University of Reading

Department of English Language and Applied Linguistics

Part 3 Handbook
2017/18
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.

More general information about the University and key academic policies and procedures can be found in Essentials http://student.reading.ac.uk/essentials.

The online student handbook serves as a repository of information for students. It provides a wealth of information in relation to:

- The Reading Student Charter;
- policies, procedures and regulations (including a guide to exams and assessment, academic misconduct and extenuating circumstances);
- academic opportunities and support (including developing effective learning practices, managing your studies, avoiding accidental plagiarism, possibilities for study abroad, and placement opportunities);
- student advice and support including Counselling and Wellbeing, support for students with disabilities and specific learning difficulties, information for visa national students, personal development and the Reading Experience and Development (RED) Award;
- services and facilities available to students including Reading University Students’ Union, the Library and IT Services, and the Careers, Placement and Experience Centre).

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 viii and x) 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 2017
Disclaimer

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

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

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.

If you have any questions for your Support Centre team, or for other teams outside of the Student Support Centres who can help with other issues, please use the ‘Ask a Question’ page on the RISIS portal. This has links to the Student Helpdesk and useful contacts. Logon to the RISIS portal (www.risisweb.reading.ac.uk) or the Me@Reading Student portal (see below). The Student Helpdesk is easy to use on PCs, laptops and mobile devices. It is quick to ask a question and you get an email when we respond with a link taking you straight to your question and our response. You have easy access to all the questions you have previously asked and our responses all in one place.

Useful links:

- Information is also provided electronically by logging on to the Blackboard Learn portal (www.bb.reading.ac.uk), where students can find detailed information on modules and school specific information;
- logon to the RISIS web portal (www.risisweb.reading.ac.uk) where students can find personal information, make module choices, enrol, and the ‘Ask a Question’ page with links to the Student Helpdesk;
- logon to Me@Reading Student portal for information relevant to you, your programme and upcoming events (see section below);
or view the Essentials website pages for students (http://student.reading.ac.uk/essentials).

**Me@Reading Student portal**

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

What the portal does:

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

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

**Mobile phone usage**

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

**The organisation of this Handbook**

The Handbook contains in Sections A and B the essential information about your degree programmes and the modules that are offered at Part 2. Section C gives guidance on how to manage your studies and handle any problems which may arise and Section D provides useful details about departmental staff. Section E has QR weblinks which may be useful for those of you with the appropriate smart phones and Section F gives some brief details about the Red Award Scheme, Internships and the Professional Track Programme. Finally, in Section G, there is information about the activities of the Student’s Union – RUSU, and the Careers Service.

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 (L.m.hammond@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.
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.

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Key Academic Policies and Procedures

http://student.reading.ac.uk/essentials  Essentials contains all the essential information that students will need during their time at University. It includes information in relation to:

- campus life (including accommodation, safety, Reading University Students’ Union, student activities and information for international students;

- development (including the Careers Centre, skills development, STaR mentors and the Reading Experience and Development Award);

- study (including courses and Departments, opportunities for study abroad, guidance on examination and assessment, and resources available to students including IT, the Library and Study Advice;

- personal and study support (including health and wellbeing, support for students with disabilities and specific learning difficulties, study support and the Personal Tutor system;

- Rules and regulations (including examinations and assessment, appeals, the student complaints procedure, extenuating circumstances, withdrawals and transfers and the Students and Parent Responsibilities Policy).

It is the responsibility of students to familiarize themselves with the content of Essentials, and to use it as a reference when required. It is particularly important that familiarize yourself with the following academic policies and procedures, which can also be found in Essentials, since they govern important aspects of your programme and may therefore have a significant impact on your studies and the successful completion of your degree.

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

The Guides to assessment include important information in relation to:

- Penalties for late submission of coursework (see also http://www.reading.ac.uk/web/FILES/qualitysupport/penaltiesforlatesubmission.pdf;

- Examination arrangements for students with disabilities and specific learning difficulties (see also http://www.reading.ac.uk/exams/student/exa-special.aspx;

- Extenuating circumstances (see also http://www.reading.ac.uk/exams/student/exa-circumstances.aspx;

- Academic misconduct (see also http://www.reading.ac.uk/internal/exams/Policies/exa-misconduct.aspx);

- Feedback to students (see also http://www.reading.ac.uk/web/FILES/qualitysupport/feedbackonstudentperformance.pdf);

- Marking and progression (see also http://www.reading.ac.uk/exams/Policies/exa-class.aspx);

- Classification of degrees (see also http://www.reading.ac.uk/exams/Policies/exa-class.aspx

- Publication of results (see also http://www.reading.ac.uk/exams/student/exa-publication.aspx;
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/ical/assets/FVproject.pdf](http://www.academicintegrity.org/ical/assets/FVproject.pdf), accessed 11 Nov 2016.)

What does this mean for my academic writing?

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

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

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

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

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

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

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

It is the responsibility of students to familiarise themselves with the content of Essentials, and to use it as a reference when required.
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.

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<tr>
<th>Support Centre location</th>
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<tr>
<td>Edith Morley</td>
<td>0118 378 4243</td>
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<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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<td></td>
<td>0118 378 2611</td>
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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.
**Personal Tutors**

All students are allocated a Personal Tutor when they join the University. The role of the Personal Tutor is essentially twofold: academic development and pastoral care.

**Academic development**

Tutors can help students to reflect on their skills and experience, both within and outside of the curriculum, and, where appropriate, use this reflection to assist the student to formulate action plans. Tutors are the main contact within the academic discipline, helping students to maximise their academic opportunities. Tutors will also direct students to other sources of academic guidance within or beyond the School.

**Pastoral care**

Tutors are there to listen to students, providing encouragement and support as appropriate. Tutors can also offer guidance on the availability of appropriate support within the University for issues concerning study, finance, and other matters where these are affecting the student’s ability to complete their studies successfully.
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
- 4 year programme
  - BA English Language (including a year abroad)

**Joint programmes**
- 3 year programme
  - English Language and Literature
- 4 year programmes (including a year abroad)
  - BA French Studies and English Language
  - BA German Studies and English Language
  - BA Italian Studies and English Language
  - BA Spanish Studies and English Language
SECTION A:

Part 3 - Programme Specifications

This handbook deals with the content and structure of Part 3 of the BA degrees in English Language, English Language and Literature, and French/German/Italian/Spanish Studies and English Language.

PROGRAMME AIMS
In these programmes, the School aims:
(1) to enable students to reach their full intellectual potential by means of the rigorous and critical study of the field of Applied Linguistics;
(2) to provide students with a foundation for further study and research;
(3) to equip students with a range of transferable skills of potential value to future employers, by providing a variety of learning experiences.

PROGRAMME OBJECTIVES
On completion of their course, students should have:
(1) mastery of contemporary methodology for the study of language in use;
(2) a broad knowledge of the nature of language, and an understanding of the role and significance of language in society;
(3) practical skills in the analysis of language;
(4) a range of transferable intellectual skills including the ability to synthesize, analyse, and evaluate information and theoretical claims, and to communicate effectively via written and oral reports to varied audiences;
(5) the ability to work individually and co-operatively;
(6) awareness of the application of information technology to language studies, and skills in using various computer packages.

PROGRESSION REQUIREMENTS

BA English Language
To proceed from Part 1 to Part 2, a student must achieve:
(i) marks of at least 40% in each of the compulsory modules LS1ELS, LS1SG and LS1TAL, and
(ii) an overall average of 40% over 120 credits taken in Part 1, where all the credits are at C level or above, and
(iii) a mark of at least 30% in individual modules amounting to not less than 100 credits taken in Part 1.

To proceed from Part 2 to Part 3, a student must achieve:
(i) an overall average of 40% over 120 credits taken in Part 2, and
(ii) marks of at least 40% in individual modules amounting to not less than 80 credits, and
(iii) marks of at least 30% in individual modules amounting to not less than 120 credits taken in Part 2.

**BA English Language and Literature**

To proceed from Part 1 to Part 2, a student must achieve:
(i) a mark of at least 40% in each of the compulsory modules, and
(ii) an overall average of at least 40% in 120 credits taken in the examination, and
(iii) a mark of at least 30% in individual modules amounting to not less than 100 credits taken in Part 1.

To proceed from Part 2 to Part 3, a student must achieve:
(i) an overall average of 40% over 120 credits taken in Part 2, and
(ii) a mark of at least 40% in individual modules amounting to not less than 80 credits, and
(iii) a mark of at least 30% in individual modules amounting to not less than 120 credits taken in Part 2.

**BA French/German/Italian/Spanish Studies and English Language**

To proceed from Part 1 to Part 2, a student must achieve:
(i) a mark of at least 40% in each of the compulsory Part 1 modules in English Language – LS1ELS and LS1SG;
(ii) a mark of at least 40% in each of the compulsory Part 1 modules in French/German/Italian/Spanish;
(iii) an overall average of at least 40% in 120 credits taken in the examination; and
(iv) a mark of at least 30% in individual modules amounting to not less than 100 credits taken in Part 1.

To proceed from Part 2 to the Year Abroad, a student must achieve:
(i) an overall average of 40% over 120 credits taken in Part 2;
(ii) a mark of at least 40% in individual modules amounting to not less than 80 credits; and
(iii) a mark of at least 30% in individual modules amounting to not less than 120 credits taken in Part 2.

To proceed from the Year Abroad to Part 3, a student must achieve:
(i) an overall average of 40% over the 120 Year Abroad credits;
(ii) a mark of at least 40% in ML2YSWA; and
(iii) a mark of at least 30% in ML2TL5.
BA English Language Degree Programme Chart

**Part 1 Modules** (20 credits each): 60 credits to be made up of:
- Sounds, Grammar & Meaning
- English Language and Society
- Techniques and Skills for Applied Linguistics

Remaining 60 credits from other modules in the university to a total of 120
(Optional English Language Module – The English Language in Use)

**Part 2 Modules** (120 credits):
- English Grammar (10)
- English Phonology (10)
- Sociolinguistics (20)
- Applying English Language Studies (20)
- 3 x 20-credit Option Modules

**Part 3 Modules** (120 credits):
- Dissertation (40)
- 4 x 20-credit Option Modules

**Notes on degree programme chart:**

**Part 3 English Language Option Modules:** students choose further options from the list below (again subject to availability and pre-requisites): Approaches to Discourse; Child Language Development; Corpus-based Approaches to Language Description; English Grammar & Lexis; English in the World; Introduction to Speech and Language Pathology; Issues in Bilingualism; Language and Migration; Multilingualism and Impairment across the lifespan; Philosophy of Language; Teaching the Language Skills
# BA English Language and Literature
## Degree Programme Chart

### Part 1 Modules (20 credits each): 100 credits to be made up of:
- Sounds, Grammar & Meaning
- English Language and Society
- Techniques and Skills for Applied Linguistics
- Genre and Context
- Research and Criticism

Remaining 20 credits from the options list in English Literature

### Part 2 Modules (120 credits):
- English Grammar (10)
- English Phonology (10)
- Sociolinguistics (20)
- Applying English Language Studies (20)

60 credits from within the English Literature Programme

### Part 3 Modules (120 credits):
- Dissertation from either programme (40 credits)

Option modules totalling 80 credits divided equally between the English Language and English Literature programmes

## Notes on degree programme chart:

**Part 3 English Language Option Modules:** students choose further options from those listed below (again subject to availability and pre-requisites):
- Approaches to Discourse; Child Language Development; Corpus-based Approaches to Language Description; English Grammar and Lexis; English in the World; Issues in Bilingualism; Language and Migration; Teaching the Language Skills.
BA French, German or Italian Studies and English Language
Degree Programme Chart

Part 1 Modules (20 credits each): 60 credits to be made up of:
- Sounds, Grammar & Meaning
- English Language & Society
- Techniques and Skills for Applied Linguistics
- 60 credits from Modern Language Department

Part 2 Modules (120 credits):
- English Grammar (10)
- English Phonology (10)
- Sociolinguistics (20)
- One 20 credit optional module from within the English Language Programme
- 60 credits from Modern Language Department

Year Abroad Modules - 120 credits to be made up of:
- Year Abroad Language (40)
- University Study/Work Placement/Assistantship Abroad (80)

Part 3 Modules (120 credits):
- Three 20 credit option modules in English Language
- 60 credits from Modern Language Department

Notes on degree programme chart:

Part 3 English Language Option Modules: students choose further options from
the list below: (again subject to availability and pre-requisites): Approaches to Discourse; Child
Language Development; Corpus-Based Approaches to English Language Description; English Grammar &
Lexis; English in the World; Issues in Bilingualism; Language and Migration; Teaching the Language
Skills.
PART 3 PROGRAMME SPECIFICATION

Single Honours Programme: English Language

The following is based on the Programme Specification for Part 3 of the BA English Language by full time study:

Part 3 (three terms) Level 6

Students take 120 credits in Part 3, made up as indicated.

The maximum number of credits which may be taken from modules available elsewhere in the University is 40, with no more than 20 credits in any one subject area as follows:

- Up to 40 credits may be taken elsewhere in the University where modules are indicated on the list of options.
- Up to 20 credits may be taken from unlisted modules available elsewhere in the University, subject to the agreement of the Programme Director.

Not all optional modules will necessarily be available every year. Admission to optional modules will be at the discretion of the Programme Director.

<table>
<thead>
<tr>
<th>Compulsory Modules</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>LS3DI Dissertation</td>
<td>40</td>
<td>6</td>
</tr>
</tbody>
</table>

Optional modules totalling 60 credits (subject to availability):

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Module Title</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>LS3AD</td>
<td>Approaches to Discourse</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>LS3DCL</td>
<td>Child Language Development</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>LS3CBL</td>
<td>Corpus-based Approaches to Language Description</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>LS3GRL</td>
<td>English Grammar and Lexis</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>LS3EIW</td>
<td>English in the World</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>LS3IB</td>
<td>Issues in Bilingualism</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>LS3LMG</td>
<td>Language and Migration</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>LS3LST</td>
<td>Teaching the Language Skills</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>PL3ISL</td>
<td>Introduction to Speech and Language Pathology</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>PL3ML</td>
<td>Multilingualism and Impairment across the Lifespan</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>PP3LAN</td>
<td>Philosophy of Language</td>
<td>20</td>
<td>6</td>
</tr>
</tbody>
</table>

Modules taken outside English Language will be subject in each case to a cap of 5 students from the programme in English Language, whose programme director will administer the capping process.

Students may substitute up to 20 option credits with courses from the Institution-Wide Language Programme.
PART 3 PROGRAMME SPECIFICATION

English Language and Literature

The following is based on the Programme Specification for Part 3 of the BA English Language and Literature by full-time study.

Part 3 (three terms)  Level 6

Compulsory module:  

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>LS3DI</td>
<td>Dissertation (English Language)</td>
<td>40</td>
<td>6</td>
</tr>
<tr>
<td>Or</td>
<td>EN3DIS Dissertation (English Literature)</td>
<td>40</td>
<td>6</td>
</tr>
</tbody>
</table>

English Language

Optional modules totalling 40 credits (subject to availability and pre-requisites):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>LS3AD</td>
<td>Approaches to Discourse</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>LS3DCL</td>
<td>Child Language Development</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>LS3CBL</td>
<td>Corpus-based Approaches to Language Descriptions</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>LS3GRL</td>
<td>English Grammar and Lexis</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>LS3EIW</td>
<td>English in the World</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>LS3IB</td>
<td>Issues in Bilingualism</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>LS3LMG</td>
<td>Language and Migration</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>LS3LST</td>
<td>Teaching the Language Skills</td>
<td>20</td>
<td>6</td>
</tr>
</tbody>
</table>

English Literature (40 credits)

Students take optional modules amounting to 40 credits. Options vary from year to year. A complete list is available from the Programme Adviser in English Literature and in the Part 3 Module Supplement. Admission to optional modules will be at the discretion of the Programme Director.
PART 2 PROGRAMME SPECIFICATION

French Studies and English Language

The following is based on the Programme Specification for Part 3 of the BA French Studies and English Language by full-time study.

Part 3 (three terms)  Level 6

Compulsory modules:

<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>FR303</td>
<td>Advanced French Language Skills</td>
<td>20</td>
<td>6</td>
</tr>
</tbody>
</table>

And

<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>LS3DIC</td>
<td>English Language Dissertation (Completion)</td>
<td>20</td>
<td>6</td>
</tr>
</tbody>
</table>

Or

<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>FR3LSC</td>
<td>Joint Dissertation (Completion)</td>
<td>20</td>
<td>6</td>
</tr>
</tbody>
</table>

English Language

Optional modules totalling 40 – 60 credits (subject to availability and pre-requisites):

<table>
<thead>
<tr>
<th>Module</th>
<th>Title</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>LS3AD</td>
<td>Approaches to Discourse</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>LS3DCL</td>
<td>Child Language Development</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>LS3CBL</td>
<td>Corpus-based Approaches to Language Descriptions</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>LS3GRL</td>
<td>English Grammar and Lexis</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>LS3EIW</td>
<td>English in the World</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>LS3IB</td>
<td>Issues in Bilingualism</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>LS3LMG</td>
<td>Language and Migration</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>LS3LST</td>
<td>Teaching the Language Skills</td>
<td>20</td>
<td>6</td>
</tr>
</tbody>
</table>

French

Students take optional modules amounting to 20 – 40 credits. Options vary from year to year. A complete list is available from the French advisor in the Department of Modern Languages. Admission to optional modules will be at the discretion of the Programme Director.

N.B. The number of option modules chosen from each department depends on the choice of Dissertation Completion module (see Programme Specification on the website for further details.)
**German Studies and English Language**

The following is based on the Programme Specification for Part 3 of the BA German Studies and English Language by full-time study.

**Part 3 (three terms)  Level 6**

**Compulsory modules:**

*Either*  
GM3GSC  German Structure and Composition  20  6  
Or  
GM3GPT  Translation into German and English  20  6  

AND  
LS3DIC  English Language Dissertation (Completion)  20  6  
Or  
GM3LSC  Joint Dissertation (Completion)  20  6

**English Language**

Optional modules totalling 40 – 60 credits (subject to availability and pre-requisites):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
<th>Modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>LS3AD</td>
<td>Approaches to Discourse</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>LS3DCL</td>
<td>Child Language Development</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>LS3CBL</td>
<td>Corpus-based Approaches to Language Descriptions</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>LS3GRL</td>
<td>English Grammar and Lexis</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>LS3EIW</td>
<td>English in the World</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>LS3IB</td>
<td>Issues in Bilingualism</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>LS3LMG</td>
<td>Language and Migration</td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>LS3LST</td>
<td>Teaching the Language Skills</td>
<td>20</td>
<td>6</td>
</tr>
</tbody>
</table>

**German**

Students take optional modules amounting to 20 – 40 credits. Options vary from year to year. A complete list is available from the German advisor in the Department of Modern Languages. Admission to optional modules will be at the discretion of the Programme Director.

N.B. The number of option modules chosen from each department depends on the choice of Dissertation Completion module (see Programme Specification on the website for further details.)
**Italian Studies and English Language**

The following is based on the Programme Specification for Part 3 of the BA French Studies and English Language by full-time study.

**Part 3 (three terms)  Level 6**

*Compulsory modules:*

<table>
<thead>
<tr>
<th>Code</th>
<th>Module</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>IT301</td>
<td><strong>Advanced Italian Language II</strong></td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>And</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LS3DIC</td>
<td><strong>English Language Dissertation (Completion)</strong></td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>Or</td>
<td>IT3LS</td>
<td><strong>Joint Dissertation (Completion)</strong></td>
<td>20</td>
</tr>
<tr>
<td>Or</td>
<td>IT3C3</td>
<td><strong>Italian Dissertation (Completion)</strong></td>
<td>20</td>
</tr>
</tbody>
</table>

*English Language*  
Optional modules totalling 40 – 60 credits (subject to availability and pre-requisites):

<table>
<thead>
<tr>
<th>Code</th>
<th>Module</th>
<th>Credits</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>LS3AD</td>
<td><strong>Approaches to Discourse</strong></td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>LS3DCL</td>
<td><strong>Child Language Development</strong></td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>LS3CBL</td>
<td><strong>Corpus-based Approaches to Language Descriptions</strong></td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>LS3GRL</td>
<td><strong>English Grammar and Lexis</strong></td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>LS3EIW</td>
<td><strong>English in the World</strong></td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>LS3IB</td>
<td><strong>Issues in Bilingualism</strong></td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td>LS3LAM</td>
<td><strong>Language and the Mind</strong></td>
<td>20</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><em>Teaching the Language Skills</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td>LS3LST</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Italian*  
Students take optional modules amounting to 20 – 40 credits. Options vary from year to year. A complete list is available from the Italian advisor in the Department of Modern Languages. Admission to optional modules will be at the discretion of the Programme Director.

N.B. The number of option modules chosen from each department depends on the choice of Dissertation Completion module (see Programme Specification on the website for further details.)
In Section B you will find detailed descriptions of each module set out in these programme specifications for Part 3.
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

<table>
<thead>
<tr>
<th>Module Descriptions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LS3DI</td>
<td>Dissertation</td>
</tr>
<tr>
<td>LS3AD</td>
<td>Approaches to Discourse</td>
</tr>
<tr>
<td>LS3CBL</td>
<td>Corpus-based Approaches to Language Description</td>
</tr>
<tr>
<td>LS3GRL</td>
<td>English Grammar and Lexis</td>
</tr>
<tr>
<td>LS3EIW</td>
<td>English in the World</td>
</tr>
<tr>
<td>LS3IB</td>
<td>Issues in Bilingualism</td>
</tr>
<tr>
<td>LS3LMG</td>
<td>Language and Migration</td>
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<tr>
<td>LS3LST</td>
<td>Teaching the Language Skills</td>
</tr>
<tr>
<td>PL3ISL</td>
<td>Introduction to Speech and Language Pathology</td>
</tr>
<tr>
<td>PL3ML</td>
<td>Multilingualism and Impairment Across the Lifespan</td>
</tr>
<tr>
<td>PPLAN</td>
<td>Philosophy of Language</td>
</tr>
</tbody>
</table>
Module title: **Dissertation**

**Module code:** LS3DI  
**Providing Department:** DELAL  
**Level:** 6  
**Number of credits:** 40  
**Terms in which taught:** Summer, Autumn and Spring  
**Module convenor:** Dr Tony Capstick

**Pre-requisites:** LS2AEL  
**Modules excluded:** None  
**Co-requisites:** None  
**Current from:** 2004-05

**Aims:**
This module aims to build on LS2AEL, Applying English Language Studies at Part 2, and to provide students with an understanding of how to engage in an extended piece of original research, with an opportunity to explore further an area of their own interest, and a broader appreciation of the procedures involved in the development of knowledge.

**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 main stages in the development of an original idea into a formulated piece of linguistic research;
- locate and assemble sources of information on suitable topics for research, including bibliographical and human resources;
- appraise critically the evidence for different views and approaches on the selected topic, and to generalise from this to other topics;
- organise their knowledge and articulate their arguments effectively in an extended piece of writing.

**Additional outcomes**
This module also aims to encourage the development of oral communication skills through one-to-one supervision sessions. Students will develop their IT skills by use of relevant web resources and the creation, development and management of databases, and the use of computer resources for presentation of their dissertation, and their numeracy by quantitative treatment of empirical evidence, where applicable.

**Outline content:**
Plenary sessions cover data collection procedures, issues of interpretation of language data, ethical considerations, especially the concept of informed consent, and formats for presentation. Supervision sessions vary in content detail, but provide guidance on the conduct of the research at all stages, on an individual basis, paying particular attention to the criteria of: originality and imagination in the selection and treatment of the topic; intelligent
collection, organisation and use of the data; intelligent and critical use of secondary sources (books and articles); clear, reasoned argumentation and discussion; organisation and clarity of presentation.

**Brief description of teaching and learning methods**

Spring and Summer terms, 2nd Year, are used for plenary sessions on research strategy, and individual supervision for beginning the conduct of the research, identification of a suitable topic involving language issues that will be subjected to linguistic treatment, and organisation of a research proposal. Final Year, Autumn and Spring terms: individual supervision and formative assessment.

**Contact hours**

<table>
<thead>
<tr>
<th></th>
<th>Spring Year 2</th>
<th>Summer Year 2</th>
<th>Autumn Year 3</th>
<th>Spring Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project supervision</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Guided independent study</td>
<td>10</td>
<td>86</td>
<td>144</td>
<td>147</td>
</tr>
<tr>
<td>Total hours</td>
<td>14 (400)</td>
<td>89</td>
<td>147</td>
<td>150</td>
</tr>
</tbody>
</table>

**Submission of preliminary ideas and dissertation drafts**

<table>
<thead>
<tr>
<th></th>
<th>Briefing Session (Week 4)</th>
<th>Dissertation proposal (formative) (Week 3)</th>
<th>Draft 1: Literature review and methodology, (formative) (Week 7)</th>
<th>Draft 2: Results/Analysis and discussion (formative) (Week 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total hours</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grand total hours</td>
<td>400</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Submit your dissertation drafts as follows:

- **Dissertation Proposal**: Monday, Week 3, Summer Term, 12 noon (Year 2);
- **Draft 1**: Literature Review, Methodology: Monday, Week 7, Autumn Term, 12 noon (Year 3);
- **Draft 2**: Results/Analysis: Discussion, Monday, Week 5, Spring Term, 12 noon (Year 3).
Section B

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

<table>
<thead>
<tr>
<th></th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertation</td>
<td>100</td>
</tr>
</tbody>
</table>

Assessment:

Coursework
Students will write a dissertation of 9,700 – 10,300 words.
Deadline for submission Friday, Week 11, Spring Term, 12 noon.
Submit TWO TYPED and BOUND copies. Submission procedure to be advised nearer the time.

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 17 August.
Module title: **Approaches to Discourse**

**Module code:** LS3AD  
Providing School/Department: DELAL  
**Level 6**  
**Number of credits:** 20  
Terms in which taught: **Autumn**

**Module convenor:** Dr Sylvia Jaworska

**Pre-requisites:** LS1SG: LS1ELS  
**Co-requisites:** None  
**Modules excluded:** None  
Current from: **2012/13**

**Aims:**
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.

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 represented in the literature;
- awareness of the differing perspectives offered by these approaches and an ability to synthesise 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:

This module consists of a weekly 1 hour lecture and a 1 hour seminar dedicated to practical exercises, group work and discussions.

<table>
<thead>
<tr>
<th>Contact hours</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
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</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>10</td>
<td></td>
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</tr>
<tr>
<td>Seminar</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guided independent study</td>
<td>180</td>
<td></td>
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<tr>
<td>Total hours</td>
<td>200</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>%</th>
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<tbody>
<tr>
<td>Written assignment, including essay</td>
<td>70 (essay)</td>
</tr>
<tr>
<td>Practical skills assessment</td>
<td>20 (recording and transcription)</td>
</tr>
<tr>
<td>Set exercise</td>
<td>10 (MC test)</td>
</tr>
</tbody>
</table>
Section B

Coursework

- Recording of an informal conversation and transcription of a short passage (20%);
- One essay of 2,000-2,500 (70%);
- Three online multiple choice tests on Blackboard (10%).

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 17 August.
Module title: **Corpus-based approaches to language description**

Module code: **LS3CBL**  
Providing Department: **DELAL**  
Level: **6**  
Number of credits: **20**  
Terms in which taught: **Autumn**

Module convenor: **Dr Sylvia Jaworska**

Pre-requisites: **LS1SG or LS1ELS**  
Co-requisites: **None**  
Modules excluded: **None**  
Current from: **2013/14**

Maximum number of students: **30**

**Summary module description:**
An introduction to the theories and techniques of language description using corpus resources and methods.

**Aims:**
The module introduces students to the key concepts and tools of Corpus Linguistics and aims to provide them with a basic training in uses of specialist software programmes for the analysis of language use in linguistic corpora. It also demonstrates how corpus tools and methods can be used to study a variety of linguistic features, registers and genres. Applications of Corpus Linguistics to selected areas in Sociolinguistics, (Critical) Discourse Analysis, and Language Teaching and Learning will be demonstrated.

**Intended learning outcomes:**

**Assessable outcomes**
By the end of the module it is expected that students will be able to:
- understand and apply the key concepts and tools of corpus-linguistic analysis;
- create their own collection of text (a corpus) with an appropriate quantity of documentation, and explain in detail the principles upon which they have compiled the corpus;
- use software to produce lists of concordance lines, and to create word lists and key word analyses, and be able to manipulate this output with a clear understanding of the nature of the data;
- conduct a study of a particular feature of language use, in a particular set of texts, that is based on the analysis of a corpus (or corpora) and which...
makes appropriate use of the corpus analysis skills that have been practised during the module;
• evaluate critically the language data retrieved from the corpus and relate the results of the analysis of the data to a substantial review of relevant literature.

Additional outcomes
The module aims to encourage the development of students’ critical and evaluative skills. Through group-work and individual tasks students will be encouraged to develop independent thinking, teamwork and presentation skills.

Outline content:
Corpus-based approaches have had an enormous impact on the description of language in use. The analysis of language patterning and frequencies across large quantities of text can reveal features of language use that may not be easily accessible otherwise. This module will provide students with the basic technical skills they need for corpus analysis, and will also introduce students to the principles upon which corpora are designed, categorised and coded. Applications of corpus tools and methods in a variety of linguistic disciplines such as Sociolinguistics and (Critical) Discourse Analysis will be demonstrated. Students will be presented with sets of structured activities in which they use corpora to learn about language, before they begin the task of compiling their own corpus and conducting a small-scale study using this corpus.

Brief description of teaching and learning methods:
Lectures and practical computer sessions

Contact hours

<table>
<thead>
<tr>
<th></th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>Lectures</td>
<td>8</td>
<td></td>
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<tr>
<td>Practical classes and workshops</td>
<td>12</td>
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<tr>
<td>Guided independent study</td>
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<tr>
<td>Total hours</td>
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</table>

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

A portfolio consisting of 4 set tasks focusing on corpus techniques and the analysis of selected features of language use (each task between 300-350 words). 40%

An essay of 2,500 words. 60%

**Relative percentage of coursework:** 100%

### Examinations

None.

**Requirements for a pass**

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

**Reassessment arrangements**

Reassessment arrangements: Re-examination by coursework to be submitted by 17 August.
Module title: **English Grammar & Lexis**

Module code: **LS3GRL**  
Providing Department: **DELAL**

Level 6  
Number of credits: **20**

Terms in which taught: **Autumn**

Module convenor: **Dr Jacqueline Laws**

Pre-requisites: **LS2EG**  
Co-requisites: **None**

Modules excluded: **None**  
Current from: **2006-7**

**Aims:**
The module aims to develop an understanding of the main structural patterns of English and to relate these to the functional domains identified from a functional-communicative perspective; and to familiarise students with the principal lexical relations of English. Areas of debate include the interfaces between grammar, on the one hand, and the lexicon, semantics and discourse principles, on the other.

**Intended learning outcomes:**

**Assessable outcomes**
By the end of the module it is expected that students will be able to demonstrate an ability to analyse English sentences in terms of grammatical structure and to evaluate positions taken by a variety of functionally oriented approaches to English grammar.

**Additional outcomes**
Students should be able to relate the terms and concepts studied to issues in language learning, discourse analysis, first language acquisition, sociolinguistics, forensic studies and corpus-based approaches to language analysis.

**Outline content**
This module provides the student with the opportunity to develop an understanding of grammatical concepts and linguistic meaning at word, clause and sentence level. At word level, topics include the analysis of complex and compound words, lexical relations, grammatical functions and collocations. At clause level, analyses address the attributes of the Noun Phrase, transitivity, the grammatical properties of the Verb Phrase, and the characteristics of lexicalisation and alternation patterns. At sentence level the integration of the message is addressed through the analysis of the principles of discourse syntax.
Brief description of teaching and learning methods
Lectures are integrated with workshops and seminar sessions. In addition, lecture material is supported by weekly self-study tasks.

Contact hours

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<th>Autumn</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Lecture</td>
<td>15</td>
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<td>2</td>
</tr>
<tr>
<td>Seminar</td>
<td>5</td>
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</tr>
<tr>
<td>Guided independent study</td>
<td>120</td>
<td></td>
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<td>Total hours</td>
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<tr>
<td>Grand total hours</td>
<td>200</td>
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</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:
- Weekly parsing exercises posted on Blackboard

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

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<tbody>
<tr>
<td>Written exam</td>
<td>80</td>
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<tr>
<td>Class test administered by the school</td>
<td>20</td>
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</tbody>
</table>

Assessment:
The assessment schedule for this module has 2 parts: a class test and an examination.

Class Test:
In Week 11 of the Autumn term, students will sit a short 1-hour parsing test in class which will contribute 20% to the overall mark for this module. 
Relative percentage of Class Test: 20%

Examinations:
A two-hour paper requiring answers to two essay questions at the time of the Part 3 examinations.

Relative percentage of examination: 80%

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

Re-assessment arrangements: Re-examination in August.
Module title: **English in the World**

Module code: **LS3EIW**  
Providing Department: **DELAL**  
Level: **6**  
Number of credits: **20**  
Terms in which taught: **Spring**  
Module Convenor: **Professor Jane Setter**

Pre-requisites: **LS1SG; LS1ELS**  
Co-requisites: **None**  
Modules excluded: **None**  
Current from: **2009/10**

**Summary module description:**  
This course looks at how English has developed as an international language in terms of societal roles and linguistic features since the time of Elizabeth I.

**Aims:**  
To provide students with an understanding of the role of the English language in the contemporary world; to locate this understanding in a knowledge of the historical, economic and social forces which have shaped this role.

**Intended learning outcomes:**

*Assessable outcomes:*  
By the end of the module it is anticipated that the student will be able to:  
- describe the context in which the English language developed into an international language;  
- discuss the relationships between standard English, literacy, and the economy;  
- identify the ways in which English has been spread throughout the world;  
- describe and identify the principal international varieties of English;  
- discuss the notion of “official language” and “national language”;  
- discuss the desirability or otherwise of English as an educational medium of instruction;  
- critically assess a range of views on the global dominance of English;  
- organise their knowledge and articulate their arguments effectively in writing under timed conditions.

**Additional outcomes**  
The module aims to encourage students, and especially those for whom English is their first language, to reflect upon the role of English in the world
today, and consider the advantages and disadvantages of this from individual, national, and international perspectives.

**Outline content**
The social, historical, economic and political context in the spread of English is considered. Different varieties of English around the world are examined: international varieties of English and English-influenced Creoles are described from the perspective of sound systems, vocabulary, and grammatical patterning. There will be opportunities for students to use knowledge of linguistics gained elsewhere in the course to analyse and identify samples of “international Englishes”. The various attitudes and opinions that surround English are also considered; its status as an official language, a national language, a standard language, and its role in education is scrutinised. Core approaches to English as an International Language (EIL), and as a Lingua Franca (ELF) are examined. Finally, we shall consider the costs and benefits of English as the language of the global village, its competitors on the world stage, and the future of English.

**Brief description of teaching and learning methods**
Interactive lectures with on-line support.

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<th>Autumn</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Lecture</td>
<td>20</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Guided independent study</td>
<td>135</td>
<td>43</td>
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<tr>
<td>Total hours</td>
<td>155</td>
<td>45</td>
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<tr>
<td>Grand total hours</td>
<td>200</td>
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**Summative Assessment Methods (%)** – work which always contributes towards the overall module mark:

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<tbody>
<tr>
<td>Written exam</td>
<td>50</td>
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<tr>
<td>Written assignment, including essay</td>
<td>30</td>
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<tr>
<td>Report</td>
<td>10</td>
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</tbody>
</table>
Assessment

Coursework
- Students will write one assignment of 1000-1200 words. (30%)
- Students participate in a small-scale research project and reflect on their findings and the process of doing the research. (10%)
- Students will do a weekly online multiple choice questionnaire, answering 10 questions on weekly reading. (10%)

Relative percentage of coursework: 50%

Examinations
One two-hour paper requiring answers to two questions.

Relative percentage of examinations: 50%

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

Reassessment arrangements: Resubmission of coursework by 17 August and/or examination in August of the year the course is taken.
Module title: **Issues in Bilingualism**

Module code: **LS3IB**
Providing Department: **DELAL**
Level: **6**
Number of credits: **20**
Terms in which taught: **Spring**

Module convenor: **Fraibet Aveledo**

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

Maximum number of students: **30**

**Summary module description:**

This module will introduce the students to the study of bilingualism, examining current theories and research methodologies in the areas of language development, sociolinguistics, education and language policy.

**Aims:**
The course aims to introduce the students to key concepts in terminology, major research questions and research methods in the analysis of individual and societal bilingualism. The course will also address the practical implications of this research for education and language policy and will enable students to develop the conceptual and practical tools necessary to analyse and discuss seminal work in the field.

**Intended learning outcomes:**

**Assessable outcomes**

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

- Define the key concepts in bilingualism research;
- Demonstrate an understanding of the main theories and issues concerning bilingual language development, bilingual education and bilingualism in society at Level 6;
- Demonstrate the ability to analyse and interpret data at Level 6;
- Gain insights into different aspects in the study of bilingualism.
- Demonstrate the ability to carry out research in small groups.

**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
small groups. Students will become familiar with some of the methods employed in bilingualism research.

Outline content:
The module focuses on the following topics: defining and measuring bilingualism, characteristics of bilingualism, theories and methodological issues, child bilingualism and education, language planning, adult bilingualism.

Brief description of teaching and learning methods:
Lectures, discussions and group work in class.

## Contact hours

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<tr>
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<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>Lecture</td>
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<td>16</td>
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<tr>
<td>Seminar</td>
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<tr>
<td>Tutorial</td>
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<tr>
<td>Project supervision</td>
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<tr>
<td>Demonstration</td>
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<tr>
<td>Practical classes and workshops</td>
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<tr>
<td>Supervised time in studio/workshop</td>
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<tr>
<td>Fieldwork</td>
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<tr>
<td>External visits</td>
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<tr>
<td>Work based learning</td>
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<tr>
<td>Guided independent study</td>
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<td>170</td>
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<tr>
<td>Placement</td>
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<tr>
<td>Year abroad</td>
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<tr>
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<td>Grand total hours</td>
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<td>200</td>
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</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 presentation of results of fieldwork
Summative Assessment Methods (%) - work which always contributes towards the overall module mark:

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Written exam</td>
<td>%</td>
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<tr>
<td>Written assignment, including essay</td>
<td>70%</td>
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<tr>
<td>Report</td>
<td>30%</td>
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<tr>
<td>Portfolio</td>
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<tr>
<td>Project output (other than dissertation)</td>
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<tr>
<td>Oral assessment and presentation</td>
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</tr>
<tr>
<td>Practical skills assessment</td>
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<tr>
<td>Set exercise</td>
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Assessment:

Coursework

1. Students will complete a small-scale project. Findings will be presented in a report of 1000-1250 words and an oral presentation.
   Percentage of overall marks: 30%

2. Students will write an assignment of 2500-3000 words on one of the topics covered in the module.
   Percentage of overall marks: 70%

Relative percentage of coursework: 100%

Examinations: None.

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

Reassessment arrangements
Coursework must be re-submitted by 17 August.
Module title: **Language and Migration**

Module code: **LS3LMG**  
Providing Department: **DELAL**  
Level: **Part 3**  
Number of credits: **20**  
Terms in which taught: **Spring**

Module Convenor: **Tony Capstick**

Pre-requisites: **LS1SG; LS1ELS**  
Co-requisites: **None**  
Modules excluded: **None**  
Current from: **2016/17**

**Summary module description**

In this module students will explore the role of language in migration by focusing on the multiple and complex ways that migration has been sustained and constrained through language use for centuries.

Students will be introduced to a range of theories from sociolinguistics, sociology and education studies and learn to apply these theories to different contexts of migration across the world.

Among the topics covered in the module are multilingualism and mobility, globalization and language policy etc.

**Aims:**

This module aims to equip students with the theoretical and analytical tools to analyse the role of language in different forms of migration. It enables students to reflect critically on language and power in economic migration and forced migration and encourages students to identify the role of language in broader debates about the impact of migration on national and international policies such as international development, global security and education. Students will learn how to apply their findings to the way language is used to construct migrants in the media and how this effects our understandings of asylum, immigration and social cohesion.
Intended learning outcomes:
Assessable outcomes
By the end of this module, students will be able to:

- describe and explain key theories of sociolinguistics, education studies and discourse analysis relevant to the analysis of migration. These include linguistic ethnography, New Literacy Studies and Critical Discourse Analysis;
- analyse authentic texts, conversations and social practices in order to identify how migrants use language in their migration trajectories as well as how migrants are constructed in a range of settings such as in the media, in international agencies such as the EU and the UN, and on social media;
- conduct research on language and new migration 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 language and migration to discussions and debates about the effects of migration on education and literacy, immigration and integration policy, globalisation, and social and economic equality.

Outline content:

1. Multilingualism and mobility
2. Empires and colonial language policy
3. Globalisation and translanguaging
4. Home languages and multicultural identities
5. Literacy, power and immigration
6. Forced migration and social cohesion
7. Multilingualism, emotion and foreign language learning
8. Higher education and international language testing
9. A plurilingual EU?
10. World Englishes and transnationalism

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

Contact hours

<table>
<thead>
<tr>
<th></th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
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</thead>
<tbody>
<tr>
<td>Lectures</td>
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<td>20</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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<td>200</td>
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</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:

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:

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<tbody>
<tr>
<td>Written assignment, including essay</td>
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<td>Set exercise</td>
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</table>

1) Students will write one paper of around 3000 words on a set topic. 80%
2) Students will take a multiple choice set exercise as a test.

Relative percentage of coursework: 100%

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

Reassessment arrangements
Resubmission of coursework by 17 August in the year the course is taken.
Module title: **Teaching the Language Skills**

Module code: **LS3LST**  
Providing Department: **DELAL**  
Level: **6**  
Number of credits: **20**  
Term in which taught: **Spring**

Module convenor: **Erhan Aslan**

Pre-requisites: **LS2CIE**  
Co-requisites: **None**  
Modules excluded: **None**  
Current from: **2011-12**

Maximum number of students: **30**

**Aims:**

This course provides an introduction to the processes involved in the development of oral/aural (i.e. listening and speaking) and literacy (i.e. reading and writing) skills in a second language. The course also provides an overview of current and effective methods of teaching in ESL/EFL contexts, focusing on listening, speaking, and reading, and writing. Through using a highly interactive skills-based approach, students will experience in practice the academic and pedagogic ideas covered during the module.

**Intended learning outcomes:**

**Assessable outcomes**

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

- Describe key theories and processes involved in the development of the four language skills in a second language at level 6;
- Apply their understanding of these ideas in explaining techniques and methods for the teaching of the four language skills at level 6;
- Evaluate teaching materials for the teaching of select language skills at level 6, and in particular identify how they reflect particular methods for teaching, or theories of learning the four skills;
- Develop critical analytical and synthesizing skills at level 6 through evaluating sample teaching materials and research data in course readings.

**Additional Outcomes**

Through experience of completing the module tasks, students will develop oral skills, in individual presentations, group work and pair work.

**Outline Content:**

The course will cover the following topics: the movement toward skills integration and the limitations of a discrete-skills approach; issues in learning oral/aural (speaking, listening) and literacy (reading, writing) skills.
in a second language; current and effective methods of teaching listening, speaking, reading, writing; evaluation of current teaching materials for select language skills in a second language.

**Brief description of teaching and learning methods:**
Interactive lectures and seminar-style class discussion, including group and pair work. There will be readings and tasks to complete between classes. A high degree of student autonomy and student-led collaborative learning is encouraged.

**Contact hours**

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<th>Summer</th>
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<tbody>
<tr>
<td>Lecture</td>
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<tr>
<td>Seminar</td>
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<tr>
<td>Guided independent study</td>
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<td>180</td>
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<td>Total hours</td>
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**Summative Assessment Methods (%) - work which always contributes towards the overall module mark:**

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<tbody>
<tr>
<td>Written assignment, including essay</td>
<td>40</td>
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</tbody>
</table>

**Assessment**

**Coursework**
- One essay of 1,500-2,000 words - 40%
- One essay of 2,000-2,500 words - 60%

**Relative percentage of coursework:** 100%

**Examinations:** None.

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

**Reassessment arrangements:** Resubmission of coursework by 17 August of the year the module is taken.
Module title: **Introduction to Speech-Language Pathology**

Module code: **PL3ISL**
Providing Department: **PSYCLS**
Level: **6**
Number of credits: **20**
Terms in which taught: **Autumn**

Module convenor: **Arpita Bose**

Pre-requisites: **LS1SG; LS1ELS**
Co-requisites: **None**
Modules excluded: **None**
Maximum number of students: **30**

**Aims:**
To provide students with an introduction to a range of speech and language deficits found in adults and children; to relate these findings to their knowledge of linguistics and normal speech and language processing.

**Intended learning outcomes:**

**Assessable outcomes**
By the end of the module it is expected that students will be able to:
- identify and interpret major types of speech and language impairments in adults and children;
- identify the linguistic characteristics of each of these types in the language behaviour of individuals;
- appraise critically the causes of these impairments and the conditions associated with them;
- organise their knowledge and articulate their arguments effectively.

**Additional Outcomes**
Students gain insights into the problems of identifying and classifying normal and abnormal speech and language, and into the broader consideration of cognition in speech and language impairments. Through their coursework the module aims to develop bibliographic and academic writing skills.

**Outline Content:**
An introductory session will cover levels of breakdown in human communication in terms of linguistic description and basic neurology for speech and language. The following speech-language impairments will then be covered: stammering, phonological impairment in children, motor speech disorders, autism, specific language impairment, cleft-lip and palate,
language in learning disability (children), and adult speech language disorders subsequent to brain diseases (e.g. aphasia, dementia).

**Brief description of teaching and learning methods:**
Lectures and seminars.

<table>
<thead>
<tr>
<th>Contact hours</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>Lectures</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>
<td>200</td>
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**Summative Assessment Methods:**

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>%</th>
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<tbody>
<tr>
<td>Written Exam</td>
<td>60</td>
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<tr>
<td>Written Assignment including essay</td>
<td>40</td>
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</tbody>
</table>

**Assessment**

**Coursework**
A written assignment of 2,000 words.
Relative percentage of coursework: 40%

**Examinations:**
A two-hour examination usually with prior disclosure of exam questions.
Relative percentage of examination: 60%

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

**Reassessment arrangements:**
Re-submission of coursework and/or re-taking of the examination in August.
Module title: **Multilingualism and Impairment across the lifespan**

**Module code:** PL3ML

**Providing Department:** PSYCLS

**Level:** 6

**Number of credits:** 20

**Terms in which taught:** Autumn

**Module convenor:** Professor Ludovica Serratrice

**Pre-requisites:** LS1SG; LS1ELS

**Co-requisites:** None

**Modules excluded:** None

**Current from:** 2015-16

**Summary module description:**

This module addresses child language development and outcomes in a bilingual setting as well as language impairment in bilingual or multilingual individuals, children and adults.

**Aims:**

This module examines multilingualism & impairment in children and adults.

The first part of the module examines language acquisition in bilingual children addressing, types of bilingualism, and factors that affect language development in bilingual children, such as the role of input and exposure, socio-economic status, and the role of the first language.

The second part of the module examines language impairment in bilingual children and adults addressing developmental and acquired language disorders in individual case-studies or groups of individuals with affected linguistic performance. Research papers will be critically discussed in relation to theory, design and material used. Students will be expected to take an active role in literature searches, in the identification of key issues in the field of bilingualism and language impairment, and in the class discussion of research findings and avenues for further research.

**Intended learning outcomes:**

**Assessable outcomes**

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

- demonstrate knowledge of different types of bilingualism and factors that affect language development in bilingual children;
- demonstrate knowledge of the heterogeneity of developmental and acquired language disorders in bilingual and multilingual individuals;
• understand the role of internal and external factors in bilingual language acquisition;
• understand the importance of diagnosis of language impairment in children with suspected SLI in both languages of the child;
• understand the different domains in each language of the bilingual child which can be affected by the impairment;
• synthesize ideas and controversies in the field of bilingualism and language impairment;
• engage in critical reflective thinking;
• develop assessment material for research/clinical practice.

Additional Outcomes
Students will be able to make connections between theoretically driven notions of child bilingualism and language impairment and develop their ideas in a viable project proposal that could form the core of a funding bid.

Outline Content:
This module consists of ten three-hour sessions on aspects of child and adult bilingualism and language impairment in multilinguals. In addition to tutor-led sessions, students will take an active role in student-led sessions in which they will:
1) deliver oral presentations of research papers
2) discuss a series of seminal papers in the field.

Brief description of teaching and learning methods:
Ten three-hour sessions (once a week for 10 weeks) consisting of lectures, seminars, and workshops.

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<thead>
<tr>
<th>Contact hours</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
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<tr>
<td>Seminars</td>
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</tr>
<tr>
<td>Guided Independent Study</td>
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<td>Total hours</td>
<td>200</td>
<td></td>
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</tr>
<tr>
<td>Written assignment including essay</td>
<td>50</td>
<td></td>
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</tr>
<tr>
<td>Project output other than dissertation</td>
<td>50</td>
<td></td>
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</table>

**Assessment**

**Coursework**

A 1,500 word review of a research paper on acquisition or developmental disorders in bilingual or multilingual individuals (submitted in Week 11 of the Autumn term). (50%)

A 3,000 word research proposal to be submitted in Week 2 of the Spring term. (50%)

*Relative percentage of coursework: 100%*

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

**Reassessment arrangements:**

Re-submission of coursework by September.
Module title: **Philosophy of Language**

Module code: PP3LAN  
Providing Department: Philosophy  
Level: 6  
Number of credits: 20  
Terms in which taught: Autumn

Module convenor: Mr Jumbly Grindrod

Pre-requisites: None  
Co-requisites: None  
Modules excluded: None  
Current from: 2015-16

**Summary module description**
Philosophy of language concerns the nature of meaning, language, and communication. It seeks answers to the following questions: What is it for a word or sentence to have a meaning? How do speakers manage to communicate more than what their words literally say (for example when we speak sarcastically or metaphorically)? What is it for a word to refer to something in the world? Are there certain actions that we can perform simply by saying something? What is the meaning of a name? What is ambiguity? What is vagueness? How does the context in which words are used interact with the meaning of the words?
Addressing these questions will require an examination of both foundational works in analytic philosophy from the 19th and 20th centuries, as well as cutting-edge research informed by developments in the cognitive sciences. We will read works by Gottlob Frege, Bertrand Russell, P.F. Strawson, J.L. Austin, H.P. Grice, Kent Bach, Robyn Carston and Allison Hall, Francoise Recanati, Rae Langton, Max Black Ted Cohen, Elizabeth Camp Robert Stalnaker, and Jason Stanley.

**Aims:**
To explore fundamental issues in philosophy of language, including the nature of meaning, understanding, reference and the relation of language to action.

**Intended learning outcomes:**

**Assessable outcomes**
By the end of this module, students will be able to give an overview of core approaches to problems in the philosophy of language and critically
evaluate them. Students’ presentation skills will be improved by leading seminar discussion on central topics in the module.

**Additional Outcomes**
Students will gain an overview of one of the central topics in analytic philosophy, and will be able to relate the content of this module to other topics studied in their philosophy degree (e.g. philosophy of mind and metaphysics). The module will raise questions about fundamental assumptions concerning language, and students will be encouraged to explore both classic texts and contemporary research in attempting to answer these questions. Students will develop the ability to understand and explain complex ideas, and hone their analytical writing and critical thinking skills.

**Outline content:**

**Homework**
An essay or book chapter will be assigned as required reading for each week. It is essential that you read the assigned text prior to class, because the format of the class will be primarily discussion-based.

The text will come accompanied by discussion questions, which are intended to guide your reflection on the author’s ideas and help you prepare for class discussion.

**Original texts**
You don’t need to buy a textbook for this module. I will post electronic copies of all the required readings to Blackboard.

**Secondary literature**
In addition to the original articles and book chapters discussed in class, you may benefit from reading introductory texts in philosophy of language. A particularly readable introduction is the following:


**Brief description of teaching and learning methods:**
The format for this module contains lectures and seminars; however the distinction between lecture and seminar is blurred. Students should be active in all classes, asking questions and trying to answer the questions posed by the lecturer and other students.
Section B

In addition, students will be expected to do the weekly readings and respond to discussion questions.

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<thead>
<tr>
<th>Contact hours</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
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<tbody>
<tr>
<td>Lecture</td>
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<tr>
<td>Seminar</td>
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<td>Guided independent study</td>
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<tr>
<td>Total hours</td>
<td>200</td>
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**Summative Assessment Methods (%) - work which always contributes towards the overall module mark:**

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<th>%</th>
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<tbody>
<tr>
<td>Written exam</td>
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<tr>
<td>Written assignment including essay</td>
<td>30</td>
</tr>
<tr>
<td>Oral assessment and presentation</td>
<td>10</td>
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<tr>
<td>TOTAL</td>
<td>100</td>
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**Assessment**

*Coursework*
2 x 2,000 – 2,500 word essays
*Electronic submission*
All coursework should be submitted electronically via Blackboard.

*Penalties for late submission*
Penalties for late submission will be in accordance with University policy.

*Examinations*
Section B

The final exam will be two hours in which time you will be required to answer two questions from a choice of six.

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

Reassessment arrangements: Re-examination by examination only - in August.
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 personal 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 Personal 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 personally 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.

This year you will be required to submit most assignments in hard copy as well as on-line. The module teacher will advise you if on-line submission is required and further details on the procedure for this will be provided during the Autumn term.

Assignments in hard copy should be handed in by 12 noon on the due submission date. ONE copy of all assignments must be handed in 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 together with this handbook (www.reading.ac.uk/ell-Handbooks-and-ethics-procedures.aspx). A receipt will be emailed to you once the deadline has passed.

Please ensure that 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. Keep a copy of all work that you hand in.

Sending work by post:
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 C8-C9 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, be written on the submitted work or provided via blackboard. 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.
Feedback on performance in written examinations, if sought, is also available from the School. 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. In the case of students who are not re-sitting, more generic feedback, which does not specifically address each individual exam question, may be appropriate. 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 personal 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 a 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 Extenuating Circumstances form.

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

Assignments
Requests for extra time on an assignment deadline must:

1) be submitted on an Extenuating Circumstances form;
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, typically a doctor’s certificate, or support from your personal tutor in instances where there are strong reasons due to academic work pressures.

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

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

Reasons for the above policy include:

- Students do not like to feel, if they have submitted their work on time that other students are allowed to have extra time for trivial reasons.
- Students who submit work late are failing to keep to their deadlines, which is an important skill in the undergraduate programme and also in life.
- Staff find it inconvenient to have extra assignments coming in after they have marked the ones that were submitted on time.
Examinations
You may be unable to attend an examination due to domestic or health issues, or wish any other serious circumstances to be taken into account in the marking of your exam.

If so, you must:

1) submit an Extenuating Circumstances; and
2) submit suitable documentation, typically a doctor’s certificate or support from your personal tutor in instances where there are strong reasons due to academic work pressures.

Good reasons include illness or bereavement affecting a student or a student’s close family member. They do not include waking up too late to take an examination or lack of organisation.

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

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

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

- The Living Positively talks series is designed to help with a range of issues such as understanding emotions, time management, homesickness and transitions.  
  ([www.reading.ac.uk/internal/counselling/training/cou-groupsandtraining.aspx](http://www.reading.ac.uk/internal/counselling/training/cou-groupsandtraining.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 strongly enforced - please submit work by NOON on the day listed:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Autumn</th>
<th>Spring</th>
<th>Summer</th>
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<tr>
<td>LS3DI</td>
<td>Dissertation</td>
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<td>Draft 2</td>
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<td></td>
<td></td>
<td>(Literature Review &amp; Methodology)</td>
<td>Spring</td>
<td></td>
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<td></td>
<td>Autumn Monday Week 7</td>
<td>Mon Week 5</td>
<td>Final Submission</td>
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<td>Spring</td>
<td>Spring Friday Week 11</td>
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<td>LS3AD</td>
<td>Approaches to Discourse</td>
<td>Transcription Aut Tues Week 7</td>
<td>Essay Spring Tues Week 2</td>
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<tr>
<td>LS3CBL</td>
<td>Corpus-based Approaches to Language Description</td>
<td>Portfolio Autumn Thurs Week 9</td>
<td>Essay Spring Thurs Week 3</td>
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</tr>
<tr>
<td>LS3GRL</td>
<td>English Grammar and Lexis</td>
<td>Class Test Autumn Week 11</td>
<td>EXAMINATION</td>
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<td>LS3EIW</td>
<td>English in the World</td>
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<td>Research Study Spring Week 7</td>
<td>EXAMINATION</td>
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<td>Essay Spring Fri Week 10</td>
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<tr>
<td>LS3IB</td>
<td>Issues in Bilingualism</td>
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<td>Project Report Spring Wed Week 9</td>
<td>Essay Summer</td>
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<tr>
<td>LS3LMG</td>
<td>Language and Migration</td>
<td>Class Test Spring Week 9</td>
<td>Essay Summer Tuesday Week 1</td>
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<tr>
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<td>Teaching the Language Skills</td>
<td>1st Essay Spring Thurs Week 11</td>
<td>2nd Essay Summer Thurs Week 1</td>
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C9
Disability Statement

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

If you have, or think you may have, a disability and have not yet informed the Department or the University, you should inform your tutor or contact the Disability Office (Tel: 0118 378 8921; email: disability@reading.ac.uk). If you feel you need any further help, or are not getting the help you require, please contact the School’s Disability Representation: Lesley Hammond (l.m.hammond@reading.ac.uk).

You may obtain a copy of the University’s Information Sheets for students with disabilities and/or specific learning difficulties such as dyslexia and dyspraxia from the Student Disability Service, Student Services, Carrington Building (disability@reading.ac.uk). Tel: 0118 378 8921.

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

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

**University Study Advisers:** Tel: 0118 378 4242; Email studyadvice@reading.ac.uk
Or call in: Room 103, 1st Floor, The Library (Front desk staffed 10 – 4 in term time.)

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

**University Library Disability Co-ordinator:** Matthew Holtby (m.c.holtby@reading.ac.uk)

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

**NB:** Students registered with dyslexia or other disabilities which specifically affect English Language should be aware that, as English Language is a core-competency for this course, there is no provision for these disabilities in the assessment. Please contact the Disability Service if you have any queries about this issue.

Notwithstanding the above, students should advise the department (either the appropriate module tutor or departmental administrator) if they have a disability which entitles them to extra time in class tests.
## Examinations

### Examination DOs and DON'Ts

Specific advice on the mechanics of answering examination papers is given overleaf (page C12). The following more general tips may also help you.

**During the revision period ...**

<table>
<thead>
<tr>
<th><strong>DO</strong></th>
<th><strong>DON’T</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• plan a full revision timetable</td>
<td>• leave revision to the last minute</td>
</tr>
<tr>
<td>• work to <em>your</em> 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>• <em>either</em> allow breaks to divert you from your task, <em>or</em> refuse to take breaks at all</td>
</tr>
<tr>
<td>• seek help quickly if a crisis happens, from your tutor, or the Departmental Senior Tutor, or the Health Centre</td>
<td>• suffer in silence</td>
</tr>
</tbody>
</table>
| • obtain written evidence of any medical complaints in good time  
  * (see pages C4 – C5) | • leave discussion of any medical problems till after the exam period |

**During (and after) examinations ...**

<table>
<thead>
<tr>
<th><strong>DO</strong></th>
<th><strong>DON’T</strong></th>
</tr>
</thead>
<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 <em>maximum</em> 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 <em>to the question</em></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>
Examination Papers

The first page of a May 2017 exam paper may look something like this:

On admission to the examination room, you should acquaint yourself with the instructions below. You must listen carefully to all the instructions given by the invigilators. You may read the question paper, but you must not write anything until the invigilator informs you that you may start the examination.

You will be given five minutes at the end of the examination to complete the front of answer book used.

______________________________________________
MAY 2017                          LS3EIW 2016/17  A 001
2 Answer Books
Treasury Tag

THE UNIVERSITY OF READING

ENGLISH IN THE WORLD (LS3EIW)

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 3 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; hence the advisability of keeping a dossier of all your assessed work in case you need to make it available to the Department. The final stage is the Part 3 School’s Examination Board Meeting, after which classifications 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**

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:

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://xxxxxxxxxxx
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 assessment are concerned, the consequences may be very serious indeed for the student.

**General Advice on Avoiding Plagiarism**

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

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

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

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

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

If this is a matter where you are still confused or uncertain, please talk to your Personal Tutor or one of your class teachers and they will be pleased to advise you.
## 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>HumSS 210B</td>
<td>Lecturer Year Abroad Co-ordinator Erasmus Prog. Co-ordinator</td>
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</tr>
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<td>7260</td>
<td><a href="mailto:m.daller@reading.ac.uk">m.daller@reading.ac.uk</a></td>
</tr>
<tr>
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<td>7044</td>
<td><a href="mailto:d.d.fitzpatrick@reading.ac.uk">d.d.fitzpatrick@reading.ac.uk</a></td>
</tr>
<tr>
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<td>8986</td>
<td><a href="mailto:c.l.furneaux@reading.ac.uk">c.l.furneaux@reading.ac.uk</a></td>
</tr>
<tr>
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<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>HumSS 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>
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</tr>
<tr>
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<td>6089</td>
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</tr>
<tr>
<td>Dr Parvaneh TAVAKOLI</td>
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<td>Lecturer Visiting Academics</td>
<td>6092</td>
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</tr>
<tr>
<td>Dr Christiana THEMISTOCLEOUS</td>
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<td>7457</td>
<td><a href="mailto:c.themistocleous@rdg.ac.uk">c.themistocleous@rdg.ac.uk</a></td>
</tr>
</tbody>
</table>

### Administrative Staff

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<tbody>
<tr>
<td>Lesley HAMMOND</td>
<td>Edith Morley SSC</td>
<td>BA Programme Administrator</td>
<td>8140</td>
<td><a href="mailto:l.m.hammond@rdg.ac.uk">l.m.hammond@rdg.ac.uk</a></td>
</tr>
<tr>
<td>Amanda HORN</td>
<td>Edith Morley SSC</td>
<td>MA Programme Administrator</td>
<td>8512</td>
<td><a href="mailto:a.j.horn@reading.ac.uk">a.j.horn@reading.ac.uk</a></td>
</tr>
</tbody>
</table>
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 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.

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 Bolivar (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 English Language in Use, Child Language Development, Language and the Mind and Foundations of Language Study.

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.

**Damian Fitzpatrick** graduated in Spanish and French from Trinity College Dublin and then completed an MA in TEFL/TESOL from the University of Birmingham, while his doctorate, from the University of Exeter, is on language teaching policy in Thailand. He has worked as an English teacher in Spain, the UK, Japan and most recently in Hong Kong where he was a lecturer in EAP. Currently, his professional interests lie in academic literacies, language policy and the teaching and learning of English as a foreign/second language.

**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.

**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, 2015). His new book, Spoken Discourse, will be published by Bloomsbury in 2016.

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. 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 Press 2010), co-editor of the 18th Edition of Daniel Jones’ English Pronouncing Dictionary (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 under-graduate 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 a University scheme that rewards students for undertaking extracurricular activities and helps students 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 students and finalists for up to 6 months after graduation. The placements are usually in smaller 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

Starting to explore your options? Ready to prepare for the selection process? Wherever you are in your thinking, we can help. Our services are here for all students, of all disciplines and from all years now and following graduation.

TAKE ACTION

EXPLORE your options, GROW your experience and COMPETE in the graduate labour market. Begin your career planning today with our support. Careers will help you:

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

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

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

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

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

Connect with us on social media to receive updates – the latest career trends, campus news, employer insights and local and national recruitment updates. Connect to your channel of choice to avoid missing out. www.reading.ac.uk/careers
GET EXPERIENCE

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

**Secure a part-time job** – If you are looking to earn some money and develop skills whilst studying, then the [Job Shop](http://www.reading.ac.uk/myjobsonline) is the place for you!

View the latest roles - [jobshop@reading.ac.uk](mailto:jobshop@reading.ac.uk)
Find out more - [www.reading.ac.uk/myjobsonline](http://www.reading.ac.uk/myjobsonline)
Ask a question - [www.reading.ac.uk/careers/jobs/jobshop](http://www.reading.ac.uk/careers/jobs/jobshop)

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

Find out more - [www.reading.ac.uk/redaward](http://www.reading.ac.uk/redaward)
Ask a question - [red@reading.ac.uk](mailto:red@reading.ac.uk)

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

Find out more - Placements
Ask a question - [placements@reading.ac.uk](mailto:placements@reading.ac.uk)

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

Find out more - [www.reading.ac.uk/careers/ris](http://www.reading.ac.uk/careers/ris)
Ask a question - ris@reading.ac.uk

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

Find out more - [www.reading.ac.uk/urop](http://www.reading.ac.uk/urop)
Ask a question - urop@reading.ac.uk

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

Find out more - [www.reading.ac.uk/careers/placements/thrive](http://www.reading.ac.uk/careers/placements/thrive)
Ask a question - mentoring@reading.ac.uk

**Meet employers**

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

You can meet employers through:
- Presentations about their graduate schemes, placements, graduate opportunities and volunteering
- Skills sessions led by employers
- Careers fairs and networking events
- Employer drop in sessions

The Careers & Placement Fair, the biggest Careers event on campus, is taking place on Wednesday 26 October 2016 – don’t miss it! See the website for fairs covering areas in Law, Construction and term time jobs: [www.reading.ac.uk/careers/events](http://www.reading.ac.uk/careers/events)

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GET CONNECTED
Visit us in the Carrington Building
Find out more: reading.ac.uk/careers
Ask a question: careers@reading.ac.uk
Call us on: (0118) 378 8359
Like us for updates on Facebook, UoRCareers
Follow us for updates on Twitter, UniRdg_careers
Love our blog, http://blogs.reading.ac.uk/careers/
Reading University Students’ Union (RUSU)

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

How is RUSU student-led?

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

- President – Tristan Spencer
- Education Officer – Ed White
- Welfare Officer – Rose Lennon
- Diversity Officer – Leen Alnajjab
- Student Activities Officer – Charlotte O’Leary

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

Liberation & Representation

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

The Part-time Student Officer positions are:

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

Get involved in student representation!

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

What can RUSU do for me?

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

How does RUSU support students?

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

RUSU Nursery Service
There are many student parents with young children. RUSU provides an excellent nursery facility, Little Learners Nursery, for children aged 3 months to school age. If you’re a parent and have your children here at Reading, you can apply for a place by visiting www.rusu.co.uk/nursery for more information.
Societies
RUSU offers students the opportunity to become a member of a society; with over 100 there is plenty to choose from. If there isn’t one for you, you can set one up! Joining a society can be a great way to develop your interests and hobbies. You can find out about RUSU societies by going to www.rusu.co.uk/activities.

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

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

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