TO ACHIEVE THESE OUTCOMES

In order to achieve the learning outcomes of this module you will be required to take part in regular lectures and seminars with the tutor as well as to engage actively in structured directed learning outside the classroom. The normal mode of classroom communication will be English, but you will be required to apply the content taught in this module to the languages you are studying at Sheffield Hallam University.

Classroom work will consist of various forms of input and follow-up activities, both tutor and student- led. Tutor input will be in the form of lectures and seminars, as well as guidance and facilitation of student activities, e.g. discussions, group work, presentations, etc. As part of your directed learning you will be expected to prepare topics for discussion and presentation, to search for relevant materials using CIT, and undertake the relevant reading work required for the module.

For this module it is essential that you make full and systematic use of your “self-managed” time. This module’s Blackboard content will support you in doing so.

5 THESE ARE THE WAYS THAT WILL BE USED TO ENABLE YOU TO DEMONSTRATE YOU HAVE MET THE LEARNING OUTCOMES

Your progress in this module will be assessed by coursework (100%). You will be assessed on your ability to demonstrate understanding of the issues studied, to identify and collect adequate sources of information and to present information and arguments in a structured way both orally and in writing using adequate terminology.

Assessment task 1:

Group presentation. (40%) A presentation in mixed language groups on one of the topics studied in semester 1. The topic must be related to the languages and countries studied by the students and should compare and contrast the features of the chosen topic in the different contexts.

Assessment task 2:

Individual report. (60%) A 2000 word report in English on an aspect of the grammar or phonology of English and the language/s studied. The report should analyse the key differences and similarities between the languages, the difficulties these present to the learner and strategies to overcome them.

TABLE A: ASSESSMENT TASK INFORMATION

ASSESSMENT TASK	SI Code	% weighting of overall module mark	Duration of task / word count / length of exam	In-module retrieval available?	Individual task pass mark ONLY IF OVER 40%**
Group presentation	PR	40%	15 minutes	N	
Individual report	CW	60%	2000 words	N	

ASSESSMENT CRITERIA:

PRESENTATION

Task Mark (out of 100) /Grade	Demonstrate teamwork in the completion and delivery of this assessment element	Present your findings in a presentation using appropriate commentary and visual aids within the time limit	Identify the main issues involved
< 40%	A disjointed presentation. Some group members seem to have had very limited input in the presentation.	The presentation was poorly prepared. Very limited or inadequate use of visual aids	Issues wholly or partially unidentified in relation to the chosen topic. Many misunderstandings or errors in the content provided. Very weak structure and no research sources identified.
40-49%	Most members appeared to actively participate in the group, although it felt as if each member had worked separately rather than in a group	Some of the presentation was well communicated and supported with visual aids	The topic has been understood in broad terms but there might be a few important errors in some areas. Some information has not been presented clearly and it is difficult to follow. Limited range of research sources.
50-59%	Everybody appeared to contribute to the presentation, although some seem to have had more input in the presentation than others	The performance in the presentation was good overall. Visual aids were generally used to good effect, although some slides were too busy or unclear	The chosen topic has been quite well understood despite a few minor mistakes. The presentation follows a logical structure, although a few aspects have been given too much/ too little attention. Adequate range of research sources.
60-69%	The whole group contributed to the presentation. There was good communication between members and as a result the presentation flowed well.	A good presentation with appropriate supporting materials.	The topic has been well understood and has been explained in a clear manner, with a number of examples used to illustrate the main arguments. The presentation is well structured and no important aspects to do with this topic have been omitted. Good research sources.
70%+	An excellent group demonstration. The presentation is fully cohesive, with all students having had an equal weight in the presentation	Excellent presentation that informed the audience at all times. Slides were always relevant and informative.	The topic has been dealt with extremely efficiently. All major issues have been explained, relevant examples have been found to support arguments and there is evidence of a wide range of research sources.

REPORT

Mark (out of 100%)	Report written in an appropriate standard at level 4, including academic referencing.	Data research and analysis
< 40% Referral	Poor use of relevant terminology and rambling structure- the meaning is difficult to determine. No academic referencing, poor presentation No evidence of information sources	Either a lack of or no field research data and little or no analysis of these data, if provided.
40-49%	Basic relevant terminology Report structure used but not always consistently Academic referencing in evidence, acceptable presentation 3 sources of information sources used	Some field research has been done but the data are limited and have been used in a descriptive rather than analytic manner
50-59%	Good use of language skills to deliver your meaning Report structure and academic referencing are used to demonstrate your understanding Good presentation More than 3 sources of information <i>used</i>	Satisfactory use of field research data. Findings are identified and explained. Connection have been made between the research findings and the module content
60-69%	Good use of language skills to deliver your meaning Report structure and academic referencing are used to demonstrate you clearly understand the present and future state of the market sector Professional presentation 3+ information sources used in an appropriate and varied way	Evidence of field research having been carried out to a good standard. There is a good set of findings and these are commented upon in a reflective and analytical manner. Data are interpreted taking into account the module content
70% +	Excellent report written very clearly, including academic referencing and examples to illustrate your points. Excellent presentation Excellent range of information sources used throughout the report	Excellent application of field research used reflectively to compare features of language. Data interpretation fully linked to the module's content.

6 THIS IS HOW YOU WILL BE GIVEN FEEDBACK ON YOUR PERFORMANCE

Feedback, both oral and written, will be provided throughout the semester. Informal feedback will be provided to you based on the standard of your homework and on your performance in the seminars. You should also seek feedback and guidance when you are preparing for your assignments, both from your tutor and from your language assistant.

Formal feedback, which is based on your assignment performance, will be provided shortly after completion of each of your coursework tasks. It will give you clear and detailed information on your performance as well as highlighting areas for improvement. For all assessment tasks you are encouraged to seek further clarification if you feel you need it.

7 THESE ARE EXAMPLES OF THE KEY LEARNING RESOURCES YOU WILL USE

You will be provided with a range of study materials in your module handbook and on the module Blackboard site. The module will draw on published books, journals and web resources in the field. These will include:

Recommended Texts:

Linguistics across Cultures. Robert Lado. University of Michigan Press 1974.

Contrastive Linguistics. James, C. <http://www.llas.ac.uk/resources/gpg/1395#ref4>

Contrasting Languages: The Scope of Contrastive Linguistics. Krzeszowski, T. (1990). Berlin: Mouton De Gruyter

Language and Culture: An Introduction to Human Communication.
<http://anthro.palomar.edu/language/default.htm>

Linguistics. A very Short Introduction. P H Matthews. OUP 2003.

Speak. A short history of languages. Tore Janson. OUP 2002

Linguistics for Language Learning. Peter Paul. Macmillan Education Australia. 1993

Language & Culture. Claire Kramsch. OUP. ISBN 0-19-4 37214 - 6

English Grammar for Students of Spanish/French/German/Italian. Various authors. Olivia and Hill Press

THIS INFORMATION CAN BE FOUND IN THE

BSC 1 Module Guide

NOTE THAT THIS ADDITIONAL INFORMATION MAY BE SUBJECT TO CHANGE FROM YEAR TO YEAR.

FINAL TASK

According to the Assessment Strategy shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment	Task No.
	2

Strategy)	
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MODULE REFERRAL STRATEGY

Task for Task (as shown for initial assessment strategy)	Y
Single Referral Package for All Referred Students	N

REVISIONS

Date	Reason
July 2012	Assessment Framework review