

**BA Linguistics & Clinical Language Studies**  
**For students entering Part 1 in 2003**

**UCAS Code: Q1B6**

Awarding Institution:

The University of Reading

Teaching Institution:

The University of Reading

Relevant QAA subject benchmarking group(s):

Linguistics

Faculty of Arts & Humanities

Programme length: 3 years

Date of specification: July 2003

Programme Director: Prof Michael Garman

Programme Adviser: Dr Kristyan Spelman Miller

Board of Studies: BA Linguistics and Clinical Language Studies

Accreditation: Not appropriate

**Summary of programme aims**

The programme in Linguistics and Clinical Language Studies aims to enable students to achieve their full intellectual potential by means of the rigorous and critical study of linguistics, with a special focus on clinical linguistics; to provide students with the foundation skills for further independent study and research; study and to equip them with a range of transferable skills of potential value to future employers.

**Transferable skills**

The University's Strategy for Teaching and Learning has identified a number of generic transferable skills which all students are expected to have developed by the end of their degree programme. In following this programme, students will have had the opportunity to enhance their skills relating to career management, communication (both written and oral), information handling, numeracy, problem-solving, team working and use of information technology.

On completion of this programme, students are expected to have an appreciation of the principles of the scientific study of language; a knowledge of the nature of language and its impairments, and an understanding of the role and significance of language in the individual and society; practical skills in the analysis of normal and impaired language; a range of transferable intellectual skills including the ability to synthesise, analyse and evaluate information and theoretical claims and to communicate effectively through written and oral reports to varied audiences; the ability to work independently and co-operatively; and an awareness and experience of the application of information technology to language studies, and basic computing skills.

**Programme content**

The following profile states which modules must be taken (the compulsory part), together with lists of modules in any Part from which students must make a selection (the option modules). Students must choose such additional modules as they wish, in consultation with their programme advisor, to make 120 credits in each Part. The number of credits for each module is shown after its title.

Part 1 introduces students to the levels of linguistic analysis that relate to sound, grammar and meaning – this constitutes the 'core' of the discipline. It also introduces applications of linguistics, in individual and social aspects of language.

Part 2 consolidates the core areas in a module that runs intensively in the Autumn term. This is extended in separate modules on English sound structure and English grammar and meaning, and in further modules on clinical speech patterns, and language impairment. Running alongside these core modules is a further obligatory module in research methods training, and a wide range of option modules that allow students to explore further applications of linguistics, beyond the core.

Part 3 completes the treatment of language impairment with two further compulsory modules. It also builds on the research methods training with the dissertation module, which allows students to follow their particular interests in their own investigation. This, together with a further wide range of option modules, provides flexibility and the opportunity for specialisation in two-thirds of the credits in the final year.

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

*Credits Level*

Students are required to take 120 credits at Part 1, of which at least 40 and a maximum of 60 must be in Linguistics, made up from the modules below. The remaining credits may be made up of any combination of 10- and 20-credit modules offered in the university, subject to the requirement for Part 1 examination.

#### *Compulsory modules*

#### **Autumn, Spring and Summer terms:**

LS1SG	<i>Sounds, Grammar and Meaning</i>	20	C
LS1IS	<i>Language in the Individual &amp; in Society</i>	20	C

#### *Optional module*

#### **Autumn, Spring and Summer terms:**

LS1IA	<i>Introduction to Applied English Language Studies</i>	20	C
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The examination of these modules will take place in weeks 5-7 of the Summer term, save that assessed coursework will be undertaken in the Christmas and Easter vacation.

### **Part 2 (three terms) Intermediate Level**

*Credits Level*

Students take 120 credits in Part 2, made up as indicated.

Up to 20 credits from the list of optional modules can be taken from modules available elsewhere in the University.

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

Of the 120 credits in Part 2, 5 are taken up by Career Management Skills.

#### *Compulsory modules*

#### **Autumn term:**

LS2LG	<i>Core Linguistics</i>	20	I
LS2EG	<i>English Grammar</i>	10	I
LS2CL	<i>Child Language Development</i>	10	I

#### **Spring term:**

LS2EP	<i>English Phonology</i>	10	I
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#### **Autumn, Spring and Summer terms:**

LS2RM	<i>Research Methods</i>	20	I
LS2LP1	<i>Clinical Phonetics</i>	10	I
LS2LAC	<i>Linguistic Assessment Clinic</i>	20	I

*Optional modules totalling 20 credits:*

**Spring and Summer terms:**

LS2PP	<i>Principles of Phonetics and Phonology</i>	20	I
LS2PS	<i>Principles of Syntax and Semantics</i>	20	I

**Autumn term:**

LS2CS	<i>Computer-Based Corpus Studies</i>	10	I
LS2DA	<i>Discourse Analysis</i>	10	I
LS2SL	<i>Sociolinguistics</i>	10	I

**Spring term:**

LS2LT	<i>Applied Linguistics &amp; Language Teaching</i>	10	I
LS2PY	<i>Language Play</i>	10	I
LS2VE	<i>Varieties of English</i>	10	I
LS2VC	<i>Language Variation &amp; Change</i>	10	I

The examination of these modules will take place in weeks 5-7 of the Summer term, save that those modules running entirely in the Autumn term will be assessed by assignments to be completed over the Christmas vacation.

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

*Credits Level*

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

Up to 20 credits from the list of optional modules can be taken from modules available elsewhere in the University.

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

*Compulsory modules*

**Autumn term:**

LS3PL	<i>Psycholinguistics</i>	10	H
LS3LI	<i>Specific Language Impairment</i>	10	H
LS3SN	<i>Special Needs</i>	10	H

**Spring term:**

LS3FL	<i>First Language Acquisition</i>	10	H
LS3LP	<i>Language Pathology</i>	10	H
LS3AA	<i>Linguistic Aspects of Aphasia</i>	10	H

**Autumn, Spring and Summer terms:**

LS3DI	<i>Dissertation</i>	40	H
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*Optional modules totalling 20 credits:*

**Autumn or Spring term:**

LS3AP	<i>Advanced Phonetics &amp; Phonology</i>	20	H
LS3AS	<i>Advanced Syntax &amp; Semantics</i>	20	H
LS3ASD	<i>Approaches to Spoken Discourse</i>	10	H
LS3AWD	<i>Approaches to Written Discourse</i>	10	H
LS3CB	<i>Corpus-Based Approaches to Language Description</i>	10	H
LS3EW	<i>English in the World</i>	10	H

LS3LSE	<i>Literacy in Society and Education</i>	10	H
LS3SLT	<i>Second Language Learning &amp; Teaching</i>	10	H
LS3RT	<i>Research Topics in English Grammar</i>	10	H
LS3SL	<i>Sociolinguistics</i>	10	H

The examination of these modules will take place in weeks 3-7 of the Summer term, save that those modules running entirely in the Autumn term will be assessed by assignments to be completed over the Christmas vacation.

### **Progression requirements**

To proceed to Part 2, a student must (a) obtain an average of at least 40% across the compulsory modules, and (b) achieve an overall average of at least 40% in 120 credits taken in the examination. To proceed to Part 3, a student must obtain an average of 40% across all Part 2 modules. In each case, the student must have not less than 30% in any module, except that marks of less than 30% in a total of 20 credits may be condoned, provided that the candidate has pursued the course for the module(s) with reasonable diligence and has not been absent from the examination without reasonable cause.

### **Summary of teaching and assessment**

Modules are taught by lectures, seminars and small group practical work, of which some is based in the Communication Disorders Clinic. The Dissertation module additionally is supported by individual supervision. Some modules are assessed wholly by coursework, some wholly by examination, and others by a mixture of the two: details are given in the module descriptions. The conventions for classification are included in the Programme Handbook but it should be noted that weighting between Part 2 and Part 3 for classification purposes is 33% and 67%.

The University's honours classification is as follows:

<u>Mark:</u>	<u>Interpretation</u>
70%-100%	First class
60%-69%	Upper Second class
50%-59%	Lower Second class
40%-49%	Third class
35%-39%	Below Honours standard
0%-34%	Fail

### **Admission requirements**

Entrants to this programme are normally required to have obtained:

GCSE English:	Grade C
UCAS Tariff:	260 points from 3 A Levels or 280 points from 3 A Levels and 1 AS Level.
International Baccalaureat:	Pass with 30 points
Irish Leaving Certificate:	Four B grades and one C grade
Access:	70% overall
Advanced GVNQ:	B in A level + Distinction in GNVQ (Adv) - 12 modules or Distinction + Pass 4 additional modules
Edexcel/BTEC:	Five Distinctions and the remainder at Merit level
Scottish Highers:	Four B grades
European Baccalaureat:	70% overall
German Abitur:	Pass with average of 2.4
Greek Apolytirion	17/20 + UCAS Tariff as above
Two AS grades are accepted in place of one A-Level	

IELTS Band 7 (or equivalent) will be required for those whose education has not been conducted in English

*Mature and international applicants.* It will be appreciated from the extensive list of qualification routes above that we welcome applications from candidates with a range of backgrounds, including mature candidates and those from other countries. While the list above is indicative, it is not intended to be exhaustive, and all such candidates can be sure that their applications will be considered individually and by taking account of particular circumstances. International candidates who are not offering one of the listed set of qualifications are advised to contact either the EU or the international admissions tutor first, to discuss the suitability of their qualifications.

The Admissions Secretary is Mrs Barbara Barnes, who will pass on any enquiries to the Admissions Tutor, and can be contacted by:

Telephone – (0118) 931 8141 (+44 118 prefix for callers from outside the UK)

Fax – (0118) 975 6506

Email – [b.w.barnes@rdg.ac.uk](mailto:b.w.barnes@rdg.ac.uk)

or by post.

### **Support for students and their learning**

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. 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 is provided through the University's Personal Academic Record (PAR) Scheme, in which students meet their Personal Tutors regularly to review their progress, and through the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union.

At Part 1, students receive an induction course in Academic Writing. Each student is provided with a course handbook which contains full details of the degree programme, the staff and facilities in the School of Linguistics and Applied Language Studies, and a range of useful information including advice on note-taking in lectures, preparation of written work especially the dissertation, and dates of terms and examinations, and the University's procedure for assessment. Each Part of the programme has a Course Tutor to advise students on selection of modules, learning and assessment. Learning on core modules is supported by small group seminars. Learning is also supported by dedicated facilities in the School. The Corpus Facility has 6 networked PCs that are intended in the first instance for students researching corpora and databases, such as the British National Corpus and CoBUILD. We also have our own research corpora and databases, and these can be accessed from these machines. The facility uses the very latest software in language and speech analysis. Also available for students are word-processing and statistics, e-mail, and Internet access. Further PCs are located in the student common room for student use. The Speech Research Laboratory is well equipped with a wide range of instrumentation for the investigation of many aspects of speech, and the technical staff and phonetics lecturers are available to advise and help with its setting up and use. The Communication Disorders Centre includes a speech and language therapy clinic in the local NHS Trust, and provides students with opportunities for learning and research. There is also a Language Acquisition Laboratory, which provides an essential testing ground for linguistic theories.

### **Career prospects**

Students graduating in Linguistics are equipped to enter a range of professions that obviously concern themselves with written or spoken language: for example, publishing, broadcasting, advertising and translating, as well as academic Linguistics. Additionally, the qualification in Clinical Language Studies equips graduates to work in special needs education, in a wide range of language backgrounds, including bilingual and English as a second language. In some cases, further study and qualifications will be necessary, for which the programme forms an excellent foundation, as in teaching, including second and foreign language teaching, and speech and language therapy. More broadly, employers have come to recognise that graduates in Linguistics have the ability to organise complex data and to work in IT environments, and these are skills that are in demand in many types of employment that are not directly concerned with language.

### **Opportunities for study abroad or for placements**

The School of Linguistics & Applied Language Studies has exchange schemes under ERASMUS/SOCRATES with the following universities: Bergen, Groningen, Leuven, Siena, Toulouse le Mirail and Tubingen, and also has close academic links with universities in Barcelona, Padua, Venice, Oslo, Lund and Tromsø.

### **Educational aims of the programme**

The programme in Linguistics & Clinical Language Studies aims to enable students to achieve their full intellectual potential by means of the rigorous and critical study of language; to develop students' skills in core areas of linguistics including phonetics, phonology, syntax and semantics; to allow students to develop their own interests in the applications of linguistics in a variety of areas, and particularly with a special focus on clinical linguistics; to provide students with the foundation skills for further independent study and research; and, by exposing students to a variety of learning experiences, to equip them with a range of transferable skills of potential value to future employers.

## Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

### *Knowledge and Understanding*

<p><b>A. Knowledge and understanding of:</b> Core areas, represented in 1-6:</p> <ol style="list-style-type: none"><li>1. the systems for the production and perception of human speech sounds</li><li>2. the principles of phonological contrast and organisation of linguistic sound systems</li><li>3. the principles of derivational and inflectional morphology</li><li>4. the principles for determining syntactic constituents and their inter-relations</li><li>5. the principles of semantic contrast, and the role of sense, reference and denotation</li><li>6. the principles of pragmatics, including speech acts, entailment and presupposition</li></ol> <p>Additionally,</p> <ol style="list-style-type: none"><li>7. the ways in which speech and language may be impaired, in both developmental and acquired conditions</li><li>8. a range of other specialist areas in which linguistic principles are applied</li></ol>	<p><b>Teaching/learning methods and strategies</b> 1-6 are achieved through Part 1 module <i>Sounds, Grammar and Meaning</i> and Part 2 module <i>Core Linguistics</i>, by lectures and small group seminars. Additionally, small group phonetics practical sessions focus on 1. Further knowledge and understanding in areas 1-6 are offered in option modules at Parts 2 and 3, by lectures, small group seminars and guided assignments. 7 is achieved through Part 1 module <i>Language in the Individual &amp; Society</i> and/or <i>Introduction to Clinical Studies</i>, and Part 2 and 3 modules <i>Clinical Phonetics, Linguistic Assessment Clinic, Specific Language Impairment, Special Needs, Linguistic Aspects of Aphasia</i>. 8 is achieved through Part 1 module <i>Language in the Individual &amp; Society</i>, by lectures and small group seminars, and through further Part 2 and 3 option modules, by lectures and guided assignments.</p> <p><i>Assessment</i> 1-8 are assessed by coursework and written examination; 1 is additionally assessed by oral examination. Dissertation and oral presentations also contribute in core and applied areas.</p>
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### *Skills and other attributes*

**B. Intellectual skills – able to:**

1. think logically
2. analyse and solve problems
3. operationalise abstract concepts for testing of hypotheses
4. assimilate rapidly-evolving concepts and models of language
5. generalise knowledge and methods from one area of study to others
6. plan, carry out and present an extended independent investigation of a research topic

**Teaching/learning methods and strategies**

1-2 are achieved through demonstration and example in all lectures and small group seminars; additionally, through language practicals at Parts 1 and 2, and the Part 2 module *Research Methods*, and through the *Dissertation* at Part 3.

3 is achieved mainly through the Part 2 module *Research Methods*, and through the *Dissertation* at Part 3.

4 is achieved through the progression of concepts particularly in the modules *Sounds, Grammar and Meaning* at Part 1 and *Core Linguistics* at Part 2; further opportunities are offered through option modules, especially those in clinical and applied areas at Parts 2 and 3.

5 is achieved through the combination of core and applied modules at Parts 1, 2 and 3.

6. is achieved through the Part 2 module *Research Methods*, and through the *Dissertation* at Part 3.

*Assessment*

1-5 form part of the evaluation of the quality of students' coursework and their written examinations. Additionally, 6 is assessed through small-scale and subsequent larger project work, respectively, in the modules *Research Methods*, and the *Dissertation*.

**C. Practical skills – able to:**

1. perceive, produce and transcribe a full range of sounds produced by the human vocal tract, including disordered speech
2. analyse clinical linguistic data at all levels of linguistic organisation
3. identify patterns in complex linguistic data and account for them in terms of appropriate levels of representation and generative rules
4. address and assemble the information contained in modern electronic linguistic corpora
5. run appropriate statistical tests on numerical data

**Teaching/learning methods and strategies**

1 is achieved through small group phonetics practical sessions, based on general information provided in the main core lectures on the sounds of language.

2-3 are achieved through small group clinical linguistic sessions at Parts 2 and 3 which exercise analytical linguistic techniques, based on lectures on the core areas of language structure and function; also, through the Part 2 module *Research Methods*, and through the *Dissertation* at Part 3.

4 is achieved through introductory sessions and assignment in the module *Research Methods*, and through the option module *Computer-Based Corpus Studies*.

5 is achieved through the Part 2 module *Research Methods*

*Assessment*

1 is assessed by oral examination.

2-5 are assessed by assignment;

3-4 are additionally assessable by written examination, and 5 by evaluation of the *Dissertation*



**D. Transferable skills – able to:**

1. use IT (word processing, using standard and statistical software)
2. define a research topic and mount a principled investigation by means of hypothesis-formulation and testing
3. give oral presentations
4. work as part of a team
5. use library resources
6. manage time
7. formulate and implement career plans

**Teaching/learning methods and strategies**

1-6 are achieved through the Part 2 module *Research Methods*  
2, 5 and 6 are additionally achieved through the *Dissertation*  
3 is additionally achieved in a number of option modules, and in the *Second Year Conference*  
5 and 6 are also required for successful execution of assignments throughout the programme  
7 is achieved through the 5-credit Part 2 distributed module *Career Management Skills Assessment*  
1 is assessed by coursework and is also assessable in the *Dissertation*  
2 is assessed by group presentation and individual writing up of the project carried out in the Part 2 module *Research Methods*, and in the *Dissertation*  
3 is assessed by staff observation and contributes to coursework on relevant modules  
4-6 are not specifically assessed but contribute to success in forms of assessment generally  
7 is assessed by three equally weighted assignments

*Please note:* This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably expect to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in module and programme handbooks.