'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.
Aim of the Programme Handbooks

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

If you find any mistakes, or what look like inconsistencies, or cannot find the information that you need, please let the Programme Administrator, Lesley Hammond, know, so that we can improve next year’s handbook (delal-admin@reading.ac.uk – x8140).

Finally, much of the material in the handbook is part of the formal and necessary procedures of the University. These are important, and need to be observed. However, you should keep them in perspective; they exist to make possible the most important process of all – your individual efforts to engage in the excitement and challenges of the study of language and linguistics. We welcome you to this learning process, with our best wishes.

It is the responsibility of students to familiarise themselves with the Programme Handbook and with the content of Essentials and Key Academic Policies and Procedures (see pages ix and xi) 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.

October 2018
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INTRODUCTION

Welcome to Part 2 of your modular BA Programme in the Department of English Language and Applied Linguistics (School of Literature and Languages). We are glad that you are continuing with us from Part 1, and we hope very much that you will continue to find our School a stimulating environment to work in. We also hope that, as you get to know us better, you will find that we provide a friendly and supportive atmosphere for our students.

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 (if you are a returning student, this will usually be the same member of staff who was your Personal Tutor previously). 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:

[Academic Tutors webpage]
Communication

Students should note that email is an important 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](#)

**Mobile phone usage**

Mobile phones are to be switched off during lectures and seminars unless otherwise instructed by the class tutor.
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
The 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 recognises 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 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 you 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.

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) 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.
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.
Student Representation

The University actively encourages students to provide feedback on their degree programme and their experiences at Reading, through formal evaluation processes such as module and programme review, and through informal channels such as via Personal Tutors and Programme Directors. In addition, there is a well-established framework for student representation, where student views help to inform the services provided at School and University level.

Each School or subject area across the University has a Student-Staff Committee, whose role is to:

- provide a formal channel for students to meet with staff in order to discuss the operation of their degree programme(s);
- keep under review the aims and objectives of the degree programmes;
- review issues relating to teaching and learning and student support;
- consider other matters affecting students, including health and safety and resources such as equipment and library provision.

The University works closely with the Reading Students Union (RUSU), who provide advice and training to student representatives.

In addition, School Reps are elected each year to provide student representation on a number of School and University-level committees, including the School Boards for Teaching and Learning, the Sub-Committee on Student Development and Employability, the School Boards for Research, the School Postgraduate Research Studies Committees, and the University Senate.

How we support students

Learning support is provided by a wide array of services across the University, including: the University Library, the Careers Centre, the Academic English Programme, Study Advice, the Mathematics Support Centre and IT services. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme.

Student guidance and welfare support are provided by Student Support Co-ordinators, Personal Tutors, School Senior Tutors, the Students’ Union Advice Team, the Medical Practice, Counselling and Wellbeing and the Disability Advisory Service. Students and Applicant Services also offer advice and support in a number of areas, including finance and academic issues such as withdrawals and suspensions. For more information see http://student.reading.ac.uk/essentials.
Support Centres

Your Student Support Coordinators in the Support Centres are dedicated to helping you with any queries you may have about your programme or other aspects of student life.

You can visit your Student Support Coordinator for support on all teaching, learning and wellbeing issues. They can assist you with a range of things - from submitting essays, to help with changing a module or filling in an Extenuating Circumstances Form (ECF).

Support Centres are open weekdays 8.30am - 5pm during term time and weekdays 9am - 4pm outside of term-time. No need to book an appointment, simply come by and your Student Support Coordinator will be happy to help.

Each School has a dedicated Student Support Coordinator; details are available online: http://student.reading.ac.uk/essentials/support-and-wellbeing/support-arrangements/student-support.aspx. Students can visit any Support Centre for general advice.

You will also be able to arrange to meet with Placement Coordinators and Timetabling Officers by contacting your Support Centre or via the details online:

Placements: http://student.reading.ac.uk/essentials/careers_and_professional_development/grow/placements.aspx

Office locations and contact details are listed in the table below.

<table>
<thead>
<tr>
<th>Support Centre location</th>
<th>Phone number</th>
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<tbody>
<tr>
<td>Edith Morley</td>
<td>0118 378 4243</td>
</tr>
<tr>
<td>JJ Thompson</td>
<td>0118 378 4101</td>
</tr>
<tr>
<td>Earley Gate</td>
<td>0118 378 8020</td>
</tr>
<tr>
<td>Foxhill House</td>
<td>0118 378 6568</td>
</tr>
<tr>
<td>London Road</td>
<td>0118 378 2608</td>
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<tr>
<td></td>
<td>0118 378 2611</td>
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</tbody>
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If you're unable to visit in person, you can call the Support Centre or ask a question online via the 'Questions' button on the Me@Reading student portal.
The University's modular system

The University's undergraduate modular system is intended to give greater flexibility in student choice, in the 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, co-requisites etc. 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.

As part of this Handbook, you will find a summary of the Programme Specification for your programme. You will find the full Programme Specification on the website at: www.reading.ac.uk/progspecs. 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. This Handbook also includes Module Descriptions, which give details of the teaching and assessment for particular modules. You will see that each module has a code which comprises three elements:

(i) a two letter code, which indicates the subject area to which the ‘module’ belongs – (for English Language modules this will normally be LS);

(ii) a single digit indicating the ‘Part’ at which the module is placed. In general these usually correspond to the years 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.

[You may also sometimes find that Part 1 modules are referred to as Level 4, Part 2 modules as Level 5, and Part 3 modules 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. These often have mnemonic significance – so, for example, the code for the English Language Part 2 module in English Grammar is LS2EG.

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 for the average student (including all contact hours such as lectures or classes, as well as further reading and any assessments). 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.
Students should note that in order to qualify as full-time, they must be registered for 120 credits at the beginning of the academic year. Students will normally only be allowed to change their choice of option modules until the end of the third week of the relevant term.

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 the 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).

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 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 BA Board of Studies is responsible for all the programmes referred to in this Handbook. The Board usually meets once a term and a representative of the student body is invited to attend.

The full list of BA programmes covered is as follows:

Single-subject English Language
3 year programme
BA English Language and Linguistics
4 year programme
BA English Language and Linguistics (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
English Language and Literature (owned by the Dept. of English Literature)
4 year programmes (including a year abroad)
  BA French Studies and English Language )
  BA German Studies and English Language ) all owned by the Dept of
  BA Italian Studies and English Language ) Modern Languages
  BA Spanish Studies and English Language )

SECTION B:
MODULE DESCRIPTIONS

In this Section compulsory modules precede optional modules. Compulsory and optional modules provided by other Schools are not included here but details can be found on the University’s website via the link given below.

Most optional modules are taught within a single term (placement modules would be one exception to this). The format of the Module Descriptions is that prescribed by the University and provides information on their credit weighting, the timing, the member of staff who acts as convenor for the module, the aims and outcomes, the indicative content, the general schedule of lectures and seminars involved, and details of the assessment. A full list of the University's Module Descriptions can be found at:

http://www.reading.ac.uk/module

Module Descriptions:

LS2DAN  Discourse Analysis.................................................................  B2
LS2EG    English Grammar.................................................................  B4
LS2EP    English Phonology.............................................................  B6
LS2SLG   Sociolinguistics.................................................................  B8

LS2ANS   Analysing Speech...............................................................  B10
LS2LAT   Introduction to English Language Teaching...........................  B13
LS2LAG   Language and Gender..........................................................  B15
LS2LAM   Language and the Mind.......................................................  B17
LS2LNM   Language and New Media....................................................  B19
LS2LDP   Literacy, Discourse and Power.............................................  B22
School-wide modules
LS2LLE Literature, Language and Education............................. B24
ML2LLM Literature, Language and Media.................................... B27
Module title: **Discourse Analysis**

Module code: **LS2DAN**
Level: **5**
Terms in which taught: **Autumn**

Providing Department: **DELAL**
Number of credits: **20**

Module convenor: **Dr Sylvia Jaworska**

Pre-requisites: **LS1SG; LS1ELS**
Modules excluded: **None**

Co-requisites: **None**
Module version for: **2018/19**

### Summary Module Description:

This module aims to introduce and apply the key methodological frameworks for the description and analysis of discourse, including spoken and written language in use. We will consider a range of analytical approaches in the description of authentic language, relating features of text to the context in which the language is produced and understood. We will also consider the applicability of these approaches to study discourse in a variety of social and political contexts.

### Aims:

The module aims to:

- familiarize students with a range of approaches used in the description of discourse, and the terms and concepts used in each;
- give students experience of applying the approaches covered to samples of authentic language;
- help students to appreciate the relevance of different approaches to different kinds of discourse analytic problems.

### Intended learning outcomes:

**Assessable outcomes**

By the end of the module it is expected that the student will be able to demonstrate:

- awareness of the principles underlying key models of discourse analysis presented in the literature;
- awareness of the differing perspectives offered by these approaches and an ability to synthesize these models;
- an ability to select appropriate approaches in accordance with specific goals of analysis and consider their applicability to data;
- familiarity with some of the conventions for the transcription of spoken interaction.

**Additional outcomes**

The module aims to encourage the development of students’ critical and evaluative skills. Through group-work and individual workshop tasks students will be encouraged to develop independent thinking and teamwork.
Outline content:
The following topics will be introduced and discussed: pragmatics, speech-act theory, politeness, conversation analysis, interactional sociolinguistics, notions of coherence and cohesion, genre, critical discourse analysis and multimodal discourse analysis. Issues will be introduced with reference mainly to English discourse. The data for analysis will be drawn from such sources as spontaneous informal conversations, media interviews, newspaper articles and academic texts.

Brief description of teaching and learning methods
The module consists of a weekly 1 hour lecture and a 1 hour seminar dedicated to practical exercises, group work and discussions.

Contact hours

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<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
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<tr>
<td>Lecture</td>
<td>20</td>
<td></td>
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<tr>
<td>Guided independent study</td>
<td>180</td>
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<tr>
<td>Total hours</td>
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Summative Assessment Methods (%) – work which always contributes towards the overall module mark:

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<td>Written assignment including essay</td>
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<td>Group Project</td>
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<td>Set Exercise</td>
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Coursework:
- One essay of 2,000 – 2,500 words (60%);
- Group project on Spoken Language including recording, transcription and data analysis (30%)
- Three on-line multiple choice tests on Blackboard (10%)

Relative percentage of coursework: 100%

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

Reassessment arrangements: Re-assessment by coursework to be submitted by 12 noon on the third Friday in August in the year the module was taken.
Module title: **English Grammar**

Module code: **LS2EG**

Providing Department: **DELAL**

Level: 5

Number of credits: 10

Terms in which taught: **Autumn**

Module convenor: **Dr Mohammed Ateek**

Pre-requisites: **LS1SG; LS1ELS**

Co-requisites: **LS2EP**

Modules excluded: **none**

Module version for: **2018/19**

**Aims:**

This module aims to build on the Grammar and Meaning lectures at Part 1 in LS1SG by further exposition of the morphological and syntactic systems within the larger system of the English language; and to provide a basis for applied work in the areas of discourse analysis, sociolinguistics, forensic studies and corpus-based approaches to language analysis.

**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 major linguistic elements and structures of English at the levels of morphology and syntax;
- locate and assemble information on the linguistic treatment of the morpho-syntax of the English language;
- appraise critically the evidence for certain views and analyses of the English language;
- organise their knowledge and articulate their arguments effectively in writing.

**Additional outcomes**

The module also aims to encourage the development of oral communication skills and the student’s effectiveness in group situations. Students will also develop their IT skills by use of relevant web resources and databases.

**Outline content:**

This module provides the student with the opportunity to develop a working knowledge of the major categories and processes of English grammar. Topics covered include clause and constituent analysis; clause types; grammatical functions; an analysis of the noun phrase,
adjectives and determiners; and the analysis of the grammatical attributes of the verb: tense, aspect and modality.

**Brief description of teaching and learning methods**
Lectures and self-study exercises.

### Contact hours

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**Formative Assessment Methods** - work which provides opportunities to improve performance (e.g. through feedback provided) but which does not necessarily always contribute towards the overall module mark:

- Weekly parsing exercises posted on Blackboard

**Summative Assessment Methods (%)** - work which always contributes towards the overall module mark:

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**Assessment:**
The assessment schedule for this module is a class test.

**Class Test:**
In Week 11 of the Autumn term, students will sit a 2-hour paper requiring parsing of sentences (20%) and answering short questions on the grammar topics covered (80%).

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

**Reassessment arrangements:** Re-examination by a similar 2 hour paper at a time to be arranged
Module title: **English Phonology**

Module code: **LS2EP**  
Providing Department: **DELAL**  
Level: **5**  
Number of credits: **10**  
Terms in which taught: **Autumn**  
Module convenor: **Professor Jane Setter**

Pre-requisites: **LS1SG, LS1ELS**  
Co-requisites: **None**  
Modules excluded: **None**  
Module version for: **2018/19**

**Summary module description**

The module looks at the phonetic and phonological patterning of speech sounds and suprasegmentals in English (near-RP accent).

**Aims**

This module aims to support the other Part 2 core and optional modules by familiarising students with the phonetic and phonological systems within the larger system of the English language and providing a basis for evaluating the descriptive adequacy of claims made by linguistic theories in other areas of English language study. It also aims to impart a high level of competence in the transcription of English sounds and stress, and introduce the intonation system of English (near-RP accent).

**Assessable learning outcomes**

By the end of the module it is expected that the student will be able to:

- identify and explain the major elements and structures of English at the levels of phonetics and phonology  
- transcribe English from a variety of sources using appropriate notation;  
- organise his/her knowledge effectively in writing under timed conditions.

**Additional outcomes:**

The module aims to encourage the development of general analytical skills. Students will also develop their IT skills by use of relevant web resources and experience of programmes used in the description of speech.

**Outline content:**

The elements and domains of the English sound system (near-RP accent); English phonemes (consonants and vowels) and their principal allophones; systems for describing these sounds; some sounds of other varieties of English; principles of assignment of English stress and intonation in words and sentences; methods of transcribing English stress and intonation.

**Brief description of teaching and learning methods**

Interactive lectures with online support, including technology enhanced learning approaches.
Contact hours

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Formative Assessment Methods - work which provides opportunities to improve performance (e.g. through feedback provided) but which does not necessarily always contribute towards the overall module mark:

- Weekly written practice exercises (answers on Blackboard after a delay of one week);
- Four audio passages for transcription practice (answers on Blackboard after a delay of one week);
- A “fieldwork” transcription passage reflecting week-by-week classroom content (answers on Blackboard after a delay of one week);
- The opportunity to write a Wiki together with other students to support each other’s learning;
- From Week 5 onwards, in-class feedback on the weekly dictation to broad phonetic transcription;
- Week 8’s practice dictation to broad phonetic transcription taken in for individual formative feedback.

Summative Assessment Methods (%) - work which always contributes towards the overall module mark:

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Assessment: Class Test
To be completed during the final lecture session:

- A dictation of colloquial English to broad phonetic transcription;
- A quiz on the key terms covered in the module requiring description and exemplification.

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

Reassessment arrangements: Re-examination by a similar practical skills assessment and class test at a time to be arranged.
Module title: **Sociolinguistics**

**Module code:** LS2SLG  
**Providing Department:** DELAL  
**Level:** 5  
**Number of credits:** 20  
**Terms in which taught:** Autumn  
**Module convenor:** Dr Christiana Themistocleous

**Pre-requisites:** LS1SG and LS1ELS, or PL1GML  
**Module version for:** 2018/19

**Summary module description:**
The module aims to introduce students to the relationship between language and society and the study of language as a social phenomenon. It will introduce students to diverse areas of sociolinguistic enquiry.

**Aims:**
The module aims to further develop an awareness of the concepts and approaches involved in the study of language and society. Students should gain an understanding of the links between language use, extra-linguistic factors and social identity.

**Intended learning outcomes:**

- **Assessable outcomes**
  By the end of the module it is expected that students will be able to demonstrate:
  - Familiarity with the main methods, principles and practices of sociolinguistic research;
  - Knowledge of basic sociolinguistic terms and concepts;
  - Awareness of the links between language variation and social context;
  - Awareness of how language variation, and the related phenomenon of language choice, signal the social identity of speakers and their social relationships and how power relationships are reflected in language use;
  - The ability to display information in visual form (production of an assessed website project);
  - The ability to work as part of a group.

- **Additional outcomes**
  Students will have an enhanced understanding of the way language is used to create and define the social context. Students will also develop the conceptual and practical tools necessary to analyse and discuss seminal work in the field.

**Outline content:**
Topics will include: introduction to languages and communities, research methods in sociolinguistics, regional and social dialectology; language variation and change; stylistic variation, language and identity; multilingualism; language choice, attitudes to language.

**Brief description of teaching and learning methods:**
Lectures with seminar-style discussion and guided independent study.
### Contact hours

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### Summative Assessment Methods (%) – work which always contributes towards the overall module mark:

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<td>Website project and presentation</td>
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**Coursework:**

1. Online multiple choice tests on Blackboard (10%);
2. Website project and presentation (in groups) (30%);
3. One 2000 word assignment (60%)

**Relative percentage of coursework:** 100%

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

**Reassessment arrangements:** Re-assessment by coursework to be submitted by 12 noon on the third Friday in August in the year the module was taken.
Module title: **Analysing Speech**

Module code:  **LS2ANS**  
Level:  **5**  
Terms in which taught:  **Spring**

**Providing Department:**  **DELAL**  
**Number of credits:**  **20**

Module convenor:  **Professor Jane Setter**

Pre-requisites:  **LS1SG; LS1ELS; LS2EP**  
Co-requisites:  **None**  
Modules excluded:  **None**  
Module version for:  **2018/19**

**Maximum number of students:**  **15**

**Summary module description:**
This is preparation for doing all kinds of fieldwork which involve pronunciation. It would be useful for those interested in the pronunciation of children, in how accents differ, in analysing foreign accents, in forensic speaker comparison, and in sociolinguistic research involving speech patterns of a particular subgroup or change of pronunciation over time.

The course begins with an examination of the uses of phonetic transcription and what sorts of detail can be captured using impressionistic phonetics. Next it examines instrumental techniques for examining speech, including recording and editing. The relationship between articulation and the speech waveform are examined. Computer lab sessions will comprise a large part of this component.

At the end of the course, the student should feel confident to collect spoken language data and analyse it using several different techniques.

**Aims:**
This course aims to provide students with a selection of techniques for analysing spoken language data, allowing the student to make sense of spoken data collected in the field.

**Intended learning outcomes:**

**Assessable outcomes**
By the end of the module, the student should be able to:

- produce and perceive all sounds on the current chart of the International Phonetic Alphabet;
- demonstrate a high-level understanding of the phonetics and phonology of English;
- select appropriate recording equipment and organise appropriate recording environments for collecting sound files;
- display sound files and analyse their acoustic properties;
- relate acoustic properties to linguistic properties such as vowel and consonant quality, stress and intonation and paralinguistic qualities such as voice type;
- report on their findings in written form.
Additional outcomes
The student will learn about digital sound analysis and programs available to do it.

Outline content:
Articulatory phonetics; features of connected speech in English; analysing by ear; recording speech; selecting recordings for analysis; reading waveforms; relating waveforms to articulation; spectrograms; relating spectrograms to articulation; suprasegmentals; voice quality; speech rate.

Brief description of teaching and learning methods:
Lectures, seminars, flipped lecture content and guided seminars in computer lab.

Contact hours

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Summative Assessment Methods (%) – work which always contributes towards the overall module mark:

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<td>Report</td>
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<td>Portfolio</td>
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<td>Practical skills assessment</td>
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Coursework
- Written report: articulatory description (50%)
- Practical skills assessment (30%)
- Portfolio of worksheets (10%)
• Online multiple-choice questionnaires (5%)
• Spectrogram analysis (5%)

Relative percentage of coursework: 100%

Examinations: None

Requirements for a pass 40%

Reassessment arrangements
Re-examination by coursework and/or of practical skills to be submitted/organised by 12 noon on the third Friday in August in the year the course was taken.
Module title: **Introduction to English Language Teaching**

Module code: **LS2LAT**  
Providing Department: **DELAL**  
Level: **5**  
Number of credits: **20**  
Terms in which taught: **Spring**

Module convenor: **Erhan Aslan**  
Other Teaching Staff: **Suzanne Portch**

Pre-requisites: **LS1SG; LS1ELS**

Modules excluded: **None**

Aims:
The course aims to provide an overview of key aspects of language teaching methodology and practice. After overviewing the history of language teaching methodology, the course will focus on important aspects of current language teaching methodology, including lesson planning, promoting and sustaining interaction, promoting strategies for learning, etc. The course will also consider important factors which affect language-learning, including learning styles, motivation and external context. Through interactive lectures, and group and class discussions, students will acquire understanding of issues in relation to learning and teaching theory and practice and will develop Level 5 critical and analytical skills.

Intended learning outcomes:

Assessable outcomes

By the end of the module it is expected that students will be able to:

- demonstrate level 5 understanding of the ways in which teaching programmes and methodologies vary in different socio-political and institutional contexts, and according to learner factors;
- demonstrate level 5 understanding of the principles of lesson design;
- analyse the roles of teacher and learners in a variety of teaching contexts in terms of functions and features of interaction at level 5;
- evaluate teaching materials and resources for different purposes and contexts at level 5.

Additional Outcomes

This is a writing intensive course, in which students will be required to write a variety of assignments. Students will also develop oral skills, in informal presentations, group and pair work.

Outline content

The module covers the following topics:

1. The contexts of ELT: formal and informal learning contexts, institutional and individual factors, goals and purposes of learning;
2. Principles of syllabus and lesson design;
3. Classroom processes: roles of teachers and students, interaction in the classroom, questioning, and feedback;
4. Resources in ELT: materials design, adaptation and evaluation, and the use of information technology.

**Brief description of teaching and learning methods:**
Lectures and seminar-style discussion. There will be reading and tasks to do between classes.

**Contact hours**

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**Summative Assessment Methods (%)** – work which always contributes towards the overall module mark:

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*Coursework*
A portfolio of assignments;
*Relative percentage of coursework:* 100%

*Requirements for a pass:* Students must achieve a mark of over 40% overall.

*Reassessment arrangements:* Re-examination by coursework to be submitted by 12 noon on the third Friday in August in the year the module is taken.
Module title: **Language and Gender**

Module code: **LS2LAG**
Providing Department: **DELAL**
Level: **5**
Number of credits: **20**
Terms in which taught: **Spring**
Module Convenor: **Dr Christiana Themistocleous**

Pre-requisites: **LS1ELS, LS1SG**
Co-requisites: **None**
Modules excluded: **None**
Module version for: **2018/19**
Maximum number of students: **30**

**Aims:**
The module aims to provide students with an understanding of the sociolinguistic research on gendered language over the last 40 years. It will examine the various theories that attempt to account for gendered linguistic differences from the earlier essentialist approaches to the latest contemporary paradigms and will explore gendered discourse in various contexts in everyday life.

**Intended learning outcomes:**

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

- discuss the key areas of sociolinguistic research on language and gender;
- demonstrate their knowledge of key terms and concepts;
- demonstrate understanding of the links claimed to exist between a speaker’s use of certain linguistic features and their gender;
- describe and critically evaluate sociolinguistic theories that attempt to account for gender differences in language;
- collect and analyse original data;
- organise knowledge and articulate arguments effectively in writing.

**Additional outcomes:**
The module aims to encourage students to think about the potential connections between particular ways of using language and one’s gender. As well as examining research evidence that suggests such a connection, students will study new developments in the area which question such a straightforward link between gender and language. Students will also gain experience in analysing original data.

**Outline content:**
We will begin the course with a study of the historical and theoretical background to the study of language and gender within the larger area of sociolinguistics. We will examine various theories that attempt to account for gendered differences in language, and look at the key pieces of research in this area. This will include a focus on the following: discourse features and turn taking, narratives and storytelling, and politeness. We will then move on to contemporary theories in the area that move beyond the binary distinction of men and women to how speakers can perform their gendered identity. This includes a focus on workplace discourse to examine how leadership and power are enacted within masculine and feminine workplaces. Recent changes in language and gender studies, such as the incorporation of the Community of Practice framework to analyse language use, will also be
addressed. We will also look at gendered discourse in media and written texts using approaches such as Critical Discourse Analysis.

**Brief description of teaching and learning methods**
Lectures with seminar-style discussion, practical sessions and guided independent study. Students may also undertake an academic placement, through which they will learn how to apply the knowledge and skills gained in studying for this module in a professional context.

**Contact hours**

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**Summative Assessment Methods (%)** - work which always contributes towards the overall module mark:

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**Assessment:**

**Coursework:**
- Multiple Choice tests on Blackboard (10%);
- One 1,000 word report (30%)
- One 2,000 word assignment (60%)

One piece of assessment worth no more than 30% of the module mark can be replaced by a report produced after an academic placement. The placement must be agreed in advance by the module convenor, the length of the report is to be equivalent to standard department practice for coursework.

**Relative percentage of coursework:** 100%

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

**Reassessment arrangements:** Re-submission of coursework by 12 noon on the third Friday in August in the year the course is taken.
Module title: **Language and the Mind**

**Module code:** LS2LAM  
Providing Department: **DELAL**  
**Level:** 5  
Number of credits: **20**  
**Terms in which taught:** Spring

**Module convenor:** Fraibet Aveledo

**Pre-requisites:** LS1ELS, LS1SG  
**Co-requisites:** None  
**Modules excluded:** None  
**Module version for:** 2018/19

**Aims:**
The study of how the mind acquires, stores and processes language (known as psycholinguistics) covers a wide range of topics and draws its ideas from disciplines such as psychology, linguistic analysis, speech science, and neuroscience. The aim of the module is to introduce some of the more accessible areas of interest, providing an introduction which illustrates the scope of the field and the research methods it employs. The approach places importance upon learning through reflecting on and analysing data, with a view to getting students to represent and interpret issues in the way a psycholinguist would.

**Intended learning outcomes:**

**Assessable outcomes**
By the end of the module it is expected that the student will be able to:
- describe the main concerns of psycholinguistics;
- conduct a small-scale psycholinguistic experiment;
- interpret experimental data and findings from a psycholinguistic perspective;
- outline and evaluate various research methods employed in psycholinguistics;
- outline theoretical approaches to the relationship between language and cognition and review them in the light of empirical findings.

**Additional outcomes**
The module aims to develop the students’ oral communication skills and to foster the ability to discuss and analyse concrete data or problematic issues in pairs or in small groups. Students will also become familiar with some of the methods and measures employed in psychological research.

**Outline content:**
The focus of the module is on a) the storage of knowledge of language and b) the relationship between language and mind. Issues include among others animal communication and the extent to which it resembles language;

where language is located in the brain; theories of how language first evolved; how vocabulary is stored and how it is retrieved when we need it; the relationship between language and thought; communication in visually impaired populations and sign language; language in impaired populations; bilingualism from a psychological perspective; the psychology of second language learning.
**Brief description of teaching and learning methods**
Lectures with tasks in which students evaluate methods and data.

**Contact hours**

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**Summative Assessment Methods (%)** - work which always contributes towards the overall module mark:

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**Assessment:**

**Coursework:**
Students will complete a small-scale project on lexical storage or lexical retrieval, using an established psycholinguistic method. Findings will be presented in a report of 1000 words. (30%)

Students will sit an in-class test on the topics covered in the module. (70%)

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

**Reassessment arrangements:** Re-submission of coursework and/or submission of set coursework in lieu of class test by 12 noon on the third Friday in August in the year the course is taken.
Module title: **Language and New Media**

Module code: **LS2LN M**
Providing School/Department: **DELA**
Level 5
Number of credits: **20**
Terms in which taught: **Spring**

Module convenor: **Professor Rodney Jones**

Pre-requisites: **LS1SG: LS1ELS**
Co-requisites: **None**
Modules excluded: **None**
Module version for: **2018/19**

**Summary module description:**

In this module student will explore the ways digital media are changing the way people use language. Students will be introduced to a range of theories from sociolinguistics, media studies and discourse analysis and learn to apply these theories to analysing authentic texts and interactions. Among the topics covered in the module are genres and registers of mediated communication, social networking and online identity, multimodal and multimedia communication, mobile communication and wearable computers, and online tracking and surveillance.

**Aims:**

The module aims to equip students with the theoretical and analytical tools to analyse and reflect critically on their own digital literacy practices and those of others, and to apply their findings to broader debates about the impact of new media communication on the way we use language and how this affects our social relationships. The module also aims to help students become more proficient, reflective and critical users of the media.

**Intended learning outcomes:**

**Assessable outcomes**

By the end of the module it is expected that the student will be able to:

- describe and explain key theories of sociolinguistics, media studies and discourse analysis relevant to the analysis of new media communication, including mediated and multimodal discourse analysis, conversation analysis, software studies, and critical discourse analysis;

- analyse authentic texts, conversations and social practices mediated through new media, explaining how media affect linguistic forms, patterns of social interaction, the construction of social identities and the formation of communities and social networks;
• conduct research on language and new media using a variety of text based and ethnographic approaches to the ethical collection, selection and analysis of data from naturally occurring language use;

• apply the findings from research on new media language to discussions and debates about the effects of new media on things like learning and literacy, social relationships, privacy, globalisation and social and economic equality;

• communicate and debate about issues concerning language and new media using a variety of new media genres and formats including social bookmarking, blog posts, and digital video.

Outline content:
Mediation; reading and writing hypertext; multimodal and multimedia communication; genres and registers of new media language; participation frameworks and conversational patterns in new media interactions; face and politeness in new media communication; attention structures in new media communication; online cultures and intercultural communication; language and mobile communication; games and gaming cultures; social networking and online identity; collaboration and peer production; remix and intertextuality, virality and the flow of information; language and online surveillance.

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

Contact hours

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<th>Autumn</th>
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<tr>
<td>Lecture</td>
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<tr>
<td>Guided independent study</td>
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<td>180</td>
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<tr>
<td>Total hours</td>
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</tbody>
</table>

Formative Assessment Methods – work which provides opportunities to improve performance (e.g. through feedback provided) but which does not necessarily contribute towards the overall module mark:

Students will receive on-going feedback from the instructor and from other students in the form of comments on their reflective blog posts.

Summative Assessment Methods (%) – work which always contributes towards the overall module mark:
Coursework
1. Students will write one paper of around 1,000 words on a topic of their choice approved by the instructor. (25%)

2. Students will keep reflective blogs in which they will write weekly posts (of approx. 200 words each) critically reflecting on reading assignments and applying ideas from the readings to their own media language practices and those of their friends. (50%)

3. Students will work in groups to conduct a mini research project on some aspect of language and new media. They will report the findings of their project in the form of a ten-minute YouTube video. (25%)

[One piece of assessment worth no more than 30% of the module mark can be replaced by a report produced after an academic placement. The placement must be agreed in advance by the module convenor, the length of the report is to be equivalent to standard department practice for coursework.]

Relative percentage of coursework: 100%

Examinations: None

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

Reassessment arrangements
Re-examination by coursework to be submitted by 12 noon on the third Friday in August in the year the course is taken
Module title: **Literacy, Discourse and Power**

Module code: **LS2LDP**  
Providing Department: **DELAL**  
Level: **5**  
Number of credits: **20**

Terms in which taught: **Spring**

Module Convenor: **Dr Tony Capstick**

Pre-requisites: **LS1SG, LS1ELS**  
Co-requisites: **None**  
Modules excluded: **None**  
Module version for: **2018/19**

Maximum number of students: **30**

**Aims:**
This module aims to explore the nature of literacy practices, drawing on a range of social and educational contexts. We will consider both the theoretical bases of production and comprehension of written language and will review methodological approaches to research in reading and writing.

**Intended learning outcomes:**

*Assessable outcomes:*
By the end of this module it is expected that the student will be able to:
- Collect and analyse data on literacy practices;
- Summarize major theories of literacy practices from social perspectives;
- Discuss literacy practices in different contexts (education and multilingual);
- Describe writing systems.

*Additional outcomes:*
The module aims to encourage the development of students’ critical thinking skills, in relation to evaluating ideas, research, and teaching approaches. Students will be encouraged to use IT resources for asynchronous discussion of key topics. Oral presentation skills will be promoted.

**Outline content:**
The module will look at developing literacy skills from educational and social perspectives. We will also look at meanings of literacy in different traditions, literacy acquisition, and new literacies. We will consider a variety of research methods. We will discuss writing systems and the social bases of literacy, including multilingual literacy practices.

**Brief description of teaching and learning methods:**
Integrated lectures with workshops and oral presentations.
Contact hours

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<th>Autumn</th>
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<tbody>
<tr>
<td>Lecture</td>
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<tr>
<td>Guided independent study</td>
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</tr>
<tr>
<td>Total hours</td>
<td></td>
<td>180</td>
<td></td>
</tr>
</tbody>
</table>

Formative Assessment Methods - work which provides opportunities to improve performance (e.g. through feedback provided) but which does not necessarily always contribute towards the overall module mark:

- Feedback on group preparation for oral presentation;
- Feedback on assignment outline.

Summative Assessment Methods (%) - work which always contributes towards the overall module mark:

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<tr>
<td>Written exam</td>
<td>45%</td>
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</tr>
<tr>
<td>including essay</td>
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</tr>
<tr>
<td>Oral assessment and</td>
<td>10%</td>
</tr>
<tr>
<td>presentation</td>
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</tbody>
</table>

Assessment:

Coursework:

- Students will make one oral presentation in groups (10%)
- Students will write one essay of 2,000 – 2,500 words. (45%)

Relative percentage of coursework: 55%

Examinations: One 2-hour examination, with two questions.

Relative percentage of examination: 45%

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

Reassessment arrangements: Resubmission of coursework by 12 noon on the third Friday in August in the year the course is taken, and/or re-assessment by examination in August.
Module title: Literature, Language and Education

Module code: LS2LLE
Providing School: SLL
Level 5
Number of credits: 20
Terms in which taught: Autumn and Spring

Module convenors: Clare Furneaux
Other Teaching Staff: Suzanne Portch

Pre-requisites: None
Co-requisites: None
Modules excluded: EN2CAW, ML2LLM
Module version for: 2018/19

Aims:
This module aims to provide students with an opportunity to apply their existing degree-based knowledge and learning and extend it within their chosen specialisation. Pursuing a placement in education, they will enhance their understanding of the usage of language and/or literature in a workplace environment, with an eye towards relevant professional development. A placement forms a compulsory part of this module and a placement report contributes to the assessment of the module.

Intended learning outcomes:

Assessable outcomes

By the end of the module it is expected that the student will be able to:
- critically evaluate how language and/or literature, and/or cinema, and/or cultural studies are used in education;
- collect and analyse authentic data from education settings;
- evaluate their placement role within the education setting or educational institution in which they are placed;
- provide academic reflection on the placement;
- make individual oral presentations and work collaboratively;
- research, appraise and deploy in argument a variety of secondary sources;
- organize and articulate a coherent argument in written work.

Additional outcomes

- The module also aims to enhance potential employability on graduation by providing practical experience in education, encouraging development of greater understanding of workplace requirements, working with others, and the relationship between their academic studies and their application in practice in a professional setting.
- Confidence, sense of responsibility, team working and communication skills will be enhanced.
- Students who successfully complete the module should be able to demonstrate an awareness of how their transferable skills fit into the education setting or institution,
and identify criteria necessary to enhance his/her value to the institution in the context of graduate employment.

**Outline content:**

The area of work undertaken on the placement has to relate to a student’s degree discipline. Students will produce and submit a proposal prior to their placement, explaining where they intend to work, what they wish to investigate during their placement and how this potentially contributes to their employability.

**Brief description of teaching and learning methods:**

Students will be committed to 16 hours of seminars/workshops in the Spring term, and 2 hours of briefing sessions plus drop-in sessions in the Autumn term. Students are offered tutorial support for their Critical Studies, their assessed essays and their placements. Drop-in sessions are also available in the Spring term.

**Contact hours**

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<td>Project supervision</td>
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<td>Practical classes and workshops/masterclasses</td>
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<td>16</td>
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<td>Placement</td>
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</table>
Formative Assessment Methods
Students give at least one formative seminar presentation. Feedback will also be provided on the assessed coursework.

Summative Assessment Methods (%) – work which always contributes towards the overall module mark:

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<tbody>
<tr>
<td>Critical Study</td>
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<tr>
<td>Placement Report</td>
<td>50</td>
</tr>
<tr>
<td>Presentation</td>
<td>17</td>
</tr>
</tbody>
</table>

**Coursework**

- One 2,000 word critical study (33%)
- One 5-10 minute presentation (17%)
- One 2,000 word placement report (50%).

**Relative percentage of coursework:** 100%

**Examinations:** None

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

**Reassessment arrangements**
Re-examination by coursework to be submitted by 12 noon on the third Friday in August in the year the module was taken.
Module title: Literature, Language and Media

Module code: ML2LLM
Level 5
Providing School: SLL
Number of credits: 20
Terms in which taught: Autumn and Spring

Module convenors: Dr Federico Faloppa

Pre-requisites: None
Co-requisites: None
Modules excluded: EN2CAW, LS2LLE
Module version for: 2018/19

Aims:
This module aims to provide students with an opportunity to apply their knowledge and learning in their chosen specialisation. Pursuing a placement in the media, they will enhance their understanding of the usage of language and/or literature in a workplace environment, with an eye towards relevant professional development. A placement forms a compulsory part of this module and a placement report contributes to the assessment of the module.

Intended learning outcomes:

Assessable outcomes

By the end of the module it is expected that the students will be able to:
- critically evaluate how language and/or literature are used in the media;
- collect and analyse authentic data from media;
- critically evaluate their placement role within the media organisation in which they are placed;
- demonstrate an awareness of how their transferable skills fit into the media organisation, and identify criteria necessary for the student to enhance his/her value to the organisation in the context of graduate employment;
- provide academic reflection on the placement.

Additional outcomes
The module also aims to enhance potential employability on graduation by providing practical experience in media, encouraging development of greater understanding of workplace requirements, working with others, and the relationship between their academic studies and their application in practice in the market. Confidence, sense of responsibility, team working and communication skills will be enhanced.

Outline content:
The area of work undertaken on the placement has to relate to a student’s degree discipline. Students will produce and submit a proposal prior to their placement (Autumn term), explaining where they intend to work, what they wish to investigate during their placement
and how this potentially contributes to their employability. The placement itself will take place in the Spring term of Year 2. The day-to-day content of the work will be set by the institution.

**Brief description of teaching and learning methods:**
Drop-in and briefing sessions in the Autumn term. In the Spring term there will be taught sessions in the subject area, masterclasses from invited professionals and skill-building sessions

**Contact hours**

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<td>Tutorial</td>
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<tr>
<td>workshops/masterclasses</td>
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<td>177</td>
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<tr>
<td>Grand Total hours</td>
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**Formative Assessment Methods**
- Work placement proposal
- Placement journal/blog

**Summative Assessment Methods (%)** - work which always contributes towards the overall module mark:

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<tbody>
<tr>
<td>Written assignment</td>
<td>35</td>
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<td>including essay</td>
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<tr>
<td>Placement Report</td>
<td>50</td>
</tr>
</tbody>
</table>
Oral assessment and presentation | 15

**Coursework**
- One 2,000 word critical study (35%)
- One 10-minute presentation (15%)
- One 2,000 word placement report (50%).

*Relative percentage of coursework:* 100%

*Examinations:* None

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

*Reassessment arrangements*
Re-examination by coursework to be submitted by 12 noon on the third Friday in August in the year the module was taken.
SECTION C:
MANAGING YOUR STUDIES

Organising your work

One of the keys to successful study is the ability to organise work effectively. Throughout your course, you will be given what may sometimes appear quite unrealistic, or at least challenging, deadlines, and no doubt you will face ‘work crises’ from time to time – we all do. The secret lies in the way you manage your approach to work and life in general. You must learn to balance the many demands on your time here in Reading, in both your academic and your Academic life. We can help you achieve your study goals by setting what we believe are actually realistic targets along the way, including guided reading, practical tasks, assignments, oral presentations, tests and exams. It is then your responsibility to plan well ahead so as to avoid bottlenecks.

If, during the term, you have any problems organizing your time, you should see your Academic Tutor, who will be able to advise you. There is also plenty of advice on ‘Study Skills’ on the University website or you may wish to see a member of the University’s Study Support Team. Full details are at: http://www.reading.ac.uk/internal/studyadvice.

Self-help groups can also be useful; for instance some students meet regularly to discuss the lectures they have attended.

Attendance at teaching sessions

ATTENDANCE AT LECTURES, AS WELL AS SEMINARS AND OTHER SMALL GROUP SESSIONS, IS OBLIGATORY. Any student who is unable to attend should Academicly inform the teaching member of staff concerned, in advance where possible, giving the reason for non-attendance. Students should note that attendance in class is recorded and, most importantly, is used when writing references at the end of a degree course – employers usually ask particularly about your punctuality and attendance record.

Behaviour in class

In accordance with the Students’ Charter, students are expected to show respect for the learning environment in class by ensuring that their conduct does not adversely affect other students or the delivery of the lecture.
In particular, students are reminded that all mobile phones and electronic devices must be switched off during lectures where these devices do not form part of the lecture activity. If a student uses an electronic device when one is not required for the lecture, the lecturer may confiscate the device.

**Handing in work**

We set **strict deadlines for assessed work**, and have put in place explicit handing-in procedures. The reason for this is (a) to **help you organise your time**, and (b) to **give everybody an equal opportunity to achieve to the best of their potential** – in short, to be fair to all of you by not giving some of you more time to complete work than others.

You will be required to submit most assignments on-line via the Blackboard Turnitin link. The module teacher will advise you if hard copy submission is required and further details on the procedure for this will be provided during the Autumn term to supplement the information given below.

If you have been told that hard copy is required:
- One copy should be handed in by **12 noon** on the due submission date via the drop boxes in the Edith Morley reception area (near the Student Support Desk), and **not** to the lecturer who set the work.
- You should provide a **completed cover sheet** with your assignment. These will be available on-line or in the department.
- Neither your name, nor your student registration number appear on your assignment, e.g. in a header. These details should **ONLY** be included on the cover sheet. You should keep a copy of all work that you hand in.
- If you need to post work to the department, it should be sent in plenty of time and by **Recorded Delivery**. Verbal assurances that you have sent work that has not arrived will **not** normally be accepted. You should therefore ask for and keep a ‘Proof of posting’ slip.

The University reserves the right to retain submitted course work for the purposes of Subject Review (both internal and external).

**Deadlines for Assessment and penalties for late submission**

A list of deadline dates for the submission of coursework can be found on pages C7-C8 of this handbook. Please note that deadlines for coursework submission must be met. The University operates the following system of penalties for all coursework submitted after the stated deadline:

- 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.’

You should note that it is advisable to submit work in an unfinished state rather than to fail to submit any work at all.

**Feedback on submitted work**

It is the University’s policy that you should receive timely, structured and appropriate feedback on your work. Feedback will be delivered in a number of ways and will contain comments appropriate to the nature of the assignment and how it is assessed. These comments should provide the basis for you to improve and develop.

For all undergraduate programmes the standard turnaround time for individual feedback and marks on coursework and in-class tests is a maximum of 15 working days from the deadline for submission/date of the in-class test. The policy applies equally to work from full-time and part-time students.

Some assessments may be exempt from the fifteen working day turnaround feedback requirement. The following assessments are exempt, subject to the proviso that work submitted in the Summer Term of the Final Part should be returned prior to graduation:

i) Dissertations;
ii) Final year projects (normally 40 credits in weight);
iii) Assessments where there is input from a professional external body that might unavoidably delay the marking process;
iv) Assessments where for logical reasons there are staggered submission dates (e.g. practicals).

Feedback may be given orally, provided via Blackboard or written on hard copy work. Feedback may be individual to the individual student or may be provided as generic feedback on common mistakes and examples of good practice to the whole group. Whatever form feedback takes it will contain comments appropriate to the nature of the assignment and how it is assessed. These comments, whether positive or negative, should provide the basis for you to improve and develop. The member of staff or the School responsible for the module will tell you, at the time when a piece of work is set, if not before, the date on which the work will be returned and feedback given.

Generic feedback on performance in written examinations will be made available on Blackboard. The School is responsible for determining the nature and extent of feedback which is appropriate to the circumstances, subject to the proviso that students who are re-sitting a module are entitled, if they request it, to guidance on their performance and how they might improve their performance. You do not have an entitlement to have your examination scripts returned to you.
The feedback you receive is intended to help you to develop and improve your performance. Keeping a portfolio of your work and the feedback you receive will help you to see if there are any common themes that need to be addressed. It will also help you and your academic tutor to focus on particular issues and to discuss specific strategies to overcome any weaknesses or to build on good performance.

**Face-to-face interview with regard to coursework**
Please note that on occasion students may be required to attend an interview to discuss their coursework.

**Marking procedures**

There are marking criteria for each piece of work and, based on how well as student performs in each one of them, they receive the relevant mark. Students should bear in mind when reading their feedback that the criteria do not have equal weighting when the final mark is being reached. Further information and a video on ‘Understanding marking criteria’ are available on the following link.

[http://www.reading.ac.uk/internal/studyadvice/StudyResources/sta-essays.aspx](http://www.reading.ac.uk/internal/studyadvice/StudyResources/sta-essays.aspx)

Assignment details will always specify the word limit for assessed pieces of work and students should aim to write succinctly within the limit specified. So that students do not benefit from submitting work which exceeds the word limit the school has the following policy: markers are not obliged to read beyond the word limit and a mark based on the work up to the word limit will normally be awarded.

**Publication of marks and grades**

Students should be aware that marks and grades given to them during any Part of a degree programme are **provisional and subject to moderation by the External Examiner**, who may recommend changes either to the marks of a particular student or to those of a whole group. Marks therefore only reach their final form after they have been scrutinized and approved by the appropriate Examiners’ Meeting, which usually takes place at the end of the relevant Part of a programme.
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 on-line Extenuating Circumstances form. Details on the procedures for this are included on the Essential link on the website: http://student.reading.ac.uk/essentials/the-important-stuff.asp

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:

1) be submitted via the Extenuating Circumstances procedure (see above);
2) be submitted as soon as you know you are likely to miss an assignment deadline, and preferably BEFORE the assignment deadline;
3) be accompanied by suitable documentation, for example a doctor's certificate.

Valid reasons are detailed in the extenuating circumstances policy. 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 a 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:

1) submit an Extenuating Circumstances request (see above); and
2) submit suitable documentation as detailed in the Extenuating Circumstances policy.

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 can **contact the Student Support Centre in Edith Morley** and discuss the matter with one of the Student Support Co-ordinators on the front desk. They can advise you on how to submit a request for special circumstances to be taken into consideration. You should try to do this as soon as you feel there might be a problem with meeting the deadline, and not leave it till the last minute, unless it is a case of emergency.

**Additional sources of support**

- Study Advice – students are strongly encouraged to make use of the extensive study advice services available. [www.reading.ac.uk/internal/studyadvice/sta-home.aspx](http://www.reading.ac.uk/internal/studyadvice/sta-home.aspx)

- The University Counselling Service offers short-term counselling and workshops for all currently-registered students free of charge.
  (Tel: 0118 975 1823 or [counselling@reading.ac.uk](mailto:counselling@reading.ac.uk))

- The Peer Support Network. A friendly, informal and confidential service provided by students, for students.
  ([www.reading.ac.uk/internal/peersupport/whoweare/peer-whoweare.aspx](http://www.reading.ac.uk/internal/peersupport/whoweare/peer-whoweare.aspx))

- On-line resources: leaflets on a range of topics are available on the Service’s website: [www.reading.ac.uk/internal/counselling/advice/cou-onlineadviceandleaflets.aspx](http://www.reading.ac.uk/internal/counselling/advice/cou-onlineadviceandleaflets.aspx)

- The University Medical Centre is situated at 9 Northcourt Avenue, Reading, RG2 7HE.
  (Tel: 0118 987 4551 – [www.readinguniversitymedicalpractice.nhs.uk](http://www.readinguniversitymedicalpractice.nhs.uk))
**Assignment deadlines for BA coursework submission.**
These will be strictly enforced - please submit work by NOON on the day listed (for multiple choice tests, the time may vary – check online):

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<thead>
<tr>
<th>Code</th>
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<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
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<td>LS2DAN</td>
<td>Discourse Analysis</td>
<td>Transcription Monday Week 7</td>
<td>Essay Monday Wk 1</td>
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<tr>
<td></td>
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<td>Multiple choice tests Monday weeks 4,7,10</td>
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<td>LS2EG</td>
<td>English Grammar</td>
<td>Class test Week 11</td>
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<td>LS2ANS</td>
<td>Analysing Speech</td>
<td></td>
<td>Oral exam Week 11</td>
<td>Report and Worksheets Friday Week 1</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Multiple choice tests / spectrogram analysis weekly Monday weeks 3 - Easter vacation week 1</td>
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<tr>
<td>LS2LAT</td>
<td>Introduction to English Language Teaching</td>
<td>Language learning history Friday Week 3</td>
<td>Portfolio tasks: Teaching report, Lesson observation, Lesson materials analysis</td>
<td>Friday Week 1</td>
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<td>Code</td>
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<tr>
<td>LS2LAG</td>
<td>Language and Gender</td>
<td>Report Friday Week 10</td>
<td>Multiple choice tests Tuesday Weeks 4,6,10</td>
<td>Essay Monday Week 2</td>
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<tr>
<td>LS2LAM</td>
<td>Language and the Mind</td>
<td>Report Friday Week 8</td>
<td>Class Test in Week 10</td>
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<tr>
<td>LS2LNM</td>
<td>Language and New Media</td>
<td>Blog Spring Week 11</td>
<td>Oral Pres. Spring Wk 11</td>
<td>Essay Summer Mon Week 1</td>
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<tr>
<td>LS2LDP</td>
<td>Literacy, Discourse and Power</td>
<td>Presentation Dates to be arranged.</td>
<td></td>
<td>Essay Summer Wed Week 1</td>
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<td>Literature, Language and Education</td>
<td>Essay Monday Wk 11</td>
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<td>Placement Report Friday Week 2</td>
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<td>Literature, Language and Media</td>
<td>Please refer to Module Convenor</td>
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</table>
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.

There is an administrative disability representative for each School within the Support Centre. (And in most Schools there are also academic disability representatives.) For the School of Literature and Languages, your administrative disability representative is Lesley Hammond (l.m.hammond@reading.ac.uk or 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 or to arrange a personal emergency evacuation plan (PEEP).

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](http://www.reading.ac.uk/Disability)

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

**The University Counselling Service:** Email counselling@reading.ac.uk
Tel: 0118 378 4216/4218;

**University Library Disability Co-ordinator:** Matthew Holtby (m.c.holtby@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.
Examinations

Examination DOs and DON'Ts
Specific advice on the mechanics of answering examination papers is given overleaf. The following more general tips may also help you.

During the revision period …

<table>
<thead>
<tr>
<th>DO</th>
<th>DON'T</th>
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</thead>
<tbody>
<tr>
<td>• plan a full revision timetable</td>
<td>• leave revision to the last minute</td>
</tr>
<tr>
<td>• work to your revision priorities</td>
<td>• allow friends’ revision ideas to determine your revision programme</td>
</tr>
<tr>
<td>• eat and sleep regularly</td>
<td>• put off eating, live on coffee, stay up all night</td>
</tr>
<tr>
<td>• take breaks sensibly</td>
<td>• either allow breaks to divert you from your task, or refuse to take breaks at all</td>
</tr>
<tr>
<td>• seek help quickly if a crisis happens, from your tutor, or the Student Support Desk, or the Health Centre</td>
<td>• suffer in silence</td>
</tr>
<tr>
<td>• obtain written evidence of any medical complaints in good time</td>
<td>• leave discussion of any medical problems till after the exam period</td>
</tr>
<tr>
<td>• (see pages C5 – C6)</td>
<td></td>
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</tbody>
</table>

During (and after) examinations …

<table>
<thead>
<tr>
<th>DO</th>
<th>DON’T</th>
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<tbody>
<tr>
<td>• read the whole paper, including rubrics, before you start</td>
<td>• start straight in without reading rubrics or the whole run of questions</td>
</tr>
<tr>
<td>• answer the required number of questions and allocate your time evenly</td>
<td>• spend too much time on one question at the expense of others (if only two questions are answered in an examination where three questions are required, the maximum mark can only be 66.7%, and even if those two questions are marked at 72% each, the paper will still only gain an overall mark of 48%—a clear Third)</td>
</tr>
<tr>
<td>• plan your answers</td>
<td>• start writing without a plan</td>
</tr>
<tr>
<td>• tailor your answers to the question</td>
<td>• write ‘say-all-you-know’ answers with irrelevant padding</td>
</tr>
<tr>
<td>• ask the invigilator for help if needed</td>
<td>• suffer in silence</td>
</tr>
<tr>
<td>• put each examination behind you after you have completed it</td>
<td>• indulge in lengthy and lugubrious post-mortems after each examination</td>
</tr>
</tbody>
</table>

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Examination Papers

The first page of a May 2019 exam paper may look something like this:

Please read the instructions below before the exam starts, and listen carefully to any instructions given by the invigilators. You may read the question paper before the exam starts but you must not write anything until the invigilator says that you may start.

You will be given five minutes after the examination has finished to complete the front of any answer books used.

______________________________________________

MAY 2019                LS2EP 2018/19 A800

2 Answer Books
Treasury Tag

THE UNIVERSITY OF READING

ENGLISH PHONOLOGY (LS2EP)

Two hours

______________________________________________

Answer TWO questions

Answer each question in a SEPARATE answer book.
Please note:

i) There are ten minutes allowed before the examination starts in order to usher in latecomers and ensure that students have all necessary materials. During this time, you are allowed to look through the examination paper before the examination begins (but not to write anything).

ii) You will be given time at the end of the examination to complete the front of any answer books used. Anonymous marking makes it all the more important that you take special care over this. You will need to write your name (under the fold-down flap); your seat number; your candidate number (NOT the same as either your seat number or your student registration number); the module code; the module/paper title; the date; the number of answer books used; and the number of each question that you answer.

iii) ‘Answer TWO questions.’ Pay particular attention to the number of questions you are required to answer. Answering too many will penalise you by wasting your time. Answering too few will lose you marks.

iv) ‘Answer each question in a SEPARATE answer book.’ Certain papers require you to do this although the ‘general’ instruction on the answer book is to start each question on a fresh page. Make sure you read the front of the examination paper for precise instructions as most English Language examinations require you to use separate answer books. This separation is necessary so that your answers can be sent to different examiners. Make sure that the details as in Note (ii) above are given on the front of all answer books.

Examiners’ Meetings and Results

Throughout the year, samples of students’ work are provided for the External Examiner together with information about the work set, marking procedures and any other relevant information. After all examination papers have been marked, a series of meetings is held to determine the Part 2 results in the light of the marks and the School’s examination conventions. These meetings take place both within the Department, (with and without the presence of external examiner), and between Departments/Schools. In certain cases, the Department will turn to the external examiner for particular advice, and invite him or her to re-read examination scripts, module essays and any coursework exercises. The final stage is the University Progression Board Meeting, after which results will be released.

Referencing conventions

The following notes offer guidance on the provision of references in a piece of work for assessment.
Please refer to the Publication Manual of the American Psychological Association (APA), available in the library reference collection (3rd floor, call number: 808.066 AME), for information on how to cite types of sources not represented here, or for any additional information on how to paraphrase, quote, and format academic papers, including how to format tables, figures, and appendixes.

Some information (including online tutorials, FAQs, and sample papers) can also be viewed on the official APA website (at www.apastyle.org).

The bibliography computer program EndNote can help you with formatting citations and bibliographies. The Main Library offers guides to, and training sessions in, the use of EndNote.

Citation within the body of the text

When summarising a writer's ideas:

..... Girdler (1986) claims that pomp rock is...

The Australian accent is generally referred to as .... (Hardcastle & Jones, 1984)

Within a set of citations, citations are arranged alphabetically, in the same order in which they appear in the reference list:

Recent research has revealed that attitudes towards regional dialects have changed (Channell, 1994; Conrad, 2000; Labov, 1966; Reppen, 2010)

Work cited in another reference (Secondary sources):

Labov’s explanation (1994, as cited in Nicholson, 2003) ....

Use secondary sources **sparingly**, for instance, when the original work is out of print, unavailable through usual sources, or not available in English.

Direct quotations must be clearly indicated as such, using double quotation marks. You must give **author, date and page number** for every direct quotation you include:

Hulstijn (2002) suggested that practice will only “speed up the execution of algorithmic rules to some extent” (p. 211).

It may be necessary to give page numbers even when paraphrasing in order to help readers find a passage in a long and complex source text:

Function words in the target items were identified by reference to the specification in Quirk et al. (1985, pp. 67-72).....

**Quotations comprising more than 40 words** should start in a new line, and should be displayed as a freestanding block of text, indented about a half inch from the left margin. The entire quotation should be double-spaced.
List of References

At the end of the text, there should be a full List of References, with ALL and ONLY the references you have used in the text. The List of References should be in alphabetical order. Note the different conventions for authored books, unpublished dissertations, chapters from books, articles from journals and edited books.

For any sources that are not included here please visit the APA website: www.apastyle.org

Single author books

Dual & triple author books

Journal articles

Edited collection:

Articles from edited collections
McKeachie, W. J. (1975). The decline and fall of the laws of learning. In N. Entwistle and D. Hounsell (Eds.), How students learn. (pp. 41-51) Lancaster: University of Lancaster.

*Please note that when you are referencing articles from edited collections, both the individual article and the edited volume should appear in the List of References. For example, you should have one entry for McKeachie AND one entry for Entwistle & Hounsell.

Theses and dissertations

Other unpublished sources

Work cited in another reference
Only the sources you actually read should appear in your bibliography. So, if you have given in your text: ‘….Berwick (1990, as cited in Ellis, 2008)….’, you will only put in your bibliography:


Internet Sources
Give reference as for a printed source, then ‘Retrieved from’, followed by the URL (the internet address). Do not add a period after the URL, and do not include retrieval dates unless the source material may change over time (e.g., Wikis).

Websites
http://home.nettskolen.nki.no/~morten/cmcped/fot/Chapter2.html

When there is no author for a web page, the title moves to the first position of the reference entry:


YouTube
If both the real name of the person who posted the video and the screen name are known:
Author, A. A. [Screen name]. (year, month day). *Title of video* [Video file]. Retrieved from http://xxxxxxxxxx

If only the screen name of the person who posted the video is known:

Screen name. (year, month day). *Title of video* [Video file]. Retrieved from http://xxxxxxxxxx

The in-text citations include the author name (whichever that may be) and the date.

Facebook
When the date is unknown, use n.d. for “no date”. Describe the source type inside square brackets


When the date can be reasonably certain but isn’t stated on the document, use a bracketed date and “ca.


Twitter

Audio-visual sources

Videos & DVDs

If the author is unknown:

If the DVD is available online

Television program

Television series

Television series episode

Magazines and newspaper articles

Magazine
If a magazine or newsletter does not use volume numbers, include the month, season or other designation with the year.


Newspaper article
For daily or weekly newspapers, include the day and precede the page numbers with p. or pp.


If the author is unknown:
For articles with no identified author, in text use a short title in double quotation marks (or the full title if it is short) for the parenthetical citation: (“New Drug”, 1993, July 15).

**Ethics Consent**

Ethical consent forms must be used by students who are conducting research that involves human subjects, even for undergraduate research for university assignments. Guidelines on the applications procedures and a checklist to ensure that you have completed every aspect of the applications process can be found on the Departmental website. There are specific procedures for your dissertation, and a different simplified procedure for any module assignments that require ethical consent – do ensure you use the correct application. Your module convenor or dissertation supervisor will be able to help and advise you on this.

All applications are referred to the Ethics Committee and the deadlines for submission are published by the Committee at the beginning of each academic year. A response will be given within two weeks of submission.

**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 summative 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.
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 than 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 in 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 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…

(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 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).
**SECTION D: STAFF & PROFESSIONAL ORGANISATIONS**

### Academic Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Room</th>
<th>Administrative Responsibilities</th>
<th>Ext.</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Erhan Aslan</td>
<td>EM 210B</td>
<td>Lecturer Year Abroad Co-ordinator Erasmus Prog. Co-ordinator</td>
<td>6317</td>
<td><a href="mailto:erhan.aslan@reading.ac.uk">erhan.aslan@reading.ac.uk</a></td>
</tr>
<tr>
<td>Dr. Mohammed Ateek</td>
<td>EM 214</td>
<td>Teaching Fellow</td>
<td>7044</td>
<td><a href="mailto:m.a.ateek@reading.ac.uk">m.a.ateek@reading.ac.uk</a></td>
</tr>
<tr>
<td>Dr Fraibet AVELEDO</td>
<td>EM 216</td>
<td>Lecturer BA Admissions Tutor (2016/17)</td>
<td>8139</td>
<td><a href="mailto:f.aveledo@reading.ac.uk">f.aveledo@reading.ac.uk</a></td>
</tr>
<tr>
<td>Dr. Tony Capstick</td>
<td>EM 218</td>
<td>Lecturer Departmental Director of Academic Tutoring Dissertation Co-ordinator</td>
<td></td>
<td><a href="mailto:tony.capstick@reading.ac.uk">tony.capstick@reading.ac.uk</a></td>
</tr>
<tr>
<td>Dr Michael Daller</td>
<td>EM 210C</td>
<td>Associate Professor Chair, Ethics Committee</td>
<td>7260</td>
<td><a href="mailto:m.daller@reading.ac.uk">m.daller@reading.ac.uk</a></td>
</tr>
<tr>
<td>Prof. Clare FURNEAUX</td>
<td>EM 217</td>
<td>Teaching and Learning Dean</td>
<td>8986</td>
<td><a href="mailto:c.l.furneaux@reading.ac.uk">c.l.furneaux@reading.ac.uk</a></td>
</tr>
<tr>
<td>Dr Sylvia JAWORSKA</td>
<td>EM 211</td>
<td>Associate Professor Programme Director MA TESOL MA Applied Linguistics</td>
<td>7885</td>
<td><a href="mailto:s.jaworska@reading.ac.uk">s.jaworska@reading.ac.uk</a></td>
</tr>
<tr>
<td>Prof. Rodney JONES</td>
<td>EM 212</td>
<td>Head of Department</td>
<td>8515</td>
<td><a href="mailto:r.h.jones@reading.ac.uk">r.h.jones@reading.ac.uk</a></td>
</tr>
<tr>
<td>Dr Jacqueline LAWS</td>
<td>EM 215</td>
<td>Associate Professor PhD and MRes Prog. Director</td>
<td>7460</td>
<td><a href="mailto:j.v.laws@reading.ac.uk">j.v.laws@reading.ac.uk</a></td>
</tr>
<tr>
<td>Professor Jane SETTER</td>
<td>EM 210A</td>
<td>School Director of Academic Tutoring School Lead, Teaching Excellence and Student Outcomes Framework (TEF)</td>
<td>6089</td>
<td><a href="mailto:j.e.setter@reading.ac.uk">j.e.setter@reading.ac.uk</a></td>
</tr>
<tr>
<td>Dr Parvaneh TAVAKOLI</td>
<td>EM 209B</td>
<td>Associate Professor Visiting Academics</td>
<td>6092</td>
<td><a href="mailto:p.tavakoli@reading.ac.uk">p.tavakoli@reading.ac.uk</a></td>
</tr>
<tr>
<td>Dr Christiana THEMISTOCLEOUS</td>
<td>EM 209A</td>
<td>Lecturer BA Programme Director UG Director of Teaching and Learning</td>
<td>7457</td>
<td><a href="mailto:c.themistocleous@rdg.ac.uk">c.themistocleous@rdg.ac.uk</a></td>
</tr>
<tr>
<td>Professor Jeanine TREFFERS-DALLER</td>
<td>EM 210C</td>
<td>Professor of Multilingualism</td>
<td>7260</td>
<td><a href="mailto:j.c.treffers-daller@reading.ac.uk">j.c.treffers-daller@reading.ac.uk</a></td>
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### Administrative Staff

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Pen Portraits of Academic Staff

Erhan Aslan is a Lecturer of TESOL/Applied Linguistics with an emphasis on Language learning and Technology at the University of Reading. He holds a Ph.D. in Second Language Acquisition and Instructional Technology from the University of South Florida, an MA in Applied Linguistics and Second Language Studies from Texas Tech University, and a BA in English Linguistics from Hacettepe University. Prior to joining to the University of Reading, he taught EFL in Turkey at various levels to both adult and young learners for a number of years. During his Ph.D. studies in the United States, he taught ESL to international students at INTO University of South Florida as well as undergraduate and postgraduate level courses in Linguistics and TESL. His teaching and research interests include language learning/teaching and technology, computer-mediated communication, L2 pragmatics, individual differences, and language teacher cognition.

Mohammed Ateek is a Teaching Fellow in TESOL and Applied Linguistics. He holds a PhD in TESOL and Intercultural Communication from Anglia Ruskin University, an MA in TESOL and Applied Linguistics from the University of Aleppo (Syria) and a BA in English Language and Literature from the University of Aleppo as well. Prior to joining the University of Reading, he worked as a Research Associate at Birkbeck College (University of London), analysing Syrian refugees’ linguistic choices on social media, with more focus on identity, translinguaging, social media and language teaching. He also worked as a Researcher with the British Council, looking at how language enhances the resilience of refugees in the neighbouring countries of Syria (Language for Resilience). Before moving to the UK, Mohammed taught EFL/EAP in different countries in the Middle East. He had previously taught courses in Linguistics at undergraduate level in Syria. Mohammed’s main research interests include: theories and practice of TESOL, L2 reading, learner autonomy, language and identity, refugee education, language and migration and LADO.

Fraibet Aveledo has a BA in Letters from the Universidad Católica Andrés Bello (Venezuela). She also has an M.Phil. in Linguistics from Universidad Central de Venezuela and an MA in Language Acquisition from Essex University (UK). She holds a PhD (Newcastle University, Newcastle-upon-Tyne) in Linguistics in the area of Child Language Development and Bilingualism. Since 2002 Fraibet has taught Writing Skills, General Linguistics, Language
Acquisition and Psycholinguistics in Universidad Central de Venezuela and Universidad Simon Bolívar (Caracas, Venezuela) to undergraduate and graduate students. She also worked for three years in the Corpus-based Research Group at the ESRC Centre for Research on Bilingualism Theory and Practice at Bangor University (Wales). Fraibet main research interests are Language Development, Second Language Acquisition, and Bilingualism, especially, the acquisition of grammar and semantics and its relation with non-linguistic cognition. Currently, Fraibet is involved in the teaching of undergraduate and MA courses in Child Language Development, and Language and the Mind.

Tony Capstick is a Lecturer in TESOL and Applied Linguistics. He holds a PhD in Applied Linguistics from Lancaster University and an MA in Development Education from the University of East Anglia. Before coming to Reading he taught on the BA and MA TESOL and Applied Linguistics programmes at Birkbeck College, University of London, and Lancaster University, UK. Prior to these posts, Tony worked as the English Language Adviser at the British Council in Pakistan and as a teacher trainer in Cambodia, Indonesia, Romania and North Korea. His research interests include language education for teachers and learners in resource-low environments and exploring the role of language, literacy and power in migration. He recently co-authored a British Council report exploring the role of language in enhancing the resilience of refugees who have left Syria and are now living in the neighbouring countries of Jordan, Kurdistan region of Iraq, Lebanon and Turkey. Tony draws on this research when teaching the BA third-year module Language and Migration as well as in his teaching on the MA TESOL modules at Reading. His monograph looking at multilingual literacies and migration between Pakistan and the UK will be published by Palgrave Macmillan in 2016.

Clare Furneaux graduated in English and History from the University of Bristol and did postgraduate studies at the universities of Manchester and Reading. Her doctorate on academic literacy is from the Institute of Education, University of London. She taught English as a Foreign Language in Malaysia, Nepal, China, Japan and Jordan. Her current professional interests include: literacy, especially developing writing skills; study skills; teaching and learning English as a foreign/second language; and teaching young learners. Outside the Department, Clare is one of the University’s five Teaching and Learning Deans and is a National Teaching Fellow.

Sylvia Jaworska completed an MA in Germanic Philology and Applied Linguistics at the University of Gdansk (Poland) and the University of Siegen (Germany). She holds a PhD in Applied Linguistics from Aston University (Birmingham). She is also a visiting lecturer in the Department of English Language and Linguistics at Rhodes University in South Africa. Sylvia’s main research interest is in the area of Corpus Linguistics and Discourse Analysis. She combines corpus and computational methods with discourse-analytical techniques to study language use and linguistic practices in a variety of social and professional contexts including (new) media, education, business and advertising. Sylvia is also interested in the application of Corpus Linguistics to research in Second Language Acquisition, Language Pedagogy and Academic Discourse including languages such as English, German and Polish.

Rodney Jones is Professor of Sociolinguistics. He holds a PhD in Linguistics from Macquarie University, an MA in Teaching English as a Second Language from City University of Hong Kong, and an MFA (Master of Fine Arts) in Creative Writing from the University of Arkansas. For the past twenty years he has worked in the English Department of City University of Hong Kong, where he served as Head of Department from 2012 to 2014. His research
interests include language and new media, health communication, language and sexuality,
and creativity and language teaching. For the past two decades he has worked with Ron
Scollon and other colleagues in developing an approach to discourse known as Mediated
Discourse Analysis, the principles of which are outlined in his book with Sigrid Norris,
Discourse in Action: Introducing Mediated Discourse Analysis (Routledge, 2005). He has
authored and edited twelve books and published more than fifty journal articles and book
chapters. Among his most recent books are Discourse Analysis: A Resources Book for
Students (Routledge, 2012), Understanding Digital Literacies (with Christoph Hafner)
(Routledge, 2012), Health and Risk Communication: An Applied Linguistic Perspective
(Routledge, 2013), and The Routledge Handbook of Language and Creativity (Routledge,

Jacqueline Laws is Associate Professor of Linguistics and Director of the PhD and MRes
programmes in Applied Linguistics. She holds a PhD in Psycholinguistics (London), an MA in
Linguistics (Reading), a BSc (Hons) in Psychology (CNAA) and a BA (Hons) in Italian (London).
She taught EFL in Italy for 5 years and conducted 5 years’ postdoctoral research at Guy's
Hospital. She was a Research Fellow at the University of London for 12 years whilst working
in the IT industry as an Applied Cognitive Psychologist. Jacqueline currently teaches English
Grammar at undergraduate and postgraduate levels. Her research interests include
construction grammar, cognitive linguistics, corpus linguistics and motion event cognition
in English, Mandarin and Italian. In addition, she is currently researching the distributional
properties of complex words in adult speech, and the acquisition of derivational
morphology in children with normally developing language.

Jane Setter is Professor of Phonetics, Senior Fellow of the UK Higher Education Academy,
and Chair of the University Teaching Fellows’ Community of Practice. She has a PhD in
Phonetics from the University of Reading, and has taught at the University of Leeds, City,
University of London, University College London, Universiti Putra Malaysia and the Hong
Kong Polytechnic University, where she was an Assistant Professor for 6 years. Jane has
recently been awarded a National Teaching Fellowship.
Her research interests include English phonetics and phonology, intelligibility in World
Englishes (particularly Hong Kong English), interlanguage phonology, and speech prosody in
atypical populations. Jane teaches English Phonology, Analysing Speech, English in the
World, and also the foundation phonetics and phonology modules on the undergraduate
and postgraduate degrees. She is co-author of Hong Kong English (Edinburgh University
(Cambridge University Press 2011), makes regular television and radio appearances, and also
teaches on the UCL Summer Course in English Phonetics in August each year.

Parvaneh Tavakoli is Associate Professor in Applied Linguistics and a Fellow of Higher
Education Academy. Parvaneh completed a PhD in Applied Linguistics at King’s College
London in 2004. Her career started with teaching English as a Foreign Language in language
schools in Iran in 1991 and she then moved to a university context to teach ESP and EAP.
Since 1998, she has been teaching at undergraduate and post-graduate levels both in Iran
and in the UK. Before joining the University of Reading, she taught at West London College,
King’s College, London and the London Metropolitan University. Some of the modules she
has recently taught are Linguistics and Language Teaching, Language Testing & Assessment,
Second Language Acquisition, and Research Methods. Her main research interests include
second language acquisition, task-based language teaching, learning and assessment, and
the impact of globalization on higher education.
Christiana Themistocleous completed her PhD in Linguistics in 2009, at the University of Manchester. Christiana also holds an MA in Linguistics from the University of Manchester (2003) and a BA (Hons) in English Language and French from Anglia Ruskin University, in Cambridge (2002). In 2014, Christiana became a Fellow of the Higher Education Academy by successfully completing the Postgraduate Certificate in Academic Practice, at the University of Reading. Before joining the University of Reading, Christiana worked as a Lecturer at the University of Manchester, where she taught courses in Sociolinguistics, both at undergraduate and postgraduate levels. Previously, Christiana was awarded an assistantship in the Comenius Programme (funded by the British Council and the European Commission), to work as an English Language Teaching Assistant, in Seville, Spain. Christiana’s main teaching and research interests fall within the area of Sociolinguistics and include societal multilingualism, language and new media, discourse analysis, and sociolinguistics of writing.
Professional organisations

For most students of linguistics, the Linguistics Association of Great Britain (LAGB) and the British Association of Applied Linguistics (BAAL) are the main professional bodies concerned with the field in the UK [www.lagb.org; www.baal.org.uk]. They are affiliated to corresponding organisations in a number of other countries. Their primary roles are to promote the activities of the academic community by organising regular conferences and sponsoring publications including a ‘house’ journal in which academic articles are published. There are also various international associations dedicated to specialist areas: for example, the International Phonetics Association (IPA); the International Association of Teachers of English as a Foreign Language (IATEFL), the International Association for World Englishes (IAWE); the International Language Testers Association (ILTA), the International Clinical Phonetics & Linguistics Association (ICPLA), the United Kingdom Reading Association, the International Gender and Language Association (IGALA); Teachers of English to Speakers of Other Languages (TESOL); European Second Language Association (EuroSLA). There are also smaller national associations devoted to general linguistics such as The Philological Society. Many of these associations run conferences and meetings and have their own journals.
SECTION E: QR CODES FOR WEBLINKS

Scan these codes using your smartphone to jump directly to the websites given in this handbook. You may need to download an app.

The University calendar

Programme specifications

Module descriptions

The Study Support Team

The Disability Advisory Service

Online content for the Publication Manual of the American Psychological Association (APA)
SECTION F: SKILLS DEVELOPMENT

The Red Award
The Reading Experience and Development (RED) Award is the official University of Reading Employability Skills Certificate which rewards students for undertaking extracurricular activities and helps them to develop employability skills and personal attributes. You can choose to take part in a wide range of activities, including volunteering, work experience and paid work as well as taking part in training and development sessions that really help you to stand out from the crowd. Further information is available on the website at www.reading.ac.uk/redaward.

The Reading Internship Scheme
This is open to all University of Reading undergraduate students who are permitted to work full-time during the summer vacation period. The paid placements are usually in small to medium-sized companies based in the Thames Valley region. Further information is available on the website at www.reading.ac.uk/careers/RIS.

Professional Track
Available alongside your degree, the Professional Track will enhance your CV, widen your career networks, increase your professional confidence and offer you the chance to undertake a range of certified, vocational training courses whilst you are with us. For more information, or to talk about how this might work for you, go to http://www.reading.ac.uk/literature-and-languages/sll-the-professional-track.aspx or contact Dr McKeane on j.mckeane@reading.ac.uk.

Careers Service
For more information, go to: Careers and development: Reading Internship Scheme, destinations, jobs, placements, professional skills hub, events, Careers A-Z
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.