

<b>MODULE TITLE</b>	Language, Media and Society
<b>MODULE CODE</b>	CMM164
<b>EFFECTIVE FROM</b>	September 2025
<b>MODULE LEVEL</b>	4
<b>CREDIT POINTS</b>	20

<b>MODULE INSTANCE(S)</b>	Location	Semester	Module Coordinator	Teaching Staff
	Belfast	1	Irwin, Anthea	Irwin, Anthea

<b>HOURS</b>	Seminars	36 hrs
	Directed Study	36 hrs
	Independent study	128 hrs
<b>TOTAL EFFORT HOURS</b>		200 hrs

**ACADEMIC SUBJECT**                      Communication

### **RATIONALE**

An appreciation of the implications of language use for individuals' and groups' place in and experience of society, and the ways in which the media we produce and consume reinforces and challenges these positions and experiences, adds value for any student who wishes to enter a career as a Communication professional. Understanding such issues enables students to develop as responsible and ethical practitioners. Ability to analyse linguistic and media representations encourages them to begin to think about the implications of their own writing and media production as regards empowerment and equality, diversity, and inclusion.

By developing students' skills of applying theory to 'real life' examples, and considering language and media in relation to various aspects of identity, situations, and genres, the module aims to enhance students' awareness of the multi-faceted relationship between language, media, and social and cultural issues, institutions and processes, including the central role of power in all of these.

Sustainable development goals (SDGs) are embedded in the module. The innovative and active learning pedagogy provides quality education in the present, as well as encouraging a continuing lifelong learning interest in the issues (SDG 4). Consideration of gender representation and communication and its relationship to power and empowerment is a key topic on the module (SDG 5). Relatedly and more broadly, a range of aspects of identity are considered in the same way, as is the intersections between them. This aims to make students responsible communicators and citizens, and prepare them for industry practice that makes decisions and creates content with equality, diversity and inclusion in mind, hence reducing inequalities (SDG 10). Both the knowledge gaining and the reflective elements of the module enable students to feel confident and empowered in their own intersectional identities, thus encouraging good health and wellbeing (SDG 3). To work towards these goals, students develop the competencies of self-awareness due to the level

of reflection in the module, and normative by becoming aware of the norms and values that underpin actions, and how to challenge these when necessary.

#### Graduate Attributes

CMM164 Language, Media and Society seeks to develop active citizens, who understand the role of mediated communication in building a sustainable and inclusive environment. It seeks to develop engaged learners, who can apply theoretical learning to reflect critically on the influence of the media in wider society. It develops students as collaborative learners with effective communication skills for teamworking. Finally, the module seeks to develop personal confidence and resilience through enhanced skills of self reflection to support personal growth and maximise personal potential.

### **AIMS**

Consider the relationship between language, media and social issues/categories such as power, privilege and disadvantage, including the role of media representation in creating this relationship.

Demonstrate the ways in which language and media are shaped by society and culture; and conversely, the ways in which society and culture are shaped by language and media.

Consider the increasingly mediated nature of language and communication, including individuals' role as producers as well as consumers of media.

Identify and introduce key approaches and concepts in the fields of applied language, discourse and cultural studies.

### **LEARNING OUTCOMES**

Successful students will be able to:

- 1 Demonstrate the relationship between language, identity and society.
- 2 Identify key concepts and approaches in the study of language, media and society.
- 3 Reflect on the student's own language and media use.
- 4 Evidence written and oral communication skills.

### **CONTENT**

The relationship between language, media, and society

Intersectionality

Media producers and media audiences

Reading and (re)producing media messages

Language, media and age

Language, media and gender

Language, media and sexuality

Language, media and ethnicity

Language, media and social class

Language, media and disability

### **LEARNING AND TEACHING METHODS**

This module is blended learning, and is delivered in a 'flipped classroom' mode. For each week of content, students are provided with bitesize key content videos (2 or 3 x 10-15 minutes) to engage with, carry out reflective writing between viewing videos and attending on campus classes, and attend a three hour seminar session on campus.

The key content videos introduce and explain key concepts, theories and approaches within the study of language, media and society by applying them to specific examples.

Reflective work pre-seminar ask students to reflect on their own experience of the issues covered in the key content videos.

Seminars test and reinforce knowledge and understanding, and develop analytical skills with interactive opinion polls, quizzes, analysis of examples, and discussion of the wider social and cultural aspects of language use. They are a mixture of full class and small group work.

Students are directed to read chapters from the course book as well as being encouraged to read and watch further around the topics.

## **ASSESSMENT AND FEEDBACK**

### **Class Test [25%]**

There are three online 'mini-tests' of 20 minutes duration equally spaced across the module, completed on the Blackboard site. These are completed individually and provide 25% of the overall module mark. Feedback is written into the tests and is received immediately following completion of each test.

### **Portfolio [75%]**

Part A (25%): Individual weekly reflections. Total word count: 1000 words

Between engaging with the key content videos and attending the seminar, students post a reflection in an individual journal about their own experiences - from everyday life and media consumption - relating to that week's content, attempting to correctly use key terminology.

General formative feedback is provided in class, and targeted formative feedback is provided in voluntary individual sessions prior to video assignment submission.

Part B (50%): Final narrated slide deck (15 minutes).

Students produce a final individual narrated slide deck covering two of the aspects of identity and analysing independently chosen examples of language and media relating to these. Feedback is provided via a rubric and overall commentary.

This module is assessed entirely by coursework. The coursework falls into two categories:

knowledge and application (25%) consisting of class tests; reflection and analysis (75%), consisting of weekly reflections and an individual narrated slide deck assignment.

Formative feedback is provided in generic and targeted forms in the online space, in the seminar, and in voluntary final assignment meetings.

Summative feedback is provided immediately following the completion of each class test, and as a rubric and overall comment on the final individual video assignment.

100% Coursework

0% Examination

## **READING LIST**

### **Required:**

Irwin-Turner, A. (2023) *Language, Media and Society*. Wiley Blackwell.

### **Recommended:**

Benwell, B. and E. Stokoe (2006) *Discourse and Identity*. Edinburgh: Edinburgh University Press.

Bordwell, D., Thompson, K., and Smith, J. (2019) *Film Art: An Introduction*. 12th edn. NYC: McGraw Hill.

Branston, G. and Stafford, R. (2010). *The Media Student's Book* 5th ed. London: Routledge.

Delin, J. (2000) *The Language of Everyday Life*. London: Sage.

Edwards, J. (2013). *Sociolinguistics: A Very Short Introduction*. OUP USA.

McDougall, J. (2019). *Media Studies: The Basics*. 2nd edn. London: Routledge.

Monaco, J. (2009). *How to Read a Film: Movies, Media and Beyond*. OUP USA.

Mooney, A and Evans, B. (2023). *Language, Society & Power: An Introduction*. 6th edn. London: Routledge.

Wardhaugh, M. and Fuller, J.M. (2021). *An Introduction to Sociolinguistics*. 8th edn. Oxford: Blackwell.

Journals:

Journal of Media & Cultural Studies

Journal of Sociolinguistics

Language in Society

## **SUMMARY DESCRIPTION**

The module considers:

- How language and communication are used differently by different people
- How language and communication are used differently to and about different people
- How all of this is related to aspects of people's identity like gender and ethnicity
- How all of this is affected, reinforced and constructed by the media
- How all of this is related to power