University of Reading

Department of English Language & Applied Linguistics

School of Literature and Languages

Part 1 Modules:

LS1ELS
ENGLISH LANGUAGE AND SOCIETY

LS1SG
SOUNDS, GRAMMAR AND MEANING

LS1TAL
TECHNIQUES AND SKILLS FOR APPLIED LINGUISTICS

LS1ELU
ENGLISH LANGUAGE IN USE

2017-18
## Contents

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September 2017

The aim of this Programme Handbook is to provide specific information on the School of Languages and Literature and how it supports its degree programmes as well as other sources of important information.

More general information about the University and key academic policies and procedures can be found in Essentials (http://student.reading.ac.uk/essentials), further details of which are provided later in this handbook.

It is the responsibility of students to familiarize themselves with the Programme handbook and with the contents of Essentials, and to use them as a reference when required. **It is particularly important that you familiarize yourself with the key academic policies and procedures listed in the Overview of ‘Essentials’ and Key Academic Policies and Procedures (pages 9 & 11), since they govern important aspects of your programme and may therefore have a significant impact on your studies and the successful completion of your degree.**

Disclaimer

This is a guide for the convenience of students and staff. Formal Ordinances and Regulations are given in the University Calendar (http://www.reading.ac.uk/calendar), in the Programme Specification (available at http://www.reading.ac.uk/progspecs) and in the relevant module descriptions (http://www.reading.ac.uk/modules). Should there be, or appear to be, any conflict between statements in this handbook and the full Ordinances, Regulations, Programme Specifications or module descriptions, the latter shall prevail.

Although the information in this Handbook is accurate at the time of publication, aspects of the programme and of School practice may be subject to modification and revision. The University reserves the right to modify the programme in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes, or external sources such as professional bodies, require a change to be made. In such circumstances, revised information will be issued. Information provided by the School in the course of the year should therefore be regarded, where appropriate, as superseding the information contained in the handbook.

Please keep this handbook in a safe place as you will need to refer to it throughout your programme.
INTRODUCTION

Welcome to the Department of English Language and Applied Linguistics and particularly to the BA Part One course.

Please read through this handbook now and keep it for reference throughout the year.

The members of staff who are most concerned with Part One in the Department are:

The Senior Tutor, English Language: Dr. Tony Capstick
BA Programme Director, English Language: Dr. Christiana Themistocleous

Module Teaching Staff
LS1SG Sounds, Grammar and Meaning: Professor Jane Setter (Autumn Term) Dr. Jacqueline Laws (Spring Term)
LS1ELS English Language and Society: Dr. Christiana Themistocleous
LS1TAL Techniques and Skills for Applied Linguistics: Dr. Damian Fitzpatrick
LS1ELU English Language in Use: Dr. Fraibet Aveledo

Personal Tutors
One of the most important people you will meet while you are a student at Reading is your Personal Tutor. Your Personal Tutor’s duties are:

- to help you in the transition as you settle into university, and to help you make the most of your time at Reading
- to advise and support you regarding your studies, and help you with any academic or personal difficulties that may affect your progress
- to see you regularly and to help you reflect on your progress
- to support your academic, professional and personal development
- to provide reports and references for future academic or career choices

You should meet with your Personal Tutor at least once a term and also feel free to arrange a mutually convenient meeting should you have something you would like to talk over.

Your Personal Tutor will be able to give you better advice and sounder references if he or she knows you well. Make sure your Personal Tutor knows about your achievements and skills, particularly those outside the immediate programme curriculum.
Reading List

We would urge you to buy the following books, which are essential for our Part One modules:


We also recommend:


You will be able to buy these and other course books at the University Bookshop in the Students Union Building
The website for the Department of English Language & Applied Linguistics can be found at http://www.reading.ac.uk/english-language-and-applied-linguistics/, or scan the QR code below:

![QR Code for Department website](image1)

The Part 1 Blackboard site contains information about the material covered in the Part 1 modules and helpful suggestions about academic writing. The site is always being updated, so you should consult it regularly. Log in at http://www.bb.reading.ac.uk or scan the code below:

![QR Code for Blackboard site](image2)

Facebook (Applied Linguistics, English Language & ELT at Reading)  
Twitter (@UniRdg EngLang)
Communication

Students should note that email is the default means of communication between staff and students. Students must use their official University email address, rather than a personal one, when communicating with the University for the following reasons:

- the University guarantees that your University of Reading email account will be available to you for the entire duration of your studies;
- the University guarantees that suitable, supported email software will be available to you for the entire duration of your studies;
- the University offers an email service to standards of availability, reliability, performance and security which it determines and which are under its own control;
- email sent from non-University mail accounts may be classified as SPAM and hence not read.

Useful links:

- Information is also provided electronically using the Blackboard Learn portal (www.bb.reading.ac.uk), where students can find detailed information on modules and school specific information;
- Logon to the RISIS web portal (www.risisweb.reading.ac.uk) where students can find personal information, make module choices, enrol, and use the ‘Ask a Question’ page with links to the Student Helpdesk;
- View Essentials website pages for students (http://student.reading.ac.uk/essentials).

Me@Reading Student portal

Current students have access to the Me@Reading Student Portal which is an all-encompassing web platform, where you can access RISIS, Blackboard, university events, your inbox, tailored content and more

What the portal does:

- Makes it easier for you to find interesting news, events and articles, relevant to you, from careers events to alumni stories. So you won’t miss out on the exciting stuff your department is doing or the event you wouldn’t have known about otherwise.
- Keeps everything you need in one place; no more opening multiple tabs for RISIS, Blackboard and your inbox.

Teaching staff and students are expected to check their University email account, Blackboard Learn portals and other electronic methods of communication on a daily basis, and to respond to messages as appropriate.

Mobile phone usage

Mobile phones are to be switched off during lectures and seminars unless otherwise instructed by the class tutor.
Reading Student Charter

Partners in Learning

Staff and students have worked together to develop this charter that clearly sets out what we all expect of each other. It recognizes the importance of an effective partnership commitment, in which the University and its staff have professional obligations but where students are also responsible for themselves as learners and as individuals.

Students expect the University

- to provide an excellent and varied learning experience;
- to deliver degrees with relevant content informed by the latest research;
- to provide access to learning resources and facilities that allow students to excel;
- to offer opportunities to gain knowledge and skills useful for life beyond University;
- to support students’ professional development and access to career information, advice and guidance;
- to provide a broad range of social, cultural, sporting and co-curricular activities;
- to facilitate opportunities to express views which are considered and responded to.

Students expect staff

- to teach in an engaging and varied manner that inspires learning;
- to give timely and constructive feedback on work;
- to provide effective pastoral and learning support when needed;
- to respond, communicate and consult in a timely and effective manner;
- to recognize the student body to be a diverse collection of adults who are partners with an equally important voice in their learning.

The University expects students

- to work hard at their studies and to be active partners in shaping their experience of HE;
- to seek out opportunities to enhance their understanding and to develop practical and intellectual skills;
- to take advantage of the wealth of activities (social and developmental) provided by the University and the Students Union;
- to be aware that their conduct affects other students and reflects on the University, and to act accordingly;
- to provide constructive feedback on their time at Reading through the Students Union and directly to the University.

Staff expect students

- to be pro-active in managing their learning and in seeking help when needed;
- to be enquiring in their thinking;
- to manage their time to fulfil academic and other commitments;
• to engage fully with all academic commitments;
• to conduct themselves and to engage in their studies with honesty;
• to keep appointments and to communicate with staff in a timely and courteous manner;
• to take ownership of their own health and well-being.

We all expect each other

• to treat one another with respect, tolerance and courtesy, regardless of identity, background or belief, both in person and online;
• to show responsible stewardship of the university environment, facilities and resources;
• to challenge one another intellectually and to contribute to the advancement of knowledge;
• to work fairly and effectively with one another both inside and outside the academic context;
• to be accountable for our actions and conduct;
• to recognize and value positive contributions from others.

Key Academic Policies and Procedures

It is important that you read (or familiarise yourself with) the following academic policies and procedures, since they govern important aspects of your programme and may therefore have a significant impact on your studies and the successful completion of your degree.

Guide to undergraduate assessment
http://www.reading.ac.uk/internal/exams/student/exa-guideUG.aspx

Policy in relation to students’ use of editorial and proof-reading services
http://www.reading.ac.uk/internal/exams/Policies/exa-proofreading.aspx

Policy on and procedures for the determination of ‘fitness to practise’
http://www.reading.ac.uk/web/FILES/qualitysupport/FitnessToPractise.pdf

Policy on and procedures relating to academic engagement and fitness to study
http://www.reading.ac.uk/web/FILES/qualitysupport/academicengagement_fitnesstostudy.pdf

Student complaints procedure
Working with Academic Integrity

‘Academic integrity’ describes the values held to be essential in university study in the UK. The five core values have been identified as:

- **Accuracy** – making sure that your work is free from errors.
- **Honesty** – being truthful about which ideas are your own and which are derived from others, and about the methods and results of your research.
- **Fairness** – not trying to gain an advantage by unfair means: for instance, by passing off others’ work as your own.
- **Responsibility** – taking an active role in your own learning: for instance, by seeking out the information you need to study effectively.
- **Respect** – for your fellow students, your tutors, and the work of other scholars.

(Adapted from International Center for Academic Integrity (1999), *The Fundamental Values of Academic Integrity*, online at [http://www.academicintegrity.org/icai/assets/FVproject.pdf](http://www.academicintegrity.org/icai/assets/FVproject.pdf), accessed 11 Nov 2016.)

What does this mean for my academic writing?

You practise academic integrity in your academic writing by working with the five values in mind, and particularly by using correct and accurate referencing. This shows that you can: be **accurate** in transcribing details; be **honest** about which ideas were derived from others; act **fairly** by not taking credit for others’ work; take **responsibility** by finding out what is required of you and how you should carry it out; and show **respect** for others by acknowledging the part they have played in building your knowledge and understanding.

How does this differ from what I did at school/college?

You may have used a simplified referencing system at school or college, with only direct quotes given citations, or no in-text citations but only a bibliography. At university, you need to give a citation whenever you refer to an idea that you derived from a source. This is the case whether you use a direct quote, a paraphrase, or just a mention. There are many different styles of referencing, and you will need to find out which one is used in your department and how to set out your citations and bibliographies. You will need to learn how to cite a variety of sources correctly, and get into the habit of doing this accurately and with attention to detail.

I haven’t studied in the UK before. How might this differ from my previous experience?

In the UK, critical analysis and building new knowledge are key aims of academic study at university. This means you will be expected to read widely to gather a range of ideas, be critical by questioning everything you read and hear, and draw your own conclusions. You then need to support these in your writing by reference to what you have read, and to acknowledge the sources with correct citations.
Overview of ‘Essentials’

‘Essentials’ (http://student.reading.ac.uk/essentials) contains all the essential information that students will need during their time at University. Listed below is what is included in each broad section with a link. Please take time to browse each section to discover the variety of information available to you online.

- **Welcome**
- **Campus and local area**: maps, accommodation, campus card, food and shops, safety and security, Nursery and pre-school, Green issues, booking a university classroom;
- **Opportunities**: volunteering, student training events, study abroad, learning a language, clubs and societies, sports, music;
- **Money matters**: tuition fees, advice, funding opportunities, insurance, US loans and Federal Aid;
- **Study**: library, programmes and modules, study support, IT, Blackboard, Personal Tutor;
- **Exams**: (see also section on Key Academic Policies and Procedures for links to important information)
- **Support and wellbeing**: counselling and wellbeing, support arrangements, disability, ‘life tools talks, learning support, peer support, religious and spiritual care, medical and general health;
- **‘the important stuff’**: A to Z of policies and procedures, calculator use in exams, council tax and voting, international students, student contract, student charter, rules and regulations including:
  - changing degree programme;
  - behaviour whilst studying;
  - extenuating circumstances;
  - learner responsibilities;
  - plagiarism – referencing rules;
  - parental responsibilities policy;
  - suspensions;
  - withdrawing from study;
  - absence and attendance.
- **Careers and development**: Reading Internship Scheme, destinations, jobs, placements, professional skills hub, events, Careers A-Z
- **‘Have your say’**: student feedback, student representation;
- **Need help?**: lost and found, emergency contacts;
- **Graduation**
- **International students**: International advice team, visas and immigration, studying in the UK, living in the UK, suspension, withdrawal and attendance for Tier 4 students, opening a bank account;

It is the responsibility of students to familiarise themselves with the content of Essentials, and to use it as a reference when required.
Students with disabilities, disabling conditions or specific learning difficulties (such as dyslexia)

The University of Reading welcomes students with disabilities, specific learning difficulties, mental health difficulties and disabling medical conditions and has a dedicated Disability Advisory Service (DAS). This service offers advice and guidance to prospective and current students and coordinates a range of support and services to enable all students to participate fully in University life.

If you have, or think you may have, a disability and have not yet informed the Department or the University, you should inform your tutor or contact the Disability Office (Tel: 0118 378 4202 or 6602; email: disability@reading.ac.uk). If you feel you need any further help, or are not getting the help you require, please contact the Department’s Disability Officer: Lesley Hammond (Tel: 0118 378 8140; email: l.m.hammond@reading.ac.uk).

You may obtain a copy of the University’s Information Sheets for students with disabilities and/or specific learning difficulties such as dyslexia and dyspraxia from the Student Disability Service, Student Services, Carrington Building (disability@reading.ac.uk). Tel: 0118 378 4202 or 6602.

You should also be aware of the following sources of help:

The Disabilities Information page on the website:
http://www.reading.ac.uk/Disability

University Study Advisers: Tel: 0118 378 4242; Email studyadvice@reading.ac.uk
Or call in: Rm G18, Ground Floor, URS Building (Drop-in desk open 12–4 in term time.)

The University Counselling Service: Tel: 0118 378 4216/4218; Email counselling@reading.ac.uk
University Library Disability Co-ordinator: Matthew Holtby (m.c.holtby@reading.ac.uk)

The Mental Health Advisor: Charles Kenderdine (c.e.kenderdine@reading.ac.uk)

NB: Students registered with dyslexia or other disabilities which specifically affect English Language should be aware that, as English Language is a core-competency for this course, there is no provision for these disabilities in the assessment. Please contact the Disability Service if you have any queries about this issue.
Notwithstanding the above, students should advise the department (either the appropriate module tutor or departmental administrator) if they have a disability which entitles them to extra time in class tests.

The University Health Centre can be contacted on 0118 987 4551.
General statement about the University’s modular system

The University's undergraduate modular system is intended to give greater flexibility in student choice, in provision of teaching and assessment and in the construction of programmes. Each programme has an associated Programme Specification which is a document that sets out the requirements for each programme in terms of required modules, optional modules, pre-requisites and co-requisites. At the beginning of each Part of their programme students will register for specific modules, each of which carries a credit-weighting. Assessment may take place within a module, or a module may be assessed at the end of Part 1, Part 2 or Part 3 (or Part 4 where appropriate) of the degree programme. Assessment may be based on submitted work, or on an examination, or on a combination of the two. At the end of the programme students will receive a transcript of the modules taken and the marks obtained.

You will find the Programme Specification for your programme at www.reading.ac.uk/progspecs

As previously stated, the details within the Programme Specification are correct at the time of publication, but may change during your period of study here at Reading. The Programme Specification lists the ‘core’ and, where appropriate, the ‘optional’ modules that it is intended will make up the Programme. Each module has:

(i) a two letter code, which indicates the School or subject area to which the ‘module’ belongs – this might not necessarily be the same as for the programme;

(ii) a single digit indicating the ‘Part’ at which the module is placed. In general these correspond to the years, or ‘Parts’ of your programme, so that Part 1 modules are taught in the first year, Part 2 modules are taught in the second year and Part 3 modules are taught in the third year. Occasionally some modules may be taught to students at a slightly higher or lower level, and you may find in Part 3 that you are taught a module which is has ‘M’ in the code; this is Masters level.

You may also sometimes find that Part 1 modules are referred to as Level 4, Part 2 modules are referred to as Level 5 and Part 3 modules are referred to as Level 6. This is because the University has to comply with a framework for degree qualifications which uses this terminology set down by the Quality Assurance Agency, the body which regulates standards in UK Higher Education.

(iii) one, two or three alpha-numeric characters which designate a single module within the subject area/Level code. They could have mnemonic significance, or could be characters of no intrinsic meaning.

Each module is assigned a credit value. The majority of modules are worth 10 or 20 credits, although it is likely that some projects or dissertations may have a higher credit value. Each credit equates approximately to 10 hours of work (including all contact hours such as lectures or classes, as well as further reading and any assessments) for the average student. Normally, each Part of a programme has a total of 120 credits, and each programme has 360 credits in total for a three-year degree or 480 for a four-year degree.
We would particularly like to draw your attention to the following statement in the programme Specifications regarding your final degree assessment:

It should be noted that weighting between Part 2 and Part 3 for classification purposes is 33% and 67%, i.e. the module marks at Part 3 count for twice those at Part 2. If you are doing a four-year programme (e.g. BA French Studies and English Language), please ask your personal tutor about the weighting of each year.

Whilst the University hopes that all undergraduate students complete their programmes, in order to allow students greater flexibility and to reward achievement it has built in two ‘stopping-off points’ so that students successfully completing Part 1 and/or Part 2, who leave the University for whatever reason, may gain a qualification. Therefore, students who successfully complete modules totalling 120 credits (normally equating to Part 1) are eligible for the award of a University Certificate in Higher Education, whilst those who successfully complete modules totalling 240 credits (which normally equates to completing Parts 1 and 2) are eligible for the award of a Diploma in Higher Education in the subject that they have been studying.

**Board of Studies**

The English Language & Applied Linguistics BA Board of Studies is responsible for the programmes referred to in this Handbook. The full list of BA programmes is as follows:

**Single-subject English Language**

- **3-year programme:**
  - BA English Language

- **4-year programme:**
  - BA English Language (with year abroad)

**Joint programmes**

- **3-year programme:**
  - BA English Language and Literature

- **4-year programmes:**
  - BA French Studies and English Language
  - BA German Studies and English Language
  - BA Italian Studies and English Language
  - BA Spanish Studies and English Language
GENERAL STRUCTURE OF PART 1

The following is a summary of the Programme Specification for Part 1 of the BA English Language by full time study:

**Part 1 (three terms) Certificate Level**

Students are required to take 120 credits at Part 1, of which at least 40 must be made up from the compulsory modules below. The remaining credits may be made up of any combination of 10 and 20 credit modules offered in the university, subject to the requirement for Part 1 examination.

**Compulsory modules**

**Autumn, Spring and Summer terms:**

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<th>Level</th>
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<td>20</td>
<td>4</td>
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**Optional modules**

**Autumn, Spring and Summer terms:**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Level</th>
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<tbody>
<tr>
<td>20</td>
<td>4</td>
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</table>

Additionally, some optional modules in English Literature will be available to you from Part 2 onwards. If you wish to follow these modules, it will be necessary for you to have at least grade B in A-level English Literature or English Language/Literature and to select the following as a prerequisite:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Level</th>
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<tbody>
<tr>
<td>20</td>
<td>4</td>
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<td>20</td>
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Assessed coursework will be undertaken either during term time or in the Christmas and Easter vacation; the examinations for these modules will take place in the Summer term.

For students who are not registered for the BA English Language or related programmes, each of the four modules LS1SG, LS1ELS, LS1TAL and LS1ELU may be taken as a subsidiary subject at Part 1, but please note that you must be taking both LS1SG and LS1ELS to be able to take LS1ELU and LS1TAL.

Please note the additional module listed above serves as a prerequisite for choices at Part 2 of the BA English Language as a single subject degree. If you are in any doubt, please speak to your personal tutor.

**Your remaining Part 1 Modules outside the Department**

If you are registered for the BA English Language as a single subject degree, you will have up to 80 credits to find which may be made up of any combination of 10 and 20 credit modules offered in the University for the Part 1 examination.
If you are registered on the BA in **English Language and Literature**, 60 of your remaining credits will be made up as follows:

- **EN1PE**  *Poetry in English*  20  4
- **EN1RC**  *Research and Criticism*  20  4

and ONE of the following:

- **EN1TCL**  *Twentieth Century American Literature*  20  4
- **EN1CW**  *Introduction to Creative Writing*  20  4

If you are registered on the BA in **French Studies and English Language**, 40 of your remaining credits will be made up as follows:

Either:

- **FR1L3**  *Advanced French Language 1*  20  4
  or **FR1L2**  *Intermediate French Language*  20  4
  or **FR1L1**  *Beginners French Language*  20  4

and either:

- **FR1MMF**  *The Making of Modern France*  20  4
  or **FR1IFC**  *Introduction to French Culture*  20  4

If you are registered on the BA in **German Studies and English Language**, 40 of your remaining credits will be made up as follows:

Either:

- **GM1L3**  *Advanced German Language 1*  20  4
  or **GM1L2**  *Intermediate German Language*  20  4

and either:

- **GM1IMG**  *Icons of Modern Germany*  20  4
  or **GM1TG**  *German Texts and Genres*  20  4
If you are registered on the BA in **Italian Studies and English Language**, 40 of your remaining credits will be made up as follows:

Either:

- IT1L3  
  Advanced Italian Language I  20  4  
  or  
- IT1L2  
  Intermediate Italian Language  20  4  
  or  
- IT1L1  
  Beginners Italian Language  20  4  

and either:

- IT1GEN  
  The Genius of Italy: Italian Medieval and Renaissance Culture (In translation)  20  4  
  or  
- IT10MI  
  Making Italians: A Journey in the History and Culture of Modern Italy  20  4  
  or  
- IT10MIA  
  Making Italians: A Journey in the History and Culture of Modern Italy (Advanced Language Only)  20  4

If you are registered on the BA in **Spanish Studies and English Language**, 40 of your remaining credits will be made up as follows:

- SP1L3  
  Advanced Spanish Language I  20  4  
  or  
- SP1L2  
  Intermediate Spanish Language  20  4  
  or  
- SP1L1  
  Beginners Spanish Language  20  4  

and

- SP1I1  
  Icons of Spain and Latin America: From conquest to independence; from revolution to globalisation  20  4  
  or  
- SP1SLAC  
  Introduction to Spanish and Latin American Culture  20  4

**Our Approach**

Taken together, Part 1 modules on programmes in English Language will seek to motivate the study of language by raising a number of language-related issues, including those of human communication, linguistic description and social organization. The modules offer a wide range of topics, including grammar, phonetics and sociolinguistics, as well as the applied areas of English language studies.

**Teaching**

Teaching is carried out by a series of lectures. Small-group seminars, largely centred on specific tasks, are used to expand on and follow up points of interest. Your timetable is available on the me@reading section on the University website.
Attendance

Attendance is required in all lectures and seminar sessions. If you attend fewer than 75% of classes without good cause, this may be taken into account in borderline pass/fail cases.

Assessment

Assessment for all Part One modules is carried out in two forms, by coursework and by final examination.

Coursework feedback will be provided to students 15 working days after the deadline for submission.

The final examinations for LS1ELS English Language and Society, LS1SG Sounds, Grammar and Meaning, LS1TAL Techniques and Skills for Applied Linguistics, and LS1ELU English Language in Use, consist of a written paper involving multiple choice questions.

We would like here to draw your attention to the details of the length, timing and weighting of these assessments, and the penalties for late submission which are given in the module descriptions which follow.

Progression requirements

To progress from Part 1 to Part 2, a BA English Language student must:

i. obtain an average of at least 40% in 40 credits of specified compulsory modules (LS1SG, and LS1ELS) in English Language at Part 1.

ii. achieve an overall average of at least 40% in 120 credits taken in the examination; and

iii. achieve a mark of at least 30% in individual modules amounting to not less than 100 credits taken in Part 1.

Students following joint degree programmes with English Language or, indeed, other programmes should check their individual degree specifications for information on progression.
Module Descriptions

LS1ELS   English Language & Society

LS1SG    Sounds, Grammar & Meaning

LS1TAL   Techniques and Skills for Applied Linguistics

LS1ELU   English Language in Use

In this section are the module descriptions for our Part One modules.

As you will see from the General Structure section (above), Part 1 modules LS1SG Sounds, Grammar & Meaning, LS1ELS English Language and Society and LS1TAL Techniques and Skills for Applied Linguistics are compulsory for the BA English Language programme and LS1ELU English Language in Use is an optional module available to those taking both LS1SG and LS1ELS.

A separate handbook will be available at the appropriate time for students proceeding to Part 2 of the BA programme in English Language.
Module title: **English Language & Society**

Module code: **LS1ELS**  
Providing Department: **DELAL**  
Part/Level: **Part 1/Level 4**  
Number of credits: **20**

Terms in which taught: **Autumn, Spring, Summer**  
Other Teaching Staff: **Natalia Kampakli**

Module convenor: **Dr. Christiana Themistocleous**

Pre-requisites: **none**  
Co-requisites: **none**

Modules excluded: **none**  
Module version for 2017/8

**Aims:**
The course aims to provide a broad introduction to English Language and Society, and a basis for further in-depth study of the field in parts two and three of the degree in English Language. The module introduces students to relevant theories and descriptions, the kind of research which has been done, and the relationship of the student of English Language to other disciplines and contemporary ideas. It also aims to provide students with an understanding of how language, operates as interaction in social groups.

**Intended learning outcomes:**

Assessable outcomes
By the end of the module it is expected that students will be able to:
- discuss appropriate models of language and communication for applied linguistic enquiry;
- comment upon the role of English in the contemporary world;
- comment upon different views of the relation between language and culture;
- discuss and apply techniques for analysing the use of language for persuasion;
- identify and explain the features that distinguish and relate social aspects of language;
- locate and assemble information on social aspects of language behaviour;
- organise their knowledge and articulate their arguments effectively in writing.

Additional outcomes
Students will have an enhanced understanding of how knowledge about language can assist in the resolution of contemporary problems, of the relevance of their discipline to a wide range of professional and personal contexts. The module also aims to encourage the development of academic writing abilities and note-taking skills, and to reinforce what is learned in large lecture groups by facilitating students’ involvement in small group seminars that support the main lectures. Students will also develop their bibliographic and IT skills by use of indicated resources.

**Outline content**
A broad view of language in communication; language and culture; language and individual identity; English in the contemporary world; prescription in language use;
authenticity and artifice in language use; language, persuasion and effect; the aims and means of English Language Teaching; language as a social phenomenon; sociolinguistics, language variation and standard language; language change; attitudes to language; language and gender; language in use.

**Brief description of teaching and learning methods:**
Lectures, seminars and guided independent study.

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<th>Contact hours</th>
<th>Autumn</th>
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<td>Lectures</td>
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<tr>
<td>Tutorials/seminars</td>
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<tr>
<td>Guided Independent Study</td>
<td>61</td>
<td>61</td>
<td>46</td>
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<tr>
<td>Total hours by term</td>
<td>75</td>
<td>75</td>
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**Assessment:**

*Coursework*
Two 1350-1500 word essays. Each essay must be submitted in hard copy by 2.00 pm on Friday Week 8 of the term in which it is set.  
*Relative percentage of coursework: 40%*

**Penalties for late submission:**
- Where the piece of work is submitted after the original deadline (or any formally agreed extension to the deadline): **10% of the total marks available for that piece of work will be deducted from the mark for each working day (or part thereof) following the deadline up to a total of five working days;**

- Where the piece of work is submitted more than five working days after the original deadline (or any formally agreed extension to the deadline): a mark of zero will be recorded.'

- NB ‘Definition of ‘Working Day’
For the purposes of this policy, a working day will be defined as a 24-hour period excluding Saturday and Sunday. This definition will apply to all students, regardless of location. Public holidays and University of Reading closure days will not be considered working days.

*Examinations:*
One 1-hour paper requiring answers to 40 multiple-choice questions, to be taken at the time of the Part 1 examinations.  
*Relative percentage of examination: 60%*

*Requirements for a pass:* A mark of 40% overall.

*Reassessment arrangements:* Re-examination in August. Coursework will be carried forward if it bears a mark of 40% or more overall. Otherwise it must be submitted in hard copy by the 17th August.
Module title: **Sounds, Grammar & Meaning**

Module code: **LS1SG**
Providing Department: **DELAL**
Part/Level: **Part 1/Level 4**
Number of credits: **20**

Terms in which taught: **Autumn, Spring, Summer**
Module convenor: **Professor Jane Setter**
Other teaching staff: **Dr. Jacqueline Laws**

Pre-requisites: **none**
Co-requisites: **none**
Modules excluded:
PL1PPH Phonetics & Phonology; PL1GM Grammar & Meaning

Module version for 2017/18

**Aims:**
This module aims to examine the nature of language as a communication system, and to introduce the individual components of the system which relate to sound production/perception, grammatical categorisation, and meaning.

**Intended learning outcomes:**

**Assessable outcomes**
By the end of the module it is expected that the student will be able to:
- identify the articulatory organs and explain how they are involved in speech production;
- analyse and transcribe spoken language and understand the principles of acoustic phonetics;
- apply a parsing system to analyse sentences at clause, phrase and word level;
- identify and illustrate the main categories of meaning in language, from units smaller than the word to discourse and context;
- Organise their knowledge and articulate their arguments effectively in writing, in assessed task-based assignments.

**Additional outcomes**
The module also aims to encourage the development of academic writing abilities and to reinforce what is learned in large lecture groups through involvement in small-group seminars. Students will also develop their bibliographic and IT skills by use of indicated resources.

**Outline content:**
The speech chain; segments – consonants, vowels; the International Phonetic Alphabet. Making speech sounds; speech and breathing; the larynx; the vocal tract. Classifying speech sounds; vowels – the cardinal vowels; consonants – place, manner and airstream mechanism. Tone and tone languages: lexical and grammatical use of tone; tone levels and tone contours; tone and context; tone and pitch-accent. Suprasegmentals: stress and accent; intonation; rhythm. Sounds in systems: phonology vs. phonetics – vowels, consonants. Groups of sounds. Connected speech and co-
articulation: assimilation; co-articulation. Acoustics of speech sounds: acoustic waveforms; spectral analysis; formants.

Language and symbol systems; sentence meaning and utterance meaning; grammatical meaning; types of grammar – prescriptive, descriptive, theoretical. Morphology (word structure): affixes and stems; inflection and derivation. Word-formation: affixation; compounding; conversion; other word-formation devices. Word classes: traditional definitions; grammatical definitions; major word classes; other word classes. Syntax: phrases; the structure of simple sentences; optional elements. Ambiguity: grammatical relations – subject, object; complex sentences. Meaning: lexical and sentence meaning; lexical relations - homonymy, polysemy, synonymy, antonymy, hyponymy; lexicalisation patterns. Sentence meaning: rules for combining meanings; truth conditions, sense and reference; entailment; presupposition. Pragmatics: pragmatics and semantics; deixis; indirect speech acts; performative verbs; the co-operative principle. Discourse analysis: discourse meaning vs. sentence and word meaning; cohesion; coherence.

Brief description of teaching and learning methods:
Lectures and seminar-style discussion.

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<td>Lectures</td>
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<td>Tutorials/seminars</td>
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<tr>
<td>Guided Independent Study</td>
<td>61</td>
<td>61</td>
<td>46</td>
</tr>
<tr>
<td>Total hours</td>
<td>75</td>
<td>75</td>
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<tr>
<td>Number of essays or assignments</td>
<td>1</td>
<td>1</td>
<td>n/a</td>
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Assessment:
Coursework
Two task-based assignments. Each assignment will be set in the 8th week of term, and must be submitted in hard copy by 2.00 pm on the first Wednesday of the following term.

Relative percentage of coursework: 33%

Penalties for late submission:
- Where the piece of work is submitted after the original deadline (or any formally agreed extension to the deadline): **10% of the total marks available for that piece of work will be deducted from the mark for each working day (or part thereof)** following the deadline up to a total of five working days;

- Where the piece of work is submitted more than five working days after the original deadline (or any formally agreed extension to the deadline): a mark of zero will be recorded.'

- NB ‘Definition of ‘Working Day’
For the purposes of this policy, a working day will be defined as a 24-hour period excluding Saturday and Sunday. This definition will apply to all students, regardless of location. Public holidays and University of Reading closure days will not be considered working days.

**Examinations:**
One 1-hour paper requiring answers to 40 multiple-choice questions, to be taken at the time of the Part 1 examinations.

*Relative percentage of examination:* 67%

**Requirements for a pass:** A mark of 40% overall.

**Reassessment arrangements:** Re-examination in August. Coursework will be carried forward, if it bears a mark of 40% or more overall. Otherwise it must be submitted in hard copy by 17 August.
Module title: **Techniques and Skills for Applied Linguistics**

Module code: **LS1TAL**  
Providing Department: **DELAL**  
Number of credits: **20**

Terms in which taught: **Autumn & Spring**  
Module convenor: **Dr. Damian Fitzpatrick**

Pre-requisites: None  
Co-requisites: **LS1SG; LS1ELS**

Modules excluded: None  
Module version for 2017/8

**Summary module description:**
Techniques and Skills for Applied Linguistics runs over 2 terms. This module addresses issues of transition from school to university and familiarises students with the key skills and techniques needed in an academic context and in Applied Linguistics/English Language as an area of study. Students benefit from tutorial support.

**Aims:**
This module aims to prepare students to deal with the demands of university level work and provides them with the opportunity to enhance their reading, writing, critical thinking, presentation and library skills. It equips them with the skills of researching information, reading critically, planning and developing an argument, writing critically in response to specific tasks, and learning how to use feedback effectively. They learn more about exploiting technology e.g. Blackboard, online resources, databases and electronic tutor group activities in the process of completing such tasks as well as about their “electronic footprint”. Students also gain a deeper understanding of how to see themselves in terms of the global university context by engaging actively with students from international backgrounds.

**Intended learning outcomes:**

**Assessable outcomes**
By the end of the module, it is expected that the student will be able to:

- research, plan and write an extended essay independently;
- integrate sources effectively through summarising, paraphrasing, quotation and synthesising;
- apply genre and academic register effectively;
- produce a group wiki;
- produce an individual blog.

**Additional outcomes**
It is also expected that the student will be able to:

- produce notes and transform them appropriately in order to achieve a specific writing purpose;
- learn how to use Turnitin and interpret the report;
- gain a deeper understanding of academic conventions and expectations of the academic community;
• understand the importance of drawing on academic sources in English Language and Applied Linguistics and working with theories for their writing purpose;
• apply feedback in the writing process;
• appreciate their electronic footprint, how to manage blogs/forums and online interaction;
• become more confident and effective in asking for support from academic staff;
• learn how to fully benefit from tutorials and tutor feedback;
• learn effective time-management;
• develop skills for working in groups.

Outline content:
Transition from school to university; using Blackboard; basic library skills; critical reading e.g. selecting relevant information, recognising new and familiar information, identifying relevance and bias; appropriate use of academic convention e.g. in-text referencing, avoiding plagiarism, use of Turnitin, compiling lists of references; planning tasks and organising information; writing an extended essay independently; synthesis of ideas from literature into development of literature reviews and subsequent arguments; understanding theories and how to integrate them into your writing; effective development of argument and evaluation; appropriate choice and use of language for rhetorical effect; use of graphics, tables and other visual input; editing and redrafting; skills for effective group work; blogging and the electronic footprint; what it means to be a student in a global university context.

Brief description of teaching and learning methods:
Lectures; seminars; guided self-study/tutorials/online support

Contact hours

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<th>Autumn</th>
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<tbody>
<tr>
<td>Lectures</td>
<td>10</td>
<td>10</td>
<td></td>
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<tr>
<td>Seminars</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Guided independent study</td>
<td>86</td>
<td>86</td>
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<tr>
<td>Total hours</td>
<td>100</td>
<td>100</td>
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Summative Assessment Methods (%) - work which always contributes towards the overall module mark:

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<thead>
<tr>
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<tbody>
<tr>
<td>Written assignment, including essay</td>
<td>60%</td>
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<tr>
<td>Report (blog)</td>
<td>30%</td>
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<tr>
<td>Video</td>
<td>10%</td>
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Penalties for late submission of coursework

• Where the piece of work is submitted after the original deadline (or any formally agreed extension to the deadline): **10% of the total marks available**
for that piece of work will be deducted from the mark for each working day (or part thereof) following the deadline up to a total of five working days;

- Where the piece of work is submitted more than five working days after the original deadline (or any formally agreed extension to the deadline): a mark of zero will be recorded.’

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Requirements for a pass

A mark of 40% overall.

Reassessment arrangements

By written coursework only by 17 August.
Module title: **The English Language in Use**

Module code: **LS1ELU**  
Part/Level: **Part 1/Level 4**  
Providing Department: **DELAL**  
Number of credits: **20**  

Terms in which taught: **Autumn, Spring, Summer**  
Module convenor: **Dr. Fraibet Aveledo**  
Other teaching staff: **Jan Trebacz**

Pre-requisites: **none**  
Modules excluded: **none**  
Co-requisites: **LS1SG, LS1ELS**

**Aims:**
This module aims to provide students with an understanding of how English-using individuals acquire and use their language abilities, both in the context of the individual’s biological capacities and in terms of the language user’s context individually, in larger social groups and across communication types. It also aims to provide a general appreciation of the different modalities of spoken, signed and written human language.

**Intended learning outcomes:**

**Assessable outcomes**
By the end of the module it is expected that the student will be able to:
- identify and explain the features that distinguish and relate individual and social/cultural aspects of English language use;
- locate and assemble information on individual and social aspects of English language behaviour;
- appraise the evidence for theories of language performance and use across a variety of context types;
- organise their knowledge and articulate their arguments effectively in writing, in assessed essays.

**Additional outcomes**
The module also aims to encourage the development of academic writing abilities and note-taking skills and to reinforce what is learned in large lecture groups by facilitating students’ involvement in small seminar groups that support the main lectures. Students will also develop their bibliographic and IT skills by use of indicated resources.

**Outline content:**
The content is organised around two main themes, the English language user as an individual, and as a member of larger social/cultural groups. An appreciation of these aspects of language behaviour is important for many applied areas of linguistic science such as child language acquisition, psycholinguistics, language pathology, sociolinguistics and language and culture.
The study of language in the individual begins by looking at the characteristics of communication systems, and introduces the proposed ‘design features’ for comparison of human language with different types of communication in animals and non-human primates. Particular attention is given to documented evidence of sign language.
The complementary theme of language and culture explores the ways in which we use language as members of different social/cultural groups. Touching on a range of issues, we look at language in such varying settings as: family, education, workplace, migration, language death, language planning, in-group and secret languages, language and age and sexism.

**Brief description of teaching and learning methods:**
Lectures, seminars and guided independent study.

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</tr>
<tr>
<td>Guided Independent Study</td>
<td>61</td>
<td>61</td>
<td>46</td>
</tr>
<tr>
<td>Total hours</td>
<td>75</td>
<td>75</td>
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<tr>
<td>Grand Total Hours</td>
<td>200</td>
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**Assessment:**

*Coursework*
Two 1,500 word essays. Each essay must be submitted in hard copy by 2.00 pm on the Wednesday Week 10 of the term in which they are set.

*Relative percentage of coursework: 33%*

**Penalties for late submission:**
- where the piece of work is submitted after the original deadline (or any formally agreed extension to the deadline): 10% of the total marks available for that piece of work will be deducted from the mark for each working day (or part thereof) following the deadline up to a total of five working days;
- Where the piece of work is submitted more than five working days after the original deadline (or any formally agreed extension to the deadline): a mark of zero will be recorded.
- **NB** ‘Definition of ‘Working Day’
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**Examinations:**
One 1-hour paper requiring answers to 40 multiple-choice questions, to be taken at the time of the Part 1 examinations.

*Relative percentage of examination: 67%*

**Requirements for a pass:** A mark of 40% overall.

**Reassessment arrangements:** Re-examination in August. Coursework will be carried forward, if it bears a mark of 40% or more overall. Otherwise it must be submitted in hard copy by 17 August.
Supposing you need an extension or statement of Extenuating Circumstances?

Occasionally, domestic, health or other issues arise which make it reasonable for a student to request an extension to the deadline for coursework, either before or after the assignment due date. In such circumstances, you must fill in an Extenuating Circumstances form.

Such requests are only granted where there is good reason. This is for the benefit of both staff and students.

Assignments
Requests for extra time on an assignment deadline must:

(a) be submitted on an Extenuating Circumstances form;
(b) be submitted as soon as you know you are likely to miss an assignment deadline, and preferably BEFORE the assignment deadline;
(c) be accompanied by suitable documentation, typically a doctor’s certificate, or support from your personal tutor in instances where there are strong reasons due to academic work pressures.

Good reasons include illness or bereavement affecting a student or a student’s close family member, or an unforeseen large number of assignments due on the same date owing to the demands of departments outside our own.

Extensions are not granted for reasons such as lack of organisation, or because you did not allow time to compete the work by the deadline, a computer is not available or its printer is broken.

Reasons for the above policy include:

- Students do not like to feel, if they have submitted their work on time that other students are allowed to have extra time for trivial reasons.
- Students who submit work late are failing to keep to their deadlines, which is an important skill in the undergraduate programme and also in life.
- Staff find it inconvenient to have extra assignments coming in after they have marked the ones that were submitted on time.

Examinations
You may be unable to attend an examination due to domestic or health issues, or wish any other serious circumstances to be taken into account in the marking of your exam. If so, you must:

(a) submit an Extenuating Circumstances; and
(b) submit suitable documentation, typically a doctor’s certificate or support from your personal tutor in instances where there are strong reasons due to academic work pressures.
Good reasons include illness or bereavement affecting a student or a student’s close family member. They do not include waking up too late to take an examination or lack of organisation.

Missing an examination is a serious issue and must be treated as such; the University does not take extenuating circumstances into account lightly.

If any of the above situations arise during your studies, you must contact your personal tutor to discuss the matter. Your case will then be referred to Tony Capstick, the Senior Tutor. His office is Room 218 in the HumSS Building. His email is tony.capstick@reading.ac.uk. You should submit your Extenuating Circumstances form, with supporting documentation, to the Student Support Centre in the foyer of the Edith Morley building. You should try to do so as soon as you feel there might be a problem with your meeting the deadline, and not leave it till the last minute, unless it is a case of emergency.

The Extenuating Circumstances form can be downloaded from the Information for Current Students webpage: http://www.reading.ac.uk/internal/exams/student/exa-circumstances.aspx or scan the QR code below:

Assignment Cover Sheets

Within this handbook you will find cover sheets for each module assignment. You should fill one in and attach it to each of your assignments when you submit. Please complete the shaded section in the top right hand corner and leave it open. The administrative staff will fold this down when the submissions have been checked. This procedure is to ensure.

Do not submit any assignment without a cover sheet!
Annex 1

Academic Misconduct – Cheating and Plagiarism

The university takes the most serious view of academic misconduct. This includes cheating in written examinations, employing someone to write an essay for you and plagiarism of others’ work. The University’s definition of academic misconduct is stated in the Guide to Undergraduate Assessment on the Examinations Office website.

Plagiarism

Plagiarism is the fraudulent representation of another’s work as your own. This applies whatever the source of the material (for example, a published source, the internet, or the work of another student), whether the material is copied word for word or paraphrased, and whatever the extent of the material used.

Cheating by plagiarising the work of others undermines the whole system of continuous assessment and also threatens our practice of allowing some examination work (dissertation and assessment essays) to be done outside the examination room. More importantly, perhaps, it is simply not sensible. If there is a purpose in asking a student to do a piece of work it will be to promote or assess the student’s learning; copying contributes nothing to that process.

With the use of double-marking and the Turnitin software, plagiarism is highly likely to be detected. It is never acceptable, whether the piece of work is part of your assessment or not, but where examinations and assessment are concerned, the consequences may be very serious indeed for the student.

General Advice on Avoiding Plagiarism

You should be aware that it is possible to act in ways which look like plagiarism even though they are not fraudulent, and it may be hard to convince others that your actions were innocent. The following are a few useful tips.

- When preparing an essay or dissertation, it is best to read a book or article page by page or section by section and then to write notes on it in your own words, unless you come across a particularly important passage or a phrase where the author seems to put a point in a very effective way, in which case you may want to copy out the exact working into your notes. However, make sure that you indicate to yourself, by a foolproof method that you will always remember, such as by using quotation marks or a different coloured pen, where you have copied out passages or expressions from any source. Always note the page number where the material you have copied occurs in case you wish to cite it as a quotation in your essay or dissertation.

- An essay or dissertation is expected to be in your own words entirely, except where you are using direct quotations from primary or secondary sources.
• If you use material from a book or article, you must always acknowledge the source. If it is a phrase, sentence or longer passage, then it should appear between quotation marks or indented, and full bibliographic details should be given in the appropriate format. You must also reference any electronic material where you have used the internet as a source.

• If you are using someone else’s ideas, but not their words, you should employ phrases such as ‘Jones argues’, again giving the source of your information.

• Works quoted or cited should always appear in the bibliography, as should any other books or articles which you have used in the writing of your piece of work.

If this is a matter where you are still confused or uncertain, please talk to your Personal Tutor or one of your class teachers and they will be pleased to advise you.
Annex 2

Understanding plagiarism: examples of good and poor practice in using written sources

Original text:
‘There is no convincing reason to suppose that the remains buried in the Folly Lane enclosure were not that of one adult, individual; in view of the nature of the pyre goods this was probably a man.’


Unacceptable practice
(1) ‘Prototypical’ plagiarism: lifting a section of text from another source without any indication of the source, and is unacceptable:

Unlike the ‘family’ burial enclosures at King Harry Lane, there is no convincing reason to suppose that the remains buried in the Folly Lane enclosure were not that of one adult individual, in view of the nature of the pyre goods this was probably a man. This difference suggests…

(2) Changing the order of a few words does not constitute acceptable paraphrasing:

Unlike the ‘family’ burial enclosures at King Harry Lane, there is no clear reason to suppose that the remains buried in the Folly Lane enclosure were anything other that that of one adult individual, in view of the nature of the pyre goods the gender was probably a male. This difference suggests…

(3) It is best not to use even relatively short phrases without marking them as quotations. While one might pass un-noticed, this can become a matter of habit, so is best avoided n the first place. Again the failure to acknowledge the source is a problem:

Family burial enclosures have been found at King Harry Lane. But at Folly Lane there is no convincing reason to suppose that the burial is of anything other than one individual. Probably a man in view of the nature of the pyre goods. This difference suggests…

Poor practice
(4) Mentioning the author’s name, but not marking quotations is still barely acceptable, as is still representing other’s words as your own. At least you have said where the idea/material comes from, though not using a proper referencing system:
Unlike the ‘family’ burial enclosures at King Harry Lane, there is no clear reason to suppose that the remains buried in the Folly Lane enclosure were anything other that that of one adult individual, in view of the nature of the pyre goods the gender was probably a male, in the view of Niblett. This difference suggests…

(5) Better would be at least providing a complete reference, though this still does not make unmarked quotations or slight re-phraseings acceptable:

Unlike the ‘family’ burial enclosures at King Harry Lane, there is no clear reason to suppose that the remains buried in the Folly Lane enclosure were anything other than that of one adult individual, in view of the nature of the pyre goods the gender was probably a male (Niblett 1999: 412). This difference suggests…

Acceptable practice

(6) Below the quotation has been clearly acknowledged and referenced. This is good. However, this is not to say that an essay significantly made up of quotations is acceptable, since we are looking for your voice, your ideas, and your interpretations. Quotations should ideally be used sparingly, only where they really succinctly sum up an argument, or where they are vital for the development of an argument:

Unlike the ‘family’ burial enclosures at King Harry Lane, ‘there is no convincing reason to suppose that the remains buried in the Folly Lane enclosure were not that of one adult individual, in view of the nature of the pyre goods this was probably a man’ (Niblett 1999: 412). This difference suggests…

Better practice

(7) Paraphrasing other people’s ideas is better, it demonstrates you have read their ideas; your mind has worked through them and encapsulated them into words of your own:

Unlike the ‘family’ burial enclosures at King Harry Lane (Stead & Rigby 1989), the burial at Folly Lane was probably that of a single male adult, or so the excavator argued from the pyre remains (Nibblett 1999: 412). This difference suggests…

Best practice

(8) However an essay that just comprises paraphrasing of other people’s views can still result in a fairly derivative essay. The best practice overall is where you take other people’s ideas and you intermesh them, rather than sequentially paraphrasing them. This demonstrates your ability to think comparatively, to be able to directly compare and contrast the work of different academics, and to be able to vocalize your own point of view:

Stead and Niblett came to very different interpretations of their own cemetery excavations at Verulamium. Stead’s excavation at King Harry Lane exemplified the group homogenizing aspect of burial of one tier of society, whereas Niblett’s Folly Lane enclosure evoked separate treatment and disposal of one individual male. Both argued this from the remains of the funerary pyre goods found buried with the cremated remains (Stead & Rigby 1989, Niblett 1999).
Careers

Starting to explore your options? Ready to prepare for the selection process?

Wherever you are in your thinking, we can help.

Our services are here for all students, of all disciplines and from all years now and following graduation.

TAKE ACTION

EXPLORE your options, GROW your experience and COMPETE in the graduate labour market.

Begin your career planning today with our support.

Careers will help you:

- Identify your strengths and career interests;
- Find career areas to suit you and find ways to see what they really involve;
- Develop the knowledge skills and experience you need for applications;
- Research employers and find suitable entry points to your chosen career;
- Investigate options for further study;
- Be your best in applications, interviews, tests and assessment centre;
- Overcome issues and concerns relating to your next steps.

★ Benefit from one-to-one guidance appointments with a Careers Consultant. Bookable via My Jobs Online, - www.reading.ac.uk/careers/myjobsonline up to 48 hours in advance, our confidential and impartial guidance is available to all students. We also offer the option to conduct your appointment via Skype or telephone if you need to talk and aren’t on campus.

★ To find out more just go to the website and take a look at the events that are running: www.reading.ac.uk/careers/events. Some are ‘one off’ sessions and others, such as CV workshops, are repeated throughout the year.

★ Read, watch and practise your way to career success with our bespoke online materials. You’ll find the resources you need in the format you prefer – www.reading.ac.uk/careers.

★ Personalise your My Jobs Online portal to receive job alerts to match your preference, reserve advice appointments to fit your schedule and view and book your place at the latest careers workshops and employer events taking place on campus – www.reading.ac.uk/careers/myjobsonline

★ Connect with us on social media to receive updates – the latest career trends, campus news, employer insights and local and national recruitment updates. Connect to your channel of choice to avoid missing out.

www.reading.ac.uk/careers
GET EXPERIENCE

The benefits of quality work experience are limitless and we offer a variety of initiatives offering everyone the opportunity to gain the skills employers are looking for...

Secure a part-time job – if you are looking to earn some money and develop skills whilst studying, then the Job Shop is the place for you!

| View the latest roles | www.reading.ac.uk/myjobsonline |
| Ask a question        | jobshop@reading.ac.uk          |
| Find out more         | www.reading.ac.uk/careers/jobs/jobshop |

Register for RED Award – The Reading Experience and Development (RED) Award helps students make the most of extra-curricular activities and experiences on offer outside of the academic programme.

| Find out more | www.reading.ac.uk/redaward |
| Ask a question | red@reading.ac.uk |

Do a placement – Over 2500 Reading students undertake a placement as part of their course every year, supported by Careers professionals who provide assistance at every stage.

| Find out more | www.reading.ac.uk/careers/placements |
| Ask a question | placements@reading.ac.uk |

Do an internship – The Reading Internship Scheme (RIS) provides the opportunity to undertake a 6-12 week summer placement at a small or medium sized business, offering valuable work experience to enhance your future prospects.

| Find out more | www.reading.ac.uk/careers/ris |
| Ask a question | ris@reading.ac.uk |

Undertake paid research – The Undergraduate Research Opportunities Programme (UROP) enables penultimate year students to work on a 6 week summer research project alongside University staff. Open to all disciplines, the programme helps strengthen the link between teaching and research.

| Find out more | www.reading.ac.uk/urop |
| Ask a question | urop@reading.ac.uk |

THRIVE with mentoring – During your penultimate year of study you will have the opportunity to select a mentor from the world of work who can support you in your first steps toward a graduate career.

| Find out more | www.reading.ac.uk/careers/placements/thrive |
| Ask a question | mentoring@reading.ac.uk |

Meet employers

The university is targeted by many leading recruiters and over 50% of graduate roles are open to a wide range of disciplines. Whether you are looking for a career that relates to the subject matter of your degree or for something broader, you have plenty of options. Careers work with a wide variety of employers from ‘niche’ micro businesses through the public and voluntary sectors to Times Top 100 companies.

You can meet employers through:

- Presentations about their graduate schemes, placements, graduate opportunities and volunteering
- Skills sessions led by employers
- Careers fairs and networking events
- Employer drop ins sessions

The Careers & Placement Fair, the biggest Careers event on campus, is taking place on Wednesday 26 October 2016 – don’t miss it! See the website for fairs covering areas in Law, Construction and term time jobs: www.reading.ac.uk/careers/events
GET CONNECTED
Visit us in the Carrington Building
Find out more: reading.ac.uk/careers
Ask a question: careers@reading.ac.uk
Call us on: (0118) 378 8359
Like us for updates on Facebook, UoRCareers
Follow us for updates on Twitter, UniRdg_careers
Love our blog, http://blogs.reading.ac.uk/careers/
Reading University Students’ Union (RUSU)

RUSU is student-led, and here to support and represent you! We want to make your experience the best it can be whilst you’re at University. We run a number of commercial ventures, such as our 3sixty Nightclub, Mojo’s bar, Café Mondial, Monterey’s Lounge and Campus Central shop. As a charity, any profits raised are used to finance the wider work we do for you; such as running extra-curricular activities and providing an independent advice service. RUSU is an essential voice for students within the University of Reading, and campaigns on your behalf on campus, in the local community and on a national level.

How is RUSU student-led?

RUSU is led by five full-time Student Officers who are elected in to their roles by the student body. The Student Officers run for election while studying, then take a sabbatical year from study or start after their graduation. The Student Officers listen to the views of the thousands of students on campus; they represent the student voice on campus, locally and nationally. They’re accountable to all students and have regular ‘Talk To Me’ events for students. Your elected full-time Student Officers are:

President – Tristan Spencer
Education Officer – Ed White
Welfare Officer – Rose Lennon

Diversity Officer – Leen Alnajjab
Student Activities Officer – Charlotte O’Leary

Visit www.rusu.co.uk/officers to find out more about your officers and how to contact them.

Liberation & Representation

As well as Full Time Officers, there is an elected team of 10 Part-time Officers. The Part-time Officers represent groups of students (or issues) that are less represented in Higher Education.

The Part-time Student Officer positions are:

International Students’ Officer BAME (Black, Asian and Minority Ethnic) Students’ Officer Environment & Ethics Officer
Mature Students’ Officer Women’s Officer London Road Students’ Officer
LGBT+ (Lesbian, Gay, Bisexual and Transgender) Students’ Officer Disabled Students’ Officer Postgraduate Research Students’ Officer
Academic Representation

Course Reps and School Reps are an essential part of the student representative structure. Course and School Reps proactively seek out, identify and promote the views of students and represent your views at school level and course level. There is one Course Rep for every Programme at every year, while there is a School Rep for Undergraduates and a School Rep for Postgraduate per School.

- Visit www.rusu.co.uk/coursereps to find out more about Course Reps, and how to get involved.
- Visit www.rusu.co.uk/schoolreps to find out more, or to contact your School Reps Reps.

Get involved in student representation!

This is a great opportunity! You receive training, it is a great way to meet other students and it will look great on your CV as the skills you develop will help you get the job of your dreams! There are a number of representative roles to put yourself forward for whilst at University. If you want to learn more about the different elected roles, or would like to find out how to run in a RUSU election, go to rusu.co.uk/elections

What can RUSU do for me?

Change It!
RUSU organises and supports campaigns that have been put forward by students via www.rusu.co.uk/changeit. Campaigns aim to raise awareness and ultimately make change amongst the student community on issues that affect you on campus, in the community and at a national level. You can submit an idea for change at any time on www.rusu.co.uk/changeit and view current campaigns at www.rusu.co.uk/campaigns
If you want to get involved in campaigns email changeit@rusu.co.uk or visit the ARC Centre (Advice & Representation Centre) and ask to speak to the Campaigns Coordinator.
Using Change It is a great way to direct your Students’ Union so get involved!

How does RUSU support students?

RUSU Advice Service
Need some housing, money or academic advice? The RUSU advice team offer free, impartial and expert advice helping students with a wide range of issues, from financial, to academic.
The advice team are based in the ARC in the RUSU building or go to www.rusu.co.uk/advice to find out how to get in touch.

RUSU Nursery Service
There are many student parents with young children. RUSU provides an excellent nursery facility, Little Learners Nursery, for children aged 3 months to school age. If you’re a parent and have your children here at Reading, you can apply for a place by visiting www.rusu.co.uk/nursery for more information.
How can RUSU enhance your student experience?

Societies
RUSU offers students the opportunity to become a member of a society; with over 100 there is plenty to choose from. If there isn’t one for you, you can set one up! Joining a society can be a great way to develop your interests and hobbies. You can find out about RUSU societies by going to www.rusu.co.uk/activities.

Sports
RUSU also supports the running of student sports clubs on campus. Many of our sports clubs compete on a national level in the BUCS League, but all clubs offer opportunities for those from all levels of experience. There are over 50 different sports to choose from. Many sports clubs even take part in Varsity, an all-sport event which runs every year competing against Oxford Brookes. Go to www.rusu.co.uk/activities/sportandleisure for a full list of teams and groups and find out how to get involved.

Volunteering
Volunteering is a fantastic way to not only give back to the community, but develop your skills, meet new people and improve your career prospects! You can find out more about the huge range of volunteering opportunities by visiting www.rusu.co.uk/volunteering.

For more information...
Visit our website at www.rusu.co.uk or follow us on Twitter @RUSUtweets and Facebook /RUSUnews You can also drop by and visit us in the RUSU office.