Part 1 Modules:

LS1ELS
ENGLISH LANGUAGE AND SOCIETY

LS1SG
SOUNDS, GRAMMAR AND MEANING

LS1TAL
TECHNIQUES AND SKILLS FOR APPLIED LINGUISTICS

LS1GL
GLOBALIZATION AND LANGUAGE

2018-19
Disclaimer

This is a guide for the convenience of students and staff. Formal Ordinances and Regulations are given in the University Calendar, and programme requirements in the Programme Specification and in the relevant module descriptions. 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.

- University Calendar
- University of Reading Programme Specifications
- University of Reading Module Descriptions

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.
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September 2018

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, further details of which are provided later in this handbook.

- Essentials homepage
- Essentials - ‘The important stuff’ webpage

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 11 & 12), 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.
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 during the year.

The members of staff who are most concerned with Part 1 in the Department are:-

Departmental Director of Academic Tutoring: 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 and Natalia Kampakli

LS1TAL Techniques and Skills for Applied Linguistics: Dr. Mohammed Ateek

LS1GL Globalization and Language: Dr. Tony Capstick

Academic Tutors

We’re delighted to announce the launch of our new Academic Tutor System, with effect from September 2018. The Academic Tutor System replaces the previous Personal Tutor System and has been designed following extensive consultation with staff and students, as well as research into similar systems at other UK universities.

Every student will be allocated an Academic Tutor – a member of academic staff in your School. Academic Tutors work in partnership with students and our wider support services to support their academic, personal and professional development.

For example, Academic Tutors help students to:

- Make decisions in relation to their course.
- Formulate plans to support their academic, personal and professional development.
- Connect with other academics in their field of study.
- Make the most of the development opportunities on offer at Reading.
- Connect with other support services as appropriate.

Like the previous Personal Tutor System, you should meet with your Academic Tutor at least once a term to discuss your academic progress and development.

For further information about how to make the most of your Academic Tutor, and other support services available at the University, please visit:

学术导师网页.

Academic Tutors webpage.
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:

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:

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.

Information is also provided electronically:

- You can find detailed information on modules and school specific information using the Blackboard Learn portal;
  - Blackboard Learn portal login page
- You can find your personal information on the RISIS web portal;
  - University of Reading RISIS Portal login page
- And via Essentials.
  - Essentials homepage.

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.

Students are required to check their University email accounts at least once a week.

Term time addresses and phone numbers

You are required to maintain your student record via the RISIS web Portal. This includes entering an up-to-date local contact address (i.e. your term-time address) and (where possible) mobile phone numbers. It is very important that we have these details in case of an emergency and to send, or forward, correspondence to you if needed.

- University of Reading RISIS portal login page
Me@Reading student portal

Me@Reading gives you access to everything you'll need during your time here, all in one place.

- Your University email inbox
- Your academic timetable
- News, articles and events tailored to you
- Links to useful resources like Blackboard, RISIS and the Library
- The latest updates from social media

How do I access Me@Reading?

Once you've picked up your Campus Card and retrieved your University username and password from RISIS, you're ready to go. Simply visit the Student sign in page and use your University Username and password to log in.

Me@Reading is updated every day, so bookmark it and check it as much as possible to keep up to date with university life.

Your timetable

Your timetable holds information on all of the classes you need to attend as part of your course. This includes lectures, seminars, workshops and any other events which form part of your programme.

Information on how to access your timetable, syncing your timetable to your phone, along with help & support can be found on Essentials

Information on your timetable - Essentials website
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 familiarize 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.

Examinations Office:

- Guidance for students

This guidance includes important information in relation to:

- penalties for late submission of coursework
  - Policy on Penalties for late submission (excluding Postgraduate Flexible Programmes);
- examination arrangements for students with disabilities and specific learning difficulties
  - Examinations Office information on special examination arrangements;
  - Section 7 Examination & Assessment arrangements for students with specific needs
- extenuating circumstances
  - Policy on and procedures relating to extenuating circumstances;
- academic misconduct
  - Policy on Academic Integrity and Academic Misconduct;
- feedback to students
  - Policy on providing feedback to students on their performance;
- marking and progression
  - Section 10: Assessment Handbook - Marking;
  - Section 15: Assessment Handbook - Progression
- classification of degrees
  - Assessment Handbook - see Sections 16-25;
- publication of results
  - Policy on recording, documentation and publication of assessment decisions;
- re-examination;
  - Policy on Reassessment
- how to make an appeal
  - Examinations Office - How to make an appeal
Overview of ‘Essentials’

‘Essentials’ ([http://student.reading.ac.uk/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, Academic 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 familiarize 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 co-ordinates 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 you should contact the Disability Office (Tel: 0118 378 4202 or 6602; email: disability@reading.ac.uk).

There is an administrative disability representative for each School within the Support Centres. For the School of Literature and Languages, your administrative disability representative is Lesley Hammond (l.m.hammond@reading.ac.uk / 0118 378 8140). The disability representatives support the Disability Advisory Service in implementing recommended, reasonable adjustments for students in relation to programme delivery and assessment, for example, with regard to special arrangements for in-class tests, green stickers for hard copy assignments or to arrange a personal emergency evacuation plan.

You can 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](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@rdg.ac.uk

NB: Students registered with dyslexia or other disabilities which specifically affect English Language should be aware that, as 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 if they have a disability which entitles them to extra time in class tests. [either the appropriate module tutor, or Lesley Hammond, the programme administrator on delal-admin@reading.ac.uk]

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 compulsory 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 academic 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 & 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 and Linguistics

*4-year programme:*

BA English Language (with year abroad)

The following programmes are the responsibility of the department indicated and students should consult the relevant department’s handbook for more information.

*3-year programme:*

BA English Language and Literature (owned by the Dept. of English 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  
(all owned by the Dept. of Modern Languages)
GENERAL STRUCTURE OF PART 1

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

Part 1 (three terms) Certificate Level
Students are required to take 120 credits at Part 1, of which at least 60 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:

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>LS1SG</td>
<td>Sounds, Grammar and Meaning</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>LS1ELS</td>
<td>English Language in Society</td>
<td>20</td>
<td>4</td>
</tr>
<tr>
<td>LS1TAL</td>
<td>Techniques and skills for Applied Linguistics</td>
<td>20</td>
<td>4</td>
</tr>
</tbody>
</table>

Optional modules
Autumn term:

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>LS1GL</td>
<td>Globalization and Language</td>
<td>20</td>
<td>4</td>
</tr>
</tbody>
</table>

Assessed coursework will be undertaken either during term time or in the Christmas and Easter vacation; for modules with examinations these will take place in the Summer term.

Your remaining Part 1 Modules outside the Department

If you are registered for the BA English Language and Linguistics as a single subject degree, you will have up to 60 credits to find which may be made up of any combination of 10 and 20 credit modules offered as 'University Wide Modules' at Part 1.
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 Part One modules is carried out either by coursework only, or by coursework and 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, and LS1SG Sounds, Grammar and Meaning 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. achieve an overall average of at least 40% across 120 credits taken at Part 1; and
ii. achieve a mark of at least 30% in individual modules amounting to not less than 100 credits taken at Part 1.
iii. obtain a mark of at least 40% in 40 credits of specified compulsory modules (LS1SG, and LS1ELS) taken at Part 1.

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

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(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.

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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 academic 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 & 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 and Linguistics

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

The following programmes are the responsibility of the department indicated and students should consult the relevant department’s handbook for more information.

**3-year programme:**
- BA English Language and Literature (owned by the Dept. of English 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

(all owned by the Dept. of Modern Languages)
Module Descriptions

LS1ELS  English Language & Society
LS1SG  Sounds, Grammar & Meaning
LS1TAL  Techniques and Skills for Applied Linguistics
LS1GL  Globalization and Language

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 and Linguistics programme and LS1GL Globalization and Language 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**  
Module convenor: **Dr. Christiana Themistocleous, Natalia Kampakli**

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

Modules excluded: **none**  
Module version for **2018/19**

**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 media; 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; 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.

Contact hours

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<tr>
<th></th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>Lectures</td>
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<tr>
<td>Guided Independent Study</td>
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<td>61</td>
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</tr>
<tr>
<td>Total hours by term</td>
<td>75</td>
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Assessment:

Coursework
Two 1,500 word essays (one in the Autumn term and one in the Spring). Each essay must be submitted by 12 Noon on Wednesday Week 10 of the term in which it is set.

Relative percentage of coursework: 40% (20% per essay)

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 in the Summer term.

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 by 12 noon on the third Friday in August in the year the module is taken.
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 2018/19

**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-accents. 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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<th>Autumn</th>
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<td>Lectures</td>
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<td>Tutorials/seminars</td>
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<td>4</td>
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<td>Guided Independent Study</td>
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<td>61</td>
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<td>Number of essays or assignments</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 12 noon 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 in the Summer term.
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 by 12 noon on the third Friday in August in the year the module was taken.
Module title: **Techniques and Skills for Applied Linguistics**

Module code: **LS1TAL**
Providing Department: **DELAL**

Part/Level: **Part 1/Level 4**
Number of credits: **20**

Terms in which taught: **Autumn & Spring**
Module convenor: **Dr Mohammed Ateek**

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

Modules excluded: None
Module version for 2018/19

**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 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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<tr>
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<th>Autumn</th>
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Summative Assessment Methods (%) - work which always contributes towards the overall module mark:

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<tr>
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<td>60%</td>
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<tr>
<td>Report (blog)</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.’

• NB ‘Definition of ‘Working Day’
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Requirements for a pass

A mark of 40% overall.

Reassessment arrangements

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 by 12 noon on the third Friday in August in the year the module is taken.
Module title: **Globalization and Language**

Module code: **LS1GL**
Providing Department: **DELAL**
Part/Level: **Part 1/Level 4**
Number of credits: **20**

Terms in which taught: **Autumn**
Module convenor: **Dr. Tony Capstick**
Other teaching staff: Dr Nicola Abram, Dr Federico Faloppa, Ms Sarah Mattin, Professor Jane Setter, Dr Parvaneh Tavakoli

Pre-requisites: **none**
Co-requisites: **none**
Modules excluded: **none**
Module version for **2018/19**

**Summary Module Description:**
In this module students will explore the role of language in globalization. They will examine the reasons for the spread of languages around the globe historically and in the future (especially in the context of political developments such as Brexit, and the increasing importance of World languages such as English). They will also explore debates about linguistic imperialism and the political dimensions of language use and language policies. Finally, they will explore the effects of technology and migration on the linguistic situation in Latin America, New Zealand and the Middle East, including how urban centers are becoming increasingly multilingual and 'superdiverse', and the political and social consequences of this. Teaching is drawn from across the School of Literature and Language.

**Aims:**
This module aims to equip students with the theoretical and analytical tools to analyse and reflect critically on the relationship between language and globalization, especially as it relates to the political, economic, and social dimensions of the role of English as a global language and the quickly changing linguistic situation across the world as a result of increased migration.

**Intended learning outcomes:**
By the end of the module it is expected that the student will be able to:
- describe and explain some important political, economic and social reasons for the spread and influences of different languages, especially in relation to the spread of global languages;
- analyse media, literary and academic texts on the spread of English, language standards, language policies, migration and multilingualism, and discuss how they reflect people’s attitudes towards different languages and the political and social consequences of language use.
- gather and analyze linguistic data related to the spread of English as a global language or the spread of multilingualism/superdiversity;
- Communicate and debate about issues concerning language and globalisation.
Outline content:
Globalization and global English; the global politics of language; the linguistic marketplace; language maintenance and marginalization; language policy and globalization; language online; linguistic landscapes and super diverse cities; metrolinguism and polylanguaging; globalization and language teaching; attitudes towards languages and multilingualism.

Brief description of teaching and learning methods:
Interactive lectures, small group discussions, online discussions, project work.

Contact hours:

<table>
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<tr>
<th></th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
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<tr>
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<tr>
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Summative Assessment Methods:

| Method                                         | Percentage |
|                                               |            |
| Written assignment including essay            | 80         |
| Class tests administered by the school        | 20         |

Summative Assessment:
Coursework and in-class test:

1) Students will write on paper of around 2,000 words on a topic of their choice approved by the instructor. 80%

2) On-line tests. 20%

Formative Assessment:
Students will receive on-going feedback from the instructor and from other students in the form of comments and in class discussions, and on their ongoing performance in reading quizzes.

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;
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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 12 noon on the third Friday in August in the year the module was taken.
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. Full information on the University’s policy on academic misconduct is available on the following link:
Policy on Academic Integrity and Academic Misconduct

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 Academic 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 unnoticed, 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-phrasings 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 that 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.

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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!

<table>
<thead>
<tr>
<th>View the latest roles</th>
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<td>Find out more</td>
<td><a href="http://www.reading.ac.uk/careers/jobs/jobshop">www.reading.ac.uk/careers/jobs/jobshop</a></td>
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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.

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<tr>
<th>Find out more</th>
<th><a href="http://www.reading.ac.uk/redaward">www.reading.ac.uk/redaward</a></th>
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<tr>
<td>Ask a question</td>
<td><a href="mailto:red@reading.ac.uk">red@reading.ac.uk</a></td>
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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.

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<th>Find out more</th>
<th><a href="http://www.reading.ac.uk/careers/placements">www.reading.ac.uk/careers/placements</a></th>
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<tr>
<td>Ask a question</td>
<td><a href="mailto:placements@reading.ac.uk">placements@reading.ac.uk</a></td>
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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.

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<tr>
<th>Find out more</th>
<th><a href="http://www.reading.ac.uk/careers/ris">www.reading.ac.uk/careers/ris</a></th>
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<td>Ask a question</td>
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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.

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<th>Find out more</th>
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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.

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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 in sessions

GET CONNECTED

Visit us in the Carrington Building
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/
RUSU is a student-led independent charity, based on Whiteknights campus that exists to represent, support and provide opportunities for all students studying at the University of Reading. As a student, you are automatically a member of the Student’s Union. Our ultimate ambition is to deliver essential and relevant services to students in an accountable, inclusive and dynamic way. As RUSU is a separate organisation to the University of Reading, we will fight to ensure that the student is always put first. More can be found on the RUSU website.

What does RUSU do day to day?

We strive to solve any problems you may face at University

We offer advice, or point you in the direction for help on matters such as welfare, money, education, accommodation and any other issues you may face.

We will help you unleash your potential

RUSU will enhance your existing skills, helping you to get to know yourself a little better, and encouraging your participation in new activities. We’ll open your eyes to opportunities you may not have considered; from joining (or starting!) a society to launching student led campaigns on matters that are meaningful to YOU.

We will provide you with exciting activities to get involved in

Whether you enjoy sports, a specific hobby, DIY, debating, baking, music, helping others or you are looking to try something new like sailing, then RUSU is the place for you. Looking to set up the first ever Gel Pen appreciation club? DO IT!

At RUSU, you are our main priority! Let RUSU support you and enhance YOUR University experience.

Eat, drink and socialise at RUSU

Whether you fancy a pint, a coffee to help you get through the day or some curly fries as a pick me up, we have it all for you at RUSU, in our Mojo’s bar and Café Mondial.

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.

Your elected full-time Student Officers are:

President – Jason Dabydoyal, Education Officer – Lillie-Mae Firmin, Diversity Officer – Nozomi Tolworthy, Welfare Officer – Dan Bentley, Student Activities Officer – Ali Perry. Visit RUSU Officers webpage 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, Mature Students’ Officer, LGBT+ (Lesbian, Gay, Bisexual and Transgender) Students’ Officer, BAME (Black, Asian and Minority Ethnic) Students’ Officer, Women’s Officer, Disabled Students’ Officer, Postgraduate Taught Students’ Officer, Environment & Ethics Officer, London Road 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 the [RUSU Course Reps page](#) to find out more about Course Reps, and how to get involved.

Visit the [RUSU School Reps webpage](#) to find out more, or to contact your School 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 the [RUSU Elections webpage](#).

What can RUSU do for me? Change It!

RUSU organises and supports campaigns that have been put forward by students via the [Change it! webpage](#). 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 the [Change it! webpage](#) and view current campaigns at [Campaigns webpages](#).

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 [RUSU Advice webpage](#) 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 RUSU Nursery for more information.

How can RUSU enhance your student experience?

Societies, Sports and Volunteering

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 RUSU Activities webpage.

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 RUSU Sport & Leisure 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 RUSU Volunteering webpage.

For more information...

Visit the RUSU website or follow us on Twitter @RUSUtweets and Facebook /RUSUnews. You can also drop by and visit us in the RUSU building located on Whiteknights Campus.