

LANCASTER  
UNIVERSITY



- English Language
- Linguistics
- Sociolinguistics
- English Language in the Media
- English Language and Linguistics
- English Language and Sociolinguistics
- English Language and Literature
- English Language with Creative Writing

## **PART II HANDBOOK 2010/2011**

Department of Linguistics  
and English Language



## Part II Handbook 2011/2012

### TABLE OF CONTENTS

1. STUDYING IN THE DEPARTMENT OF LINGUISTICS AND ENGLISH LANGUAGE.....	3
1.1. Term Dates.....	3
1.2. Exam Periods.....	3
1.3. Staff of the Department – Key Roles.....	4
1.4. Staff Contact Details.....	7
1.5. Communication by E-mail.....	9
1.6. Code of Practice.....	9
1.7. Contact Time.....	9
1.8. Provision for Contact Outside Normal Teaching.....	10
1.9. E-Learning – LUVLE and <i>MyPlace</i> .....	10
1.10. Independent Learning.....	12
1.11. Paid Employment.....	12
1.12. Attendance Requirements.....	12
1.13. Intercalation.....	13
1.14. Withdrawal.....	13
1.15. Repeated Years or Repeated Courses.....	14
1.16. Assessment.....	15
1.17. Coursework.....	15
1.17.1. Preparing and Submitting Coursework Assignments.....	15
1.17.2. Late Submission of Undergraduate Coursework and Dissertations.....	19
1.17.3. Dissertations.....	21
1.17.4. Ethical Issues (for projects and/or coursework).....	21
1.17.5. Guidelines for Coursework/Dissertation Writing: Bibliography, References, Citations, Diagrams.....	22
1.17.6. Plagiarism.....	26
1.17.7. Marking Guidelines for Undergraduate Work.....	29
1.18. Degree Classification and the Examination Boards.....	35
1.18.1. Rules for Degree Classification.....	35
1.18.2. Second year marks.....	36
1.18.3. Failed modules, Re-sits and Condonation.....	36
1.18.4. Mitigating circumstances.....	37
1.18.5. Year abroad marks.....	38
1.19. Procedure for Dealing with Student Complaints.....	39
1.20. Equal Opportunities.....	41
1.21. Student Based Services.....	42
1.22. Centre for Employability, Enterprise and Careers.....	42
1.23. Obtaining References for Employment and/or Postgraduate Study...	43
2. MODULE ENROLMENT, SEMINAR SIGNUP AND DEGREE SCHEME RULES.....	44
2.1. Enrolment and Seminar Signup.....	44
2.2. General Guidance for Majors and Combined Majors.....	45

2.3. Degree Scheme Rules.....	47
3. COURSE DESCRIPTIONS.....	56
4. APPENDIX A.....	89
5. APPENDIX B.....	94

# 1. STUDYING IN THE DEPARTMENT OF LINGUISTICS AND ENGLISH LANGUAGE

## 1.1. TERM DATES

Remember that, although term always starts on a Friday, **teaching does not start until the following Monday.**

### Academic Year 2011 - 2012

Michaelmas Term: 07 October 2011 - 16 December 2011

Lent Term: 13 January 2012 - 23 March 2012

Summer Term: 20 April 2012 – 29 June 2012

### Academic Year 2012 - 2013

Michaelmas Term: 05 October 2012 - 14 December 2012

Lent Term: 11 January 2013 - 22 March 2013

Summer Term: 19 April 2013 - 28 June 2013

### Academic Year 2013 - 2014

Michaelmas Term: 04 October 2013 - 13 December 2013

Lent Term: 10 January 2013 - 21 March 2013

Summer Term: 24 March 2014 – 28 March 2014 (Week 21)  
25 April 2014 - 27 June 2014  
*(29 March to 24 April inclusive is the Easter vacation)*

## 1.2. EXAM PERIODS

Second and third year exams will take place during the main Part II exam period which commences on Friday Week 23 and finishes on Friday Week 27. So, in 2011/2012 your exams will all fall between Friday 11<sup>th</sup> May and Friday 15<sup>th</sup> June.

Re-sits will take place at the end of August (the exact dates were unknown at the time of going to print, but this information will be provided by student registry). **Part II students should NOT book holidays during this week** in case you need to re-sit any of your exams. If you are unavailable during re-sit week, you will lose your opportunity to re-sit and your failed mark(s) will stand. This could be harmful to your overall degree result, **or even mean that you fail your degree** (see section 1.18).

### **1.3. STAFF OF THE DEPARTMENT – KEY ROLES**

There are a number of people you may encounter during the course of Part II:

#### **Part II Director of Studies – Willem Hollmann**

Willem is responsible for advising and supporting Part II students who experience academic or personal/health problems. If you are having any difficulties with any aspect of your studies, Willem is one of the people you can approach for help and advice.

#### **Undergraduate Co-ordinator: Vicki Haslam/Becky Clark**

Vicki is the departmental administrator responsible for the day-to-day smooth running of the Part II programme. She is the person who handles such things as student registration onto course modules, collection and processing of coursework, monitoring of seminar attendance (including dealing with students whose attendance is unsatisfactory) and the student representation system. She also works closely with the Part II Director of Studies in advising you on course-related problems or personal/health problems that are affecting your work. Vicki has an important role in liaising with students on a day-to-day basis and will often be the first person you speak to if you have a query about any aspect of your studies. She will also be the person to contact you if anyone in the Department needs to speak to you. This will be done via your Lancaster e-mail address, so it's vital that you check this regularly, preferably at least once per day. Vicki's office (County South C49) is open from 9.30am to 12.00pm and from 2.00pm to 4.30pm, Monday to Friday. (Please note that her office is therefore *closed* from 12.00pm until 2.00pm each day.) Her telephone number is (01524) (5)93040.

**PLEASE NOTE:** Vicki is on maternity leave until January 2012. Her replacement until then is Becky Clark (same office, office hours and phone number as Vicki). Her e-mail address is r.clark2@lancaster.ac.uk.

#### **Course Convenors**

Course convenors are responsible for the running of particular course modules. They will often be the person who gives the lectures and may also lead some or all of the seminars on that course. They will provide you with a course outline and reading list for the course they convene and will be involved in marking your work on that course. If you are having any problems or need advice on a particular course-related issue then the course convenor will often be the person you should speak to. They will have office hours posted on their door advising of times when they are available to see students. You will find the name of the course convenor at the end of each course outline and their contact details are in Section 1.4.

## **Seminar Tutors**

The seminar tutor is the person who convenes and facilitates the seminar that you attend on a particular course. As the member of teaching staff with whom you will have most direct contact, they will often be the first person you speak to if you have any course-related questions. The seminar tutor will keep a register of attendance at seminars (for which attendance is compulsory) and will also usually be responsible for marking your assessed work for a particular course.

## **Head of Department: Elena Semino**

Elena has overall responsibility for the running of the Department and is appointed for a fixed term of office. The Head of Department represents the Department at Senate.

## **Chair of Undergraduate Studies Committee/ Exams Officer: Andrew Hardie**

Andrew chairs the termly Undergraduate Studies Committee meetings and carries overall responsibility for our undergraduate degree programmes. He has responsibility for handling any student complaints and also investigates and rules on alleged cases of plagiarism.

As Exams Officer, Andrew chairs the Board of Examiners in June each year and carries overall responsibility for the smooth running of the examinations and results process. He is assisted by Vicki Haslam as the department's administrative Assessment Officer.

## **Study Abroad Advisor: TBC**

The Study Abroad Advisor has special responsibility for looking after exchange/visiting students, and will often be the best source of advice if you're visiting Lancaster for a term / semester / year. They also co-ordinate exchanges for Lancaster students wishing to spend their second year abroad on an exchange programme, including those students on Study Abroad degree schemes. Please contact Becky Clark/Louise Williams if you have any questions.

## **Careers Officer / Disabilities Officer: Francis Katamba**

Francis holds two separate roles in the Department, in addition to teaching on several undergraduate courses. As Careers Officer he is responsible for providing information on careers to LAEL students, and is the best person to approach if you would like some personal advice on potential careers. Francis is also the Department's Disabilities Officer, ensuring that appropriate arrangements are in place for students with special needs and acting as a source of advice and assistance to any student requiring special arrangements.

## **Student Representatives**

At the beginning of each year a number of student representatives from each year of study will be elected by students. These people will make themselves available at the end of lectures and via email for students to raise any concerns they have with the course. Representatives attend Departmental Meetings and raise student concerns at these meetings as well as report back to students on any issues discussed.

Anyone interested in becoming a Student Rep should contact Becky Clark at the start of the academic year. We usually require two students from each year group (Year 2 and Year 3/4), so four representatives need to be elected in total. To be a Student Rep you must be available on Wednesday afternoons in the third and fourth weeks of every term to attend departmental meetings and must also be willing to actively elicit feedback from fellow students. This is usually done via e-mail, and at least once per term.

Details of the student reps can be found at:

**<http://www.ling.lancs.ac.uk/study/undergrad/resources/studentreps.htm>**

## 1.4. STAFF CONTACT DETAILS

The names, room numbers (all on C Floor County South or C Floor of the FASS Building (which directly adjoins the main departmental offices), telephone numbers and e-mail addresses of the teaching and administrative staff of the Department are given below. Some of your seminar tutors may not be included in this list. Their contact details can be obtained from the Undergraduate Co-ordinator or via the relevant LUVLE website.

### ADMINISTRATIVE STAFF

Name	Room	Telephone	E-mail Address
Vicki Haslam (Part II courses)	C49	(01524) (5)93040	v.haslam@lancaster.ac.uk
Louise Williams (Part I courses)	C51	(01524) (5)93045	l.williams5@lancaster.ac.uk

### TEACHING STAFF

Name	Room	Telephone	E-mail Address
Prof Charles Alderson	C68	(01524) (5)93029	c.alderson@lancaster.ac.uk
Dr Paul Baker	C50	(01524) (5)92442	p.baker@lancaster.ac.uk
Professor David Barton	C22a (FASS)	(01524) (5)10823	d.barton@lancaster.ac.uk
Dr Tineke Brunfaut	C66	(01524) (5)94084	t.brunfaut@lancaster.ac.uk
Prof Martin Bygate	C72	(01524) (5)94641	m.bygate@lancaster.ac.uk
Prof Paul Chilton	C78	(01524) (5)94440	p.chilton@lancaster.ac.uk
Dr Lynn Clark	C02	(01524) (5)94033	l.clark6@lancaster.ac.uk
Prof Jonathan Culpeper	C43	(01524) (5) 92443	j.culpeper@lancaster.ac.uk
Dr Julia Gillen	C20 (FASS)	(01524) (5)10830	j.gillen@lancaster.ac.uk
Dr Andrew Hardie	C47	(01524) (5)93024	a.hardie@lancaster.ac.uk
Dr Willem Hollmann	C81	(01524) (5)94644	w.hollmann@lancaster.ac.uk
Prof Francis Katamba	C45	(01524) (5)93031	f.katamba@lancaster.ac.uk

Prof Paul Kerswill	C44	(01524) (5)94577	p.kerswill@lancaster.ac.uk
Dr Veronika Koller	C80	(01524) (5)94642	v.koller@lancaster.ac.uk
Dr Judit Kormos	C67	(01524) (5)93039	j.kormos@lancaster.ac.uk
Prof Greg Myers	C54	(01524) (5)94473	g.myers@lancaster.ac.uk
Dr Uta Papen	C71	(01524) (5)93245	u.papen@lancaster.ac.uk
Dr Andrea Révész	C70	(01524) (5)93212	a.revesz@lancaster.ac.uk
Dr Gila Schauer	C74	(01524) (5)94812	g.schauer@lancaster.ac.uk
Dr Mark Sebba	C83	(01524) (5)92453	m.sebba@lancaster.ac.uk
Prof Elena Semino	C52	(01524) (5)94176	e.semino@lancaster.ac.uk
Prof Mick Short	C85	(01524) (5)93035	m.short@lancaster.ac.uk
Dr Jane Sunderland	C75	(01524) (5)93037	j.sunderland@lancaster.ac.uk
Dr Karin Tusting	C22 (FASS)	(01524) (5)10825	k.tusting@lancaster.ac.uk
Dr Johann Unger	C87	(01524) (5)92591	j.unger@lancaster.ac.uk
Dr Alan Waters	C73	(01524) (5)92433	a.waters@lancaster.ac.uk
Dr Andrew Wilson	C82	(01524) (5)93021	eiaaw@exchange.lancs.ac.uk
Prof Ruth Wodak	C77	(01524) (5)92437	r.wodak@lancaster.ac.uk

## 1.5. COMMUNICATION BY E-MAIL

Your Lancaster e-mail address will be used for all official correspondence from the University. **You are expected to check it on a daily basis during term time** and it is recommended that you check it as often as possible during vacation periods.

If a problem arises, not having checked your e-mail will NOT be accepted as a valid excuse. If you do not have internet access in your campus study bedroom or in your off-campus Lancaster accommodation, you can use any of the university's PC labs. Most of these are available 24 hours a day. See:

**<http://www.lancs.ac.uk/iss/services/pclabs/>**

for information about the General Access PC Labs, including a list of locations.

## 1.6. CODE OF PRACTICE

All courses in the Department are governed by the Departmental Code of Practice. A copy of the Code of Practice is in Section 4 (Appendix) of this booklet, and students are encouraged to discover what rights and duties they have in the Department.

## 1.7. CONTACT TIME

Lancaster University has a set of minimum commitments on academic contact, see:

**<https://gap.lancs.ac.uk/ASQ/Policies/Pages/AcademicContact.aspx>**

These commitments indicate the amount of contact time with your tutors that you should typically expect on an annual basis if you take traditionally taught modules, i.e. delivered entirely by lectures / seminars / practicals / workshops etc. However, it should be noted that your actual experience will vary due to your module choices, for example dissertation units and modules with a large proportion of blended learning (i.e. using online resources) usually have less face-to-face contact and a greater amount of independent study.

Typically, in the second year the Department of Linguistics and English Language offers 180 hours of lecture and seminar tuition. We also provide study skills sessions, dissertation preparation sessions, careers sessions, revision sessions and the opportunity to consult lecturing staff and seminar tutors during their office hours.

In the third year, students who take a dissertation module will typically have a total of 135 hours of classroom contact for their other three units, plus individual dissertation supervision. Students who do not take a dissertation module (this only applies to a few joint major students) will typically have a total of 180 hours of lecture and seminar tuition. There will also be study skills sessions, careers sessions, revision sessions and the opportunity to consult lecturing staff and seminar tutors during their office hours.

## 1.8. PROVISION FOR CONTACT OUTSIDE NORMAL TEACHING

If you want to talk to any of the academic staff, you will find that they have an hour or more each week set aside for seeing students. If times are not posted up outside a member of staff's office, ask them about this. If the times are not suitable for you, you can arrange another time – e-mail is usually the best way to do this.

LAEL, like many other departments, strongly encourages all students to make systematic use of staff office hours.

Please remember that the office hours specified refer to term time and that **there is no guarantee that your tutor will be available during vacation periods.**

Your lecturers and seminar tutors (if different) are also available for consultation via e-mail, although please remember that they are very busy people and may not be able to answer your query instantly. So don't leave crucial questions relating to, for example, coursework assignments until the last minute!

Each of your course modules will have a dedicated virtual learning environment – LUVLE. Links to each of these should appear on your 'My Modules' page.

You are encouraged to consult the LUVLE sites regularly for course information, and also to use them as a forum for discussing course-related issues with the teaching staff and your fellow students.

## 1.9. E-LEARNING – LUVLE AND MYPLACE

**Lancaster University Virtual Learning Environment (LUVLE)** provides information and resources to support your learning. Lecturers utilise LUVLE in a wide variety of ways to deliver learning materials (handouts, presentations, readings etc), engage you in active learning (exercises and online tests, discussion spaces and learning logs) and update you with information about your course modules.

**In the 2011/2012 academic year, some of our modules are piloting the “next generation LUVLE” system, which will be used on all modules in 2012/2013. The course convenors on these modules will give you more information about this.**

**MyModules** provides your personal home page for LUVLE with key information about the modules you are studying, additional information about teaching and exam timetables, and access to *MyPlace*. See <https://mymodules.lancs.ac.uk/>

**MyPlace** is your private and social web space to record and share reflections on learning, achievement and career aspirations. See <http://myplace.lancs.ac.uk/>

You will need your Lancaster University network login and password to access LUVLE services.

The Organisational and Educational Development department (OED) provides a range of advice and support on effective learning, LUVLE, MyPlace, online assessment, essay writing and plagiarism etc. See <http://www.lancs.ac.uk/celt/celtweb/students> for more information. You could also e-mail [studyadvice.fass@lancaster.ac.uk](mailto:studyadvice.fass@lancaster.ac.uk) to get in touch with Joanne Wood, the student learning advisor for FASS.

## 1.10. INDEPENDENT LEARNING

Students in the Department of Linguistics and English Language are expected to spend approximately 40 hours studying during each week of term. So, if you have eight hours of timetabled teaching (four lectures and four seminars), our expectation is that you will spend a further 32 hours on private study. This includes reading through and understanding the lecture notes, further reading of published materials, completion of coursework, preparation for exams and tests, and so on.

## 1.11. PAID EMPLOYMENT

Many students find that their funding doesn't stretch as far as they'd like and choose to work part-time to supplement their student income. This can be a good way of earning some extra cash and also developing useful skills. You might even be able to link your employment to your future career, which could help you access your chosen field upon graduation.

However, it's important to balance your academic workload with the need to earn extra funds. Bearing in mind that you already have a 40 hour 'working week' as a student, the Department of Linguistics and English Language recommends that **you should not work in paid employment for more than 12-14 hours a week during term time**. Studies by the Department of Education and Skills (DfES) have shown that students working more than 15 hours per week felt it negatively affected their studies.

## 1.12. ATTENDANCE REQUIREMENTS

You are expected to attend all the classes that form part of your course, whether they are lectures, seminars or any additional meetings the tutor might arrange. **Seminars are compulsory and attendance at these will be carefully monitored.**

If you know that you are going to have to miss a seminar, you must tell both the Undergraduate Co-ordinator (Vicki Haslam) **AND** your seminar tutor in advance. If you have a good reason, this will be treated as a 'condoned' absence and will not count against you. (Please note that written evidence may be required for an absence to be condoned.)

**Please note that it is your responsibility to keep both the Undergraduate Co-ordinator and your seminar tutor informed about your reasons for missing any seminars. Persistent non-attendance at seminars can ultimately result in your exclusion from the university.**

### **1.13. INTERCALATION**

Sometimes, because of medical, financial or personal difficulties, students feel they have no alternative but to apply to suspend their studies for a year. Whilst this option can be of benefit to some students, it is not without its drawbacks: one of the major ones being the fact that students are not permitted by the Department of Social Security (DSS) and Housing Benefits Offices to claim benefits if they would normally be excluded under the full-time education rules. The DSS and Housing Benefit Offices regard intercalating students as continuing students on the grounds that they intend to resume their studies.

Don't allow yourself to drift into a situation that ends with intercalation being the only option, because without some assured financial support – a guaranteed job or financial help from your family – you could be left with no source of income.

Do ensure that you seek help early if you are experiencing any problems that may adversely affect your academic work. Speak to someone in the department or any of the various welfare agencies or call into the Student Support Office.

If personal circumstances mean that you are left with no alternative but to seek a period of intercalation, please contact Vicki Haslam (the Undergraduate Co-ordinator) or the Base (A Floor, University House) to discuss your application.

### **1.14. WITHDRAWAL**

If you feel uncertain about carrying on at Lancaster, it is important that you talk it through with someone in the department (Vicki Haslam is a good person to approach in the first instance) or one of the other support services such as your college personal tutor or someone in the Student Services Office.

Should you decide to leave, it is essential that you do not just walk out. You should contact the Base who will discuss your plans with you and formally approve your withdrawal. The Student Services Office will inform the Student Registry so that we can arrange with your Local Education Authority to have payment of your loan and tuition fees stopped. If you have any books on loan from the Library or are in possession of any university equipment or property, please make sure you return these - it will save you and us a lot of unnecessary letters and telephone calls.

In order to safeguard your entitlement to funding for any future course you should seek advice as soon as possible. Full details on this, and information regarding a transfer to another course/college, may be obtained from the Student Services Office.

## 1.15. REPEATED YEARS, REPEATED COURSES OR REPEATED PIECES OF WORK

A widely held, but incorrect, belief is that you can repeat a year of study if you haven't done very well, repeat an individual course or piece of assessment, or replace a course in which you have done badly with another one. This is **NOT** the case. The University's overall policy is that:

*no student should be given an unfair advantage over fellow students through being allowed to repeat individual course units or to repeat a whole year of study, or to take a different unit of assessment in the hope of achieving better marks.*

**This means that you CANNOT:**

- Re-do a piece of coursework because you want a better mark
- Re-take an exam because you want a better mark
- Take an extra course to replace one in which you have done badly.

The University *may*, at its discretion, make an exception to these principles if there are *serious* mitigating circumstances (personal, health or financial problems) that have adversely affected your academic performance. Otherwise, the only case in which you can re-sit an exam or a piece of coursework is if you have failed the module overall.

You cannot re-sit a module which you have passed. If you fail an individual piece of assessment but pass the module overall, no re-sit is required (or, indeed, permitted). See also section 1.18 on how re-sits work.

**In summary – do your best in EVERY piece of assessment!** University is NOT like 'A' Levels, where you are often permitted to retake exams or resubmit coursework in order to improve your mark.

You also need to be aware that **all of your marks from both your second and final years count equally towards your final degree classification.** So you need to work hard through all of Part II, not just your final year!

## 1.16. ASSESSMENT

Most courses in the Linguistics and English Language Department are assessed 60% by exam and 40% by coursework (which may include assessed seminar-related work). A dissertation is normally assessed on a 100% basis.

You are welcome to discuss your work with a tutor after it has been evaluated. If you need further feedback, please request it – take advantage of tutors' office hours for this purpose. However, in accordance with University regulations, please note that students do not have the right of appeal against an academic judgement.

Please note that some marks will be moderated internally, as well as externally (i.e. samples of students' work will be read by the External Examiner). Moreover, all marks are subject to re-consideration/confirmation at the meeting of the Board of Examiners in June. The ultimate arbiter is always the External Examiner.

## 1.17. COURSEWORK

### 1.17.1. PREPARING AND SUBMITTING COURSEWORK ASSIGNMENTS (CWAs)

In the Department of Linguistics and English Language, coursework submission consists of two elements:

#### 1. Submission of paper copy

Firstly, you need to submit a printed copy of your essay. The Essay Box for Linguistics and English Language is on C floor of County South, in the Mixing Bay opposite room C57. Leave your work in the 'Part II' box with a signed cover sheet attached (see 'presentation' section below). Vicki will remove it after the deadline has passed, so that we know whether students have submitted on time.

#### 2. Submission of electronic copy

Secondly, you need to submit an electronic copy of your work. This is done via the LUVLE site for each course module that you are studying and is very simple to do. Full step-by-step instructions are available on the Department's website at:

**<http://www.ling.lancs.ac.uk/study/undergrad/resources/electronic-faq.htm>**

This web page also contains the answers to many questions you may have about electronic submission, so please make sure that you read it carefully **BEFORE** you start to prepare your coursework. It's very important that your paper copy and electronic copy are identical. This is because the paper copy is the one that will get marked in the first instance, but the electronic copy is the one that the External Examiners will see. So, for example, it's not OK to hand write phonetic symbols on your paper copy, as they will then be missing from the electronic version.

We need to collect both paper and electronic copies from you so that your tutor has a copy to mark and write comments on, but we also have an archived electronic version to submit to the External Examiner if necessary. (This saves you from having to hand your coursework back in again during the summer term, although please keep the original paper copy safe just in case.) In addition, the electronic version is used to check for plagiarism.

**Please note that if either the paper OR electronic copy is not submitted, it will be considered to be a non-submission of the coursework and the appropriate late penalty will be applied.** So you must make sure that **BOTH** copies are submitted before the deadline, and this includes checking that your electronic copy has successfully uploaded to LUVLE. Electronic submissions are automatically date and time stamped, so we can tell exactly when your work was submitted. Please allow yourself enough time to submit your work and don't leave it until the last minute!

### **Essays/dissertations submitted by post**

There are two instances in which students are permitted to submit coursework by post, rather than in person:

1. When the coursework is due for submission outside of term time, i.e. where an extension has been obtained.
2. For exchange/visiting students, when they have returned to their home country before the coursework deadline.

In all other circumstances, coursework must be submitted in the normal way, as described on the previous page.

Students wishing to submit their work by post **MUST** notify Vicki Haslam in advance. Failure to do so may result in work being recorded as late.

Students who submit essays/dissertations by post are advised that they should do so using registered post. Irrespective of the form of postage used, we will take the date the post office franks the mail as the date of submission. Where students do not use registered post and the coursework goes astray in the post, we will deem such coursework not to have been submitted. Where a student uses registered post and the coursework goes astray, we will accept the registered post document as proof of the date the coursework was posted and the student will not be penalised for the work having gone astray.

If coursework is being submitted by post, the electronic copy must **ALSO** be submitted via LUVLE before the deadline (date *and* time). Submission of only one copy, whether paper or electronic, will be considered to be a non-submission of the coursework and the relevant late penalty will be applied.

### **Word Ranges and Calculating the Word Count**

For each piece of coursework, you will be given a word range (usually 2000 – 2500 words for an essay and 9000 – 10,000 words for dissertations). The Department

considers word ranges and other parameters set as part of coursework assessment to be an important and integral part of that assessment. Word ranges help to ensure that students submit comparable work. Moreover, writing to a word range is a useful skill that can be acquired at university and which will still be valuable after you graduate. The Department therefore requires students to indicate on their coursework cover sheet the exact number of words used (and remember that we can easily check that figure using your electronic copy!). Work that falls outside of the specified word range is liable to be penalised by the member of staff marking it. The further it is outside of the range, the greater the effect on the final mark.

In your word count, **DO** include:

- The introduction
- The conclusion
- Section headings and sub-headings
- All quotations, citations, and in-text short references (*Author date: page*)
- Tables that include your own commentary
- Footnotes (remember *you should not use footnotes for references*, so footnotes should be used *very rarely* for side comments)
- Linguistic examples: if they come in the middle of a paragraph and are only one or two words, include them.

But **DON'T** include:

- The references section
- Any appendices
- The actual coursework question itself (which you should normally copy out at the start of the CWA as its 'title')
- Your name / college / module and other such administrative details
- Captions and labels on graphs and diagrams
- Tables that only include statistics or linguistic examples (e.g. concordances or lists of words)
- Table captions
- Linguistic examples: if they are lengthy and occur in a paragraph or text box on their own, don't include them.

**In a dissertation**, the following extra rules apply:

- **DON'T** include the abstract
- **DON'T** include the title page
- **DON'T** include the table of contents / cover page / list of tables and figures
- **DON'T** include the acknowledgements.

**And remember...**

... in our department we always set a word *range*, not a word *limit*. Students often hear that you are allowed '10% each way', i.e. that for a 2000-2500 word essay you can go up to 2,750 words or down to 1,750 words. **This is entirely false**. When we ask for 2000 to 2500 words, we want... 2000 to 2500 words!

## Extensions

Please **DO NOT JUST HAND IN WORK LATE** - this is not acceptable and there will be a penalty in the form of marks deducted (see Section 1.17.2. for details). If you have a good reason for UNAVOIDABLY handing in work late (for example, illness or a serious personal problem) you should ask Vicki Haslam about an extension, i.e. permission to hand your work in late. You must ask for an extension **BEFORE** the work is due in. If the extension is granted, you will be asked to hand in the work by an agreed date. For further details on the late submission of coursework and extensions, see Section 1.17.2.

## Presentation

A special essay cover sheet is provided, which you must attach to each essay. These can be found by the Essay Box or downloaded from the Department's website at <http://www.ling.lancs.ac.uk/study/undergrad/resources.htm>. (There is a separate form for dissertations, available from the same web page or from Vicki Haslam.) The use of cover sheets ensures that you provide all the details we need, and has space for your tutor's comments. A copy of the form will be kept in your file, and the original returned to you. Please make sure that:

- the work is word processed (handwritten work is not acceptable, as this cannot be submitted electronically);
- you use margins of at least one inch or 2.5cm;
- you use double spacing;
- there are no loose sheets. (There's no need to put your work in a special folder – a staple is the best way to secure it. Please note that the use of paper clips, or turning over the corners of pages, are NOT acceptable.)

In the Department of Linguistics and English Language, **we expect your essays to be written in a certain style**. Guidance on this is available on our website at <http://www.ling.lancs.ac.uk/study/undergrad/resources.htm>. Please ensure that you read this carefully before starting to prepare any coursework.

## Return

Coursework will be returned to you within four weeks from the deadline date. When your work is ready for collection, you will receive an e-mail to let you know – please don't try to collect your work before you have received this e-mail. Your marked coursework can be collected from Vicki Haslam in C49 during her normal office hours (9.30am to 12.00pm and 2.00pm to 4.30pm Monday to Friday). Please **KEEP ALL COURSEWORK SAFELY** after it is returned.

Tutors will sometimes make specific recommendations on how to improve your work in the future – if you don't understand these, you should always ask. Likewise, you are welcome to discuss your work with your tutor after it has been evaluated. If you need further feedback, for example if it is not clear to you why your coursework got the mark it did, please request it – take advantage of tutors' office hours for this purpose. However, in accordance with University regulations, please note that students do not have the right of appeal against an academic judgement. This means that you cannot ask for your work to be re-marked if you are unhappy with the mark that you have received.

## 1.17.2. LATE SUBMISSION OF UNDERGRADUATE COURSEWORK AND DISSERTATIONS

The Department takes the view that coursework and dissertations should, in the normal course of events, be submitted by deadlines. It is unjust that some students should have a longer time to prepare coursework than others. Secondly, it is an important part of university education that students learn to timetable their work. And thirdly, marking coursework is very time-consuming and staff, like students, need to be able to plan their work.

### Penalties for late submission

Coursework and dissertations are part of the formal examination process. The Department follows the University's rules on the late submission of work, which stipulates the following:

- Work not completed by the stated deadline and without an agreed extension will be given a penalty of one full grade if it is up to three days late (**e.g. if the deadline is on Monday 19 March at 2.00pm, a penalty of one full grade is applied to work submitted after 2.00pm on Monday 19 March and up to 2.00pm on Thursday 22 March**).
- A "one full grade" means that an A- mark would become a B-, a C would become a D, a D+ would become an F1, and so on.
- Work more than three days late and without an agreed extension will be given an aggregation score of zero (**e.g. if the deadline is on Monday 19 March at 2.00pm, a mark of zero (F4) is awarded to work submitted any time after 2.00pm on Thursday 22 March**).
- (Work submitted more than three days late will be marked, but recorded as zero (F4). The coursework can subsequently provide useful feedback to the student and if necessary be used as supplementary evidence at the final Board of Examiners.)
- Deadlines for coursework are normally set on Mondays and Fridays, so the three day cut-off point will fall on Thursday (if the deadline was Monday) or Monday (if the deadline was Friday). In the exceptional case of a mid-week deadline, the three-day cut-off may fall on a Saturday or Sunday; in this case students have until Monday at 10.00 to hand in work.

Students are advised to make sure they give themselves plenty of time to hand in their essays. University regulations mean that an essay handed in even one minute late will be penalised by a full grade. The clock on the wall by the Essay Boxes is used in order to determine when the essay deadline has passed.

### Extensions

The Department recognises that sometimes, for some very good reasons, students may be unable to submit their work on time and should not therefore be penalised. Students can apply for extensions if the delay is due to one of the following reasons:

- Medical problems, with written evidence from an appropriate medical practitioner

- Serious problems of a personal nature, with a letter supporting the case from the personal tutor, academic advisor or the Counselling Service
- Where certified evidence is produced to show that a student has three or more coursework deadlines falling in a less than 72 hour window (including weekends).

(NB: The malfunctioning of computers does not normally constitute sufficient grounds to grant an extension. It is incumbent upon students to keep backup copies of work in progress.)

If you are unable to make a coursework deadline because a relative or dependent is in hospital or ill then, as with cases of your own illness, we will require a doctor's letter or written proof of their hospitalisation/illness before allowing an extension. In the case of missing a deadline due to funeral attendance or the death of a close friend or relative, we will also need written evidence, e.g. notice from a newspaper, or a doctor's letter. Cases of missing a bus or cancelled trains etc. will not result in extensions being awarded. Students are advised to give themselves plenty of time to hand in coursework.

### **How to apply for an extension**

Contact Vicki Haslam, the Undergraduate Co-ordinator, preferably in person (Room C49 County South). If this is not possible, initial contact can be made by telephone on (01524) (5)93040 or by e-mail at [uglinguistics@lancaster.ac.uk](mailto:uglinguistics@lancaster.ac.uk). Vicki will liaise with your Director of Studies who will decide whether an extension can be granted.

Students wishing to apply for an extension should fill in the Departmental Extension Form (available at <http://www.ling.lancs.ac.uk/study/undergrad/resources.htm> or next to the Essay Box) and hand it to Vicki Haslam, **BEFORE THE COURSEWORK DEADLINE**, together with any supporting documentation.

NB: Only in very exceptional circumstances will extensions be granted to students who request them after the relevant deadline.

### 1.17.3. DISSERTATIONS

You can do a full unit or a half unit dissertation through the Department's Independent Study units LING238 and LING263. Up to four full unit dissertations may be chosen during Part II (this includes any compulsory dissertations). The remaining four units must be assessed by the normal means of coursework and examination.

The idea behind dissertations is to enable students who have a particular interest to develop that interest. Thus, in normal circumstances, the criteria for allowing you to do a dissertation are:

1. that you have a reasonable idea of what topic you would like to address, and
2. that there is a suitable and willing supervisor available.

Regarding the supervisor, if you have an idea of which member of staff would be suitable, you should contact that person directly. If you are unsure, you could ask the Undergraduate Co-ordinator (Vicki Haslam) or your Director of Studies (Willem Hollmann) for advice.

#### Submission Deadlines

- For any dissertations taken in the **second year**: One (full unit) dissertation may be handed in at the beginning of the final year. Any other second year dissertations must be submitted by the Senate deadline (Friday of Week 3, Term 3) of the second year.
- There is an upper limit of two dissertations which can be taken in the **final year**, one of which (for most students) will be the compulsory dissertation for LING301 or LING334. The deadline for the LING301/LING334 dissertation will fall at the end of Term 2; the other dissertation will be submitted in Term 3 (2.00pm on the Friday of Week 1).

#### *Submission and marking arrangements*

- Two full copies of the dissertation must be submitted, plus an electronic copy.
- Marks will be assigned by two people, the supervisor and a second marker.
- Marks will be gathered centrally by the Undergraduate Co-ordinator after a final provisional mark has been agreed by both markers.
- The provisional mark and the markers' feedback will be available to students.

### 1.17.4. ETHICAL ISSUES (for projects and/or coursework)

Depending upon the nature of the work you are doing, there may be specific research ethics issues that you need to consider (for example if your project involves human subjects in any way). You may need to complete a research ethics form and you should consult your dissertation / research supervisor for details of the required process.

### 1.17.5. GUIDELINES FOR COURSEWORK/DISSERTATION WRITING: BIBLIOGRAPHY, REFERENCES, CITATIONS, DIAGRAMS

The Department does not specify a particular referencing style (such as APA), but you must make sure that your referencing is clear and consistent. The following guidelines should help you when preparing your coursework and dissertations.

#### **Bibliographical references, placed at the end of the assignment**

If you borrow material or ideas from other authors, it is vital that you tell your readers this, and show clearly what the source was. This process is called **citation**. If you fail to do this, you will be guilty of the serious offence of **plagiarism** (see Section 3.16.6.). You **must** therefore always provide a **complete list of books, papers and Web pages** which you refer to and from which you have made direct quotations in your assignments. You should list **all and only** the works you specifically mention, and arrange them in alphabetical order according to the author's surname. The list should be given the heading: **References**. Do **not** provide a general bibliography of works you might have consulted.

There are slightly different ways of setting out the required information, depending on the discipline and the publisher. However, the basic information required is the same in every case, namely:

**For books:** Author (surname and initial(s)), date of publication, title, place of publication, publisher. Edition number, if the book has been revised.

**For articles:** Author (surname and initial(s)), date, title of paper, name of journal, volume number, issue number, page numbers.

#### **Examples:**

Hudson, R. A. (1996). <i>Sociolinguistics</i> (2 <sup>nd</sup> edn.). Cambridge: Cambridge University Press. Frederiksen, J. R. and Collins, A. (1989). A systems approach to educational testing. <i>Educational Researcher</i> 18(9): 27–32. Milroy, L. (1997). The social categories of race and class: language ideology and sociolinguistics. In Coupland, N, Sarangi, S. and Candlin, C. (eds.) <i>Sociolinguistics and social theory</i> . London: Longman, pp. 235–60. Ricks, D. M. (1972). <i>The beginning of vocal communication in infants and autistic children</i> . Unpublished doctoral thesis, University of London.
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**Note on formatting:** In the above example, we have used indentation of second and subsequent lines to set references apart from each other. An alternative is to use blank lines between each entry.

#### **Referencing the Internet:**

References to articles and other material accessible on-line must specify the pathway for access and the date on which the information was accessed. Examples:

*Where the author(s) can be identified:*

Scott, J. (1996). Class, status, and command: towards a theoretical framework. Paper delivered at Hitotsubashi University, November 1996.  
<http://privatewww.essex.ac.uk/~scottj/socscot4.htm>, accessed 7/8/06.

*Where the author(s) cannot be identified:*

Office for National Statistics. The National Statistics socio-economic classification.  
[http://www.statistics.gov.uk/methods\\_quality/ns\\_sec/](http://www.statistics.gov.uk/methods_quality/ns_sec/), accessed 7/8/06.

**Note:** References to the internet should be included in the same list as references to books and articles, in **alphabetical order** according to source. You **MUST NOT** leave out the title, and some author or organisation **must** be specified.

### **Citing references and quotations in your text**

You must acknowledge anyone whose ideas or writings you use, even if you do not quote them directly. One of the following styles of acknowledgement shown below will be appropriate, depending on the circumstances.

**All direct quotations must either be enclosed in single inverted commas, unless they are three or more lines long, in which case they should be set off by the use of an indented margin.**

**Note:** References like these, which form part of the text, are only useful if the full reference is included in the bibliography, so make sure you **check** that each reference has a corresponding entry in your list of references at the end. This applies also when your source for a reference is another source (see below).

#### **(a) Where you give a shortish quote (between inverted commas):**

According to Smith (1973:13), 'Where conflict between data between modalities occurs, interpretation in terms of one of the modalities may dominate'.

You can also do this:

According to Smith (1973), 'Where conflict between data between modalities occurs, interpretation in terms of one of the modalities may dominate' (p.13).

#### **(b) Where you give a longish quote (indented margin):**

Hudson's view is quite different:

One of the most solid achievements of linguistics in the twentieth century has been to eliminate the idea (at least among professional linguists) that some languages or dialects are inherently 'better' than others. (1996:203)

**(c) Where there is no direct quotation (summary of views):**

Hudson (1996:203) points out that one of the most important recent achievements of linguistics is to do away with the idea that some languages or dialects are better than others.

Spatial imagery cannot develop without sight (Serden 1932:17).

Note that the writing of summaries (or *précis*) is a highly skilled activity, and is not to be confused with minor paraphrasing, where slight adjustments to the original wording are made. We advise you to avoid the latter. It is not acceptable to change one or two words of someone else's text and present the slightly changed text as your own.

**(d) Secondary sources:**

Where you have not actually read the original of a book or article but have read about it elsewhere, for example in a textbook, you should always make this clear. This can be done as follows:

As reported in Fromkin and Rodman (1983:342), Chomsky (1965:17) claimed that children are 'pre-wired' to learn language.

or:

Jefferson (1984, cited by Atkinson 1986:46) argues that ...

In the list of references, you should **always** provide the full bibliographical reference for the work or publication the quote is taken from (the primary source). Thus, in the above examples, Fromkin and Rodman, Chomsky, Jefferson and Atkinson would **all** be **fully referenced** in the References list.

**(e) Internet references:**

Note that it is neither necessary nor possible to include a page reference in these cases. Often it will also not be possible to identify the date of publication or posting on the Internet.

*Where the author(s) can be identified:*

As Scott (1996) states, 'Class is one of the central concepts in sociological analysis'.

*Where the author(s) cannot be identified:*

Britain has a new official social class classification: 'From 2001 the National Statistics Socio-economic Classification (NS-SEC) will be used for all official statistics and surveys' (Office for National Statistics).

**(f) Citing a personal communication:**

William Labov (2006, personal communication) now believes that ...

## **Citing words and meanings**

The following sentence is almost impossible to understand:

Many people write those but when speaking say them.

The problem is that two of the words in the above sentence are being **cited** rather than **used** as words, **but we cannot tell which two**. Once this is shown in the text, all becomes clear:

Many people write *those* but when speaking say *them*.

By convention, **cited words** or phrases like *kick the bucket* are shown in italics or underlined, while **meanings** are shown between inverted commas. Example:

*Endure* has among its meanings 'to remain firm, to last' (*Chambers Twentieth Century Dictionary*) and 'to last or continue to exist' (*Collins Concise English Dictionary*).

Note: *Italic* print is just an alternative to underlining when using a typewriter or handwriting.

## **Diagrams and tables**

You are encouraged to use diagrams and tables where these are clearer than long explanations in words. However, remember that unless tables, illustrations etc. are self-explanatory – which usually they are not – you must provide your readers with an explanation of what they are looking at. Tables should have a **heading** (placed above them) and diagrams or pictures should have a **caption** (placed below them) to explain their relationship with and relevance to the text.

Provide **keys** for tables and figures if abbreviations or special symbols are used. Make sure you explain the meaning of arrows, brackets, etc. where this is not obvious (and don't assume that very much is obvious to the reader!).

If you use tables or figures from other sources, or put these together using information published elsewhere, remember to acknowledge your sources and include them in the bibliography.

### **1.17.6. PLAGIARISM**

Plagiarism occurs when a writer appropriates the thoughts, writings or results of another, and presents these as his/her own. Assignments and dissertations must be the candidate's own work and must acknowledge assistance given and major sources involved. In the Department we view all plagiarism extremely seriously, and we have not hesitated to apply appropriate sanctions in individual cases. You can expect severe penalties and disciplinary action if you indulge in plagiarism of any form.

This category of cheating includes the following:

1. Collusion, where a piece of work prepared by a group is represented as if it were the student's own;
2. Commission or use of work by the student which is not his/her own and representing it as if it were. This includes:
  - a. purchase of a paper from a commercial service, including internet sites, whether pre-written or specially prepared for the student concerned
  - b. submission of a paper written by another person, either by a fellow student or a person who is not a member of the university;
3. Duplication of the same or almost identical work for more than one module – this means that you CANNOT copy material from one of your essays into another. This is self-plagiarism and is punishable in the same way as if you copied from someone else;
4. The act of copying or paraphrasing a paper from a source text, whether in manuscript, printed or electronic form, without appropriate acknowledgement;
5. Submission of another student's work, whether with or without that student's knowledge or consent.

If you are unclear about what constitutes plagiarism, please talk to a member of academic staff. For more information, please consult:

**[http://www.lancs.ac.uk/celt/celtweb/anti\\_plag\\_students\\_advice](http://www.lancs.ac.uk/celt/celtweb/anti_plag_students_advice)**

Details of penalties and procedures are set out at:

**<http://www.lancs.ac.uk/celt/celtweb/files/Plagiarism%20Framework%20-%20FINAL.pdf>**

## Working With Others: Avoiding Plagiarism

Collusion and purloining both are forms of plagiarism. Hence they are both forbidden.

The department strongly encourages you, where appropriate, to collaborate with other students in your studies. That is why, on several modules, we ask you to work with your peers in study groups and make joint presentations or portfolios for assessment.

However, as the degree is awarded to you, individually, we need to be satisfied that the bulk of the work for which you receive credit is your own work. That is why we set many individual coursework assignments, tests, dissertations and examinations. That is why we also always insist that whenever you hand in individually assessed work, you sign a declaration confirming that it is your own work and nobody else's, i.e. you yourself researched the piece, determined its structure and presentation and are responsible for its contents, which are written by you in your own words. If any of the contents of the piece are not your own ideas or written in your own words, you must explicitly and unambiguously indicate that fact by using standard referencing conventions.

### Collusion

The offence of collusion is committed when a student hands in a piece of work for assessment which is the product of a joint endeavour with one or more people who may or may not be her/his classmates but pretends that it is all a single authored piece, and falsely claims authorship. That is dishonest: it is cheating. Normally, all parties found guilty of this offence are penalised equally.

Suspicion of collusion is aroused if, in what are meant to be individually assessed pieces submitted by two or more students, there are very strong similarities in content, presentation and structure that go beyond resemblances that may reasonably be deemed accidental or inevitable given the nature of the task.

To avoid collusion, you must avoid collaborative learning and writing practices that may result in you making false claims about the authorship of a piece that you hand in for assessment. Collusion may involve the following scenarios:

- a student commissions another student to research and/or ghost write an assignment, in part or in its entirety, for which the former claims authorship;
- one student allows another to copy her/his work in part or in its entirety with a view to the latter claiming falsely that it is her/his own work;
- a group of two or more students collaborate and produce a joint assignment which they subsequently might edit or otherwise modify to varying degrees for individual submission.

You are free, of course, to discuss your work with other people, and it may often be the case that you want to talk about your assignments with your fellow students. Sparking ideas off one another is a part of intellectual life and we do not want to discourage it. However, you should be careful when discussing actual assignment topics that you do not end up jointly planning an assignment. If you do reach the point of discussing the content it would be better to agree explicitly to do different

things; otherwise you may end up presenting two assignments which duplicate each other to an unacceptable extent.

### Collusion and group work

Collusion can also take the form of inappropriate collaboration during group work. The following steps should be taken to avoid this:

- Each individual's contribution should be indicated
- Each member of the group should normally write up their own contribution in their own words
- The contribution of other group members should be explicitly acknowledged.

### Purloining

Purloining is a form of academic cheating whereby material is copied (with or without editorial modification) from another student's work without her/his knowledge and is presented for assessment. In this event, only the cheat is penalised.

If in doubt about any of these matters, ask your tutor or lecturer for further guidance.

### 1.17.7. MARKING GUIDELINES FOR UNDERGRADUATE WORK

These guidelines are intended to spell out the criteria which are used to assess undergraduate work, and to clarify the meaning of the grades which are awarded. They are meant to help students understand what is expected of them, and to harmonise, as much as possible, the criteria used by staff in the assessment of students' work. They are *not* intended as a set of legalistic definitions. For the formal definitions of the grades, see the descriptors in the University's Undergraduate Assessment Regulations (reproduced at the end of this handbook as Appendix 2).

The following is a list of aspects of students' work which may be taken into account during assessment, as appropriate, depending on the learning outcomes of the module and the assessment in question. Not all of the items in the list will be relevant to each individual piece of work. (NB: Some items are more important than others: for example, the data analysis and the discussion of concepts and issues relevant to the topic are more important than matters of presentation; the critical discussion of relevant readings will vary in importance depending on the nature of the assignment.)

- knowledge and understanding of relevant readings
- critical discussion of relevant readings
- understanding of issues or problems under discussion
  
- relevance to title/topic of assignment
- relevance to content of the course
- clarity in stating aims, hypotheses or focus of assignment
- use of suitable data
- use of suitable data collection methodology
- critical awareness of methodology used
  
- clarity, rigour and systematicity in the analysis of data, issues or problems
- appropriate use of relevant concepts, theories or methods of analysis
- critical awareness in discussion of concepts, theories or methods of analysis
- coherence of line of argument
- validity and appropriateness of conclusions
  
- clarity and precision of expression
- clarity of presentation (spelling, tables, layout, etc.)
- use of appropriate and consistent conventions for referring to other people's work
- use of appropriate and consistent conventions for quoting from other people's work.

Grades will be awarded on the basis of the tutor's evaluation of the student's performance in the aspects listed above (or relevant sub-sections of them), taking into account what expectations can reasonably be made in the specific circumstances (e.g. year of study, nature of module, difficulty of task, library facilities etc.).

## A+ WITH SPECIAL COMMENDATION

Work that is of a publishable standard (possibly with some extra work) will, in addition to receiving a well-deserved A+ grade, be *specialy commended* by the department. The Special Commendation is awarded very rarely and usually only for work involving original research, such as dissertations or project essays.

A piece of work that is awarded a Special Commendation will be of exceptionally high quality. It will be very hard for the marker to suggest any ways in which it could be improved, and it will be of a similar standard to the work produced by professional academics. The work will, of course, also meet the criteria for an A+ – see below.

## GRADE A (FIRST CLASS)

Excellent work in all relevant respects.

For example, a piece of work that is awarded this mark may exhibit the following characteristics: impressive knowledge of relevant readings; good understanding of readings and ability to engage in competent critical discussion; use of original data; highly competent data collection methodology; competent and systematic analysis of issues, problems or data; convincing and well-argued conclusions; lucid and well-structured presentation of argument.

- A piece of work which meets the criteria for grade A may be awarded an A+ if *in addition* it exhibits an impeccable methodology, a profound understanding of the relevant literature, or originality in its analysis or conclusions.
- A piece of work which meets the criteria for grade A if but *also* exhibits some marginal weaknesses, for example in its level of originality or critical discussion, or in the analysis of issues, problems or data, may be awarded an A–.

## GRADE B (SECOND CLASS, FIRST DIVISION)

Good to very good work in most relevant respects, with few weaknesses.

For example, a piece of work that is awarded this mark may exhibit the following characteristics: sound knowledge of relevant readings; sound understanding of readings and some ability to engage in adequate critical discussion; use of original data; generally competent data collection methodology; generally competent and reasonably systematic analysis of issues, problems or data, with no major weaknesses; valid conclusions; clear and well-structured presentation of argument.

## GRADE C (SECOND CLASS, SECOND DIVISION)

Acceptable work in some to most relevant respects, with some significant weaknesses.

For example, a piece of work in this class may exhibit the following characteristics: some knowledge of relevant readings; some understanding of readings but limited ability to engage in critical discussion; some problems with data or data collection methodology; some satisfactory analysis of issues, problems or data, with some weaknesses in understanding, rigour or systematicity; some satisfactory conclusions; generally adequate presentation of argument with some weaknesses in terms of clarity and/or structure.

#### GRADE D (THIRD CLASS)

Limited work in most relevant respects, with several significant weaknesses.

For example, a piece of work that is awarded this mark may exhibit the following characteristics: little knowledge of relevant readings; little understanding of readings and no ability to engage in critical discussion; considerable problems with data or data collection methodology; some attempt at analysis of issues, problems or data, with weaknesses in understanding, rigour or systematicity; some attempt at drawing conclusions; some structure in the presentation of argument with weaknesses in terms of clarity and/or structure.

- *Within this grade*, the minimum pass grade of D– will be awarded to work that is only borderline acceptable, with many significant weaknesses, but with at least some attempt at analysis of issues, problems or data.

#### GRADES F1 / F2 (MARGINAL FAIL / FAIL)

Inadequate work in most or all relevant respects, with many very serious weaknesses.

For example, a piece of work that is awarded this mark may exhibit the following characteristics: inadequate or no knowledge of relevant readings; inadequate or no understanding of readings and no ability to engage in critical discussion; no data or flawed with data or data collection methodology; no or totally flawed attempt at analysis of issues, problems or data; no or inadequate conclusions; little or no structure in the presentation of argument with serious weaknesses in terms of clarity and/or structure.

#### GRADES F3 / F4 (POOR FAIL / VERY POOR FAIL)

Totally inadequate work in every respect.

A piece of work that is this mark may consist of only a few words, contain phrases copied from the question, and/or be largely nonsensical.

- An F4-equivalent grade (zero credit) is also given as a penalty to a piece of work that is not submitted at all, a piece of work that is submitted more than three days late without an extension having been obtained, or a piece of work that is found to be seriously plagiarised.

## The marking scale

The grade criteria above define what is expected for each grade on the Lancaster University marking scale, corresponding to each degree class. Within these grades, it is possible for grades “plus” or “minus” to be given, to distinguish work on the upper and lower end of each grade category.

The full marking scale looks like this:

A+	A high First
A	A mid-level First
A–	A low First
B+	A high 2.1
B	A mid-level 2.1
B–	A low 2.1
C+	A high 2.2
C	A mid-level 2.2
C–	A low 2.2
D+	A high Third
D	A mid-level Third
D–	A low Third (minimum pass grade)
F1	A marginal Fail
F2	A Fail
F3	A poor Fail
F4	A very poor Fail (no credit)

## How far is inadequate command of English taken into account?

It is important that students in a department of Linguistics and English Language express themselves clearly. While we can show a certain degree of tolerance when it comes to minor errors of grammar, word choice and punctuation, we are less forgiving of language problems which impede comprehension or make the processing of the writer's argument a strain on the reader. If a student's use of English causes undue strain, their mark will be lowered by at least one sub-grade on LAEL's marking scale (e.g. from C+ to C or C to C-). This applies equally to native and non-native English speakers.

## Are second- and third-year students treated differently?

**No.** This is for two reasons. Firstly, it would make marking very difficult. Secondly, our degree programmes require students to take at least three third-year-only modules in their final year. The fact that these modules are intended for a more experienced and intellectually-developed cohort will typically be reflected in their content and the nature of the assessment set. The higher expectations we (justifiably) have of third years are thus built into the structure of the degree and so distinctions between second- and third- year students are not made when marking within an individual module.

## **Is there a different set of marking scales for marking coursework, examinations and dissertations?**

**No.** Examinations, coursework and dissertations are all marked on the 12-point scale.

However, the fact that the 'standard' exam consists of two essay-style questions means that a student might end up with a mark that is not on the marking scale, once the mean (arithmetic average) of their two marks for an exam are calculated.

Of course, many exams do not now follow this traditional standard pattern, but instead involve multiple choice, analysis exercises, short answers, or other forms of non-essay work. Each exam paper will then end up with a series of different marks for sections of the exam. These may have various different weightings, some of which may not be on the LAEL marking scale (e.g. a percentage of correct answers in a multiple choice test). In these cases, the given mark stands, i.e. it is not 'converted' to the nearest mark on the LAEL marking scale.

## **Are students ever given percentage marks?**

Not in our department. In some subjects, like Maths, many assessments are marked "objectively" – that is, there are a set number of questions, the answer to each question is unambiguously either right or wrong, and so it is possible to give a mark specifying how many correct answers were given. Departments which use many of these kinds of objective assessments often give students percentage marks.

In LAEL, however, we very rarely use these kinds of objective test – so we have decided that in the rare cases where we *do* use them, they should be marked using grades instead of percentages, to avoid confusion. In these cases, what happens is that the lecturer who sets the objective test decides in advance how many correct answers on the test are required to achieve each grade – the marking scheme will differ depending on the difficulty of the test. The marks are reported back to students as letter grades.

So if you are studying for a joint degree, or taking a minor module in another department, you may get some percentage marks. But the marks you get in LAEL will always be letter grades.

## **How is the overall mark for a module worked out?**

First, each of your individual grades on the coursework, the exam and any other assessment is converted into an aggregation score. The aggregation score is simply an accounting device that allows letter-grades to be combined together. *It is not a percentage.* Grades are converted to aggregation scores as follows:

<i>Grade</i>	<i>Aggregation Score</i>	<i>Grade</i>	<i>Aggregation Score</i>
Passing grades			
A <sup>+</sup>	24	B <sup>+</sup>	17
A	21	B	16
A <sup>-</sup>	18	B <sup>-</sup>	15
Failing grades			
C <sup>+</sup>	14	D <sup>+</sup>	11
C	13	D	10
C <sup>-</sup>	12	D <sup>-</sup>	9
Failing grades			
F1	7	F3	2
F2	4	F4	0

The final mark for a module is a combination of the different aggregation scores, weighted according to how much each piece of assessment contributes towards the overall credit for the module.

For example, one typical way of assessing a LAEL module is assessed as 20% term 1 CWA, 20% term 2 CWA, and 60% exam. In this case, the overall module mark is worked out as follows:

$$\begin{aligned}
 & ( \text{Agg. Score for T1 CWA} \div 100 \times 20 ) \\
 + & ( \text{Agg. Score for T2 CWA} \div 100 \times 20 ) \\
 + & ( \text{Agg. Score for exam} \div 100 \times 60 )
 \end{aligned}$$

So if you get A<sup>-</sup> and B<sup>-</sup> CWA grades, and a C exam grade, then the overall score is

$$( 18 \div 100 \times 20 ) + ( 15 \div 100 \times 20 ) + ( 13 \div 100 \times 60 ) = \mathbf{14.4}$$

which is equivalent to a final mark approximately halfway between C<sup>+</sup> and B<sup>-</sup>. Note, however, that the final score for the module *is not* turned back into a letter grade. It is reported to you as a score, and will appear as a score on your degree transcript after you graduate.

The same procedure is used for combining together grades for an assessment that has two or more parts marked separately – such as an exam with two essay-style questions, or a coursework assignment with two separate sections.

## 1.18. DEGREE CLASSIFICATION AND THE EXAMINATION BOARD

These are the rules for an eight-unit degree, which apply to everyone in the Department of Linguistics and English Language except those students taking a joint major involving a foreign language (contact the Department of European Languages and Cultures for details). Remember that all eight units (Years 2 and 3) count equally towards your final degree classification.

### 1.18.1 RULES FOR DEGREE CLASSIFICATION

Degree classes are awarded to final year students in the last week of term 3 by a meeting of the department's Undergraduate Board of Examiners. This board consists of all members of the lecturing staff who teach on undergraduate modules (including dissertation supervisors), plus the External Examiners.

The exam board looks at the following information:

- (a) your final aggregation score for each of the modules you have studied in Part II, together with a breakdown of your marks for different elements of each module (e.g. coursework versus exam).
- (b) an overall aggregation score for the entirety of Part II, which is worked out by averaging together all the module scores, and rounding to 1 decimal place. Each module is included in the average in proportion to its weight. *That is, a whole module (or "30 credit module") will have twice as much impact on your final average aggregation score as a half module (or "15 credit module").*

Degree classes are awarded as follows, depending on the overall average score:

17.5 to 24.0	first class honours
17.1 to 17.4	<i>borderline</i> : either first or upper second class honours
14.5 to 17.0	upper second class honours
14.1 to 14.4	<i>borderline</i> : either upper or lower second class honours
11.5 to 14.0	lower second class honours
11.1 to 11.4	<i>borderline</i> : either lower second or third class honours
9.0 to 11.0	third class honours
8.1 to 8.9	<i>borderline</i> : either pass degree or fail
0.0 to 8.0	fail

If the overall aggregation score means that you are on a *borderline*, the exam board is given discretion by the university to decide whether to award the higher or lower degree class. When we make this decision, we take into account your performance on *key elements* of your degree.

- As a research-centred department, we place great importance on students' research skills. For this reason, we consider any research dissertation module to be a key element of your degree.

- We also consider the other core modules (i.e. the year 2 and 3 compulsory modules) to be key elements.

Other factors that may influence the exam board's decision in borderline cases include relative performance in third year versus second year.

In particular, in the case of students who spent their second year abroad, we will normally consider their performance on modules studied at Lancaster to be more important than performance in modules studied abroad for making a decision in borderline cases – this is a University regulation.

In some cases, we may request a student who is on a borderline to attend a *viva voce* exam during the final week of term 3. A *viva* is conducted by an External Examiner and one Internal Examiner, who will normally be the student's final-year dissertation tutor. In this case, the *viva* is then the decisive factor for the final degree class.

If you would like further explanation of these rules, please contact Vicki Haslam.

### **1.18.2 SECOND YEAR MARKS**

As well as awarding degree classes to final year students, the exam board also considers second year marks.

To progress from second year to third year, you must:

- Pass each of your year 2 modules (or have fail marks condoned; see below)
- Have an average aggregation score for your year 2 modules that is no less than 9.0 (equivalent to D–)

You should be aware that your second year marks *cannot* be revisited and changed by the exam board at the end of your final year.

### **1.18.3 FAILED MODULES, RE-SITS, AND CONDONATION**

A *fail mark* is any module whose overall aggregation score is less than 9.0 (equivalent to D–, the minimum pass grade). What happens when you fail a module is slightly different in second and third (final) years.

#### *Second year*

If you fail a module in your second year, you will be offered the opportunity to re-sit the elements of the module(s) that you failed. Re-sits can be either of coursework assessment or of exams. In this case, your aggregation score for the module will be capped at 9.

If you *still* fail to pass the module after the re-sits, the fail mark may be *condoned*. A *condonation* is when the fail mark stands on your record, but the Department agrees to give you credit for the module, so that the fail mark will not prevent you progressing from year 2 to year 3.

In year 2, the Department can condone fail marks on up to 30 credits (one full module or two half modules) in year 2, but **only** if you have attempted all your re-sits on the failed module or modules, and **only** if your aggregation score on the failed module after the re-sit is 5 or higher.

**If we offer you a re-sit at the end of second year and you do not attempt it, we cannot condone the fail mark, and you will not be allowed to proceed to your final year.**

### *Final year*

The general rule is that you cannot graduate if you have any uncondoned fail marks in Part II.

If you fail a module in your final year, the Department can condone it without asking you to re-sit. This will allow you to graduate with honours if your overall aggregation score is good enough. This is subject to the following rules:

- We are able to condone fail marks on up to 30 credits (one full module or two half modules) without a re-sit, and still award an Honours degree, **as long as** your allowed condonations weren't "used up" in year 2, and **as long as** your aggregation score on the failed module is 5 or higher.
- Alternatively, we are able to condone fail marks on up to 60 credits (two full modules or four half modules) without a re-sit, and still award a Pass degree *but not an Honours degree*, **as long as** your aggregation scores on the failed modules are 5 or higher.

The 30-credit condonation limit (for an Honours degree) and the 60-credit condonation limit (for a Pass degree) apply *across the whole of Part II*.

If we can't condone a final-year fail mark for any reason, we will offer you the opportunity to re-sit the elements that you failed. In this case, your original score for the module *will not change* – but if you do well enough to pass the re-sit (or to raise the mark to a level we can condone), the module will be treated as passed, allowing you to graduate.

**If we offer you a re-sit at the end of your final year and you do not attempt it, we cannot condone the fail mark, and you will fail the degree overall.**

### **1.18.4 MITIGATING CIRCUMSTANCES**

If serious health problems, personal issues, or financial problems have adversely affected your academic performance, to the extent that your grades do not reflect what you would normally have been capable of, you have the right to ask the exams board to take these *mitigating circumstances* into account when marks are finalised at the end of the academic year.

Vicki Haslam, the Undergraduate Co-ordinator, will make an announcement of the deadline for submitting a report of mitigating circumstances during term 3. *However*,

although this report is important, you should not wait until this point in the year to tell Vicki if you are having problems! **The sooner you let her know, the better.**

Any personal information you disclose in reporting mitigating circumstances is treated as confidential by Vicki, and is not passed to the full exam board. Instead, it is considered by a small Mitigating Circumstances committee, which meets shortly before the exam board, and normally consists of the Head of Department, the Exams Officer, and the Part II Director of Studies and/or the Chair of the UG Studies Committee.

This committee considers each case and makes recommendations to the full exam board about what allowances (if any) should be made for each student, in light of the circumstances that have affected their performance. These allowances will differ in each case, based on the severity of the mitigating circumstances, and on whether any allowance has already been made (e.g. in the form of a deadline extension).

If you do not tell Vicki Haslam about your mitigating circumstances before the end of the academic year, they cannot be taken into account by the exam board. Similarly, if you do not supply written evidence of the problems that have affected your performance – for example, a doctor's note if you have been affected by health problems – we cannot make allowances for them.

### **1.18.5 YEAR ABROAD MARKS**

If you study abroad in your second year, then the marks you achieve at the overseas institution are not formally confirmed by the exam board until the end of your final year.

Most of the universities that our students visit in North America use the same grading system as Lancaster – that is, A, B, C and D with + and – distinctions. In this case, the grades are taken as-is, and converted into aggregation scores in the usual way.

If you have gone to a University that uses the letter-grades without the + and – distinctions, or one that uses another grading scale altogether, the grades you get may need to be “translated” into Lancaster-style grades. The University's rules on translation are laid out in Appendix 3 of the regulations on UG assessment. Please ask Vicki Haslam about this.

## 1.19. PROCEDURE FOR DEALING WITH STUDENT COMPLAINTS

If a student has a complaint concerning a course or member of staff, there are two options available to them:

1. They can raise the issue with a student representative who can then bring these comments to the Undergraduate Studies Committee (names and contact details of student reps can be found on our website at <http://www.ling.lancs.ac.uk/study/undergrad/resources/studentreps.htm>). This will usually be the most appropriate approach for dealing with minor issues.

### **AND/OR**

2. They can put their complaint, in writing, to the Chair of the Undergraduate Studies Committee. This will usually be the appropriate approach for more serious complaints, or if the problem has failed to be resolved via option 1 above.

In both instances, the anonymity of the complainant can be preserved if so desired. This can be achieved by asking the student representative not to reveal their identity, or by sending written complaints via the Undergraduate Co-ordinator, Vicki Haslam, who will remove identifying details before passing them on to the Chair of the Undergraduate Studies Committee.

If a complaint cannot be resolved informally (i.e. within the department, via the above measures) then the formal University Student Complaints Procedure can be used. Details of this can be found at:

<https://gap.lancs.ac.uk/complaints/Pages/default.aspx>

The procedure applies to complaints made by current Lancaster University students or leavers within one month of the date of their graduation or withdrawal (complaints beyond this period may be accepted if exceptional circumstances apply), in respect of:

- the delivery and/or management of an academic module or programme, or supervised research (although some aspects of supervision will be considered as academic appeal rather than complaint);
- any services provided by academic, administrative or support services (other than LUSU, who will operate to their own Complaints Procedure).

Student complaints may be lodged against:

- members of University staff;
- constituent elements of the University (departments, Faculties, the Library, Colleges, administrative or support services, et al.);
- the entire University (via the University Secretary).

Under the procedure, students cannot complain about:

- other students;
- persons on campus who are not members of the University;
- on campus facilities over which the University has no authority (e.g. commercial businesses, transport links, et al.).

Students wishing to complain about these areas can seek the advice of either LUSU or the Complaints Coordinator as to how best to take them forward.

The procedure also does not apply to dissatisfaction about:

- decisions of Boards of Examiners or other academic matters governed by the Academic Review and Appeal Procedures (i.e. matters of academic judgement);
- actions and behaviours where other University procedures apply and take precedence;
- any potential breach of criminal law (these should normally be referred to the police);
- decisions made by College Deans/University Dean in line with the Rules of the University.

## 1.20. EQUAL OPPORTUNITIES

### Dyslexia – Medical Conditions – Disabilities

You are admitted to the University on your academic record. The University welcomes all students and has an array of support services to ensure no student feels disadvantaged.

The Department of Linguistics and English Language follows university policy and strives to make itself an inclusive department. It is possible that you have already had support from the Disabilities Service as part of your admission process. Christine Quinn in the Disabilities Service will continue to provide guidance and support by working with the Department of Linguistics and English Language to ensure that your learning support needs are met, especially regarding exams and assessments. There is also financial help available.

You can contact the Disabilities Service at any time if you feel you might need advice (for example, you might want to be assessed for dyslexia). The person to liaise with in the Department with any issue concerning disability, equal opportunities or unfair treatment (even harassment) is Francis Katamba, the Equal Opportunities / Disability Rep for the Department of Linguistics and English Language. You can e-mail Francis at [f.katamba@lancaster.ac.uk](mailto:f.katamba@lancaster.ac.uk) or visit him during his office hours, which are posted by his door.

If you have any medical concerns or mental health issues that impact on your studies and that you would like the Department to take into account, please get in touch with either Francis Katamba or Vicki Haslam, your Undergraduate Co-ordinator.

If using the library is an issue because of dyslexia, a disability or medical condition, you can get in touch with Fiona Rhodes, [f.rhodes@lancaster.ac.uk](mailto:f.rhodes@lancaster.ac.uk), for advice and help.

Confidentiality: if it's useful for you, do talk in confidence to any of the staff named here, but please remember that you may not be able to access all the support available to you unless we can inform other staff involved in support arrangements.

You may also find it helpful to look at the following web pages for local and national background:

- Lancaster Disabilities Service:  
<http://www.lancs.ac.uk/depts/disabilities/index.htm>
- Lancaster Equal Opportunities web pages:  
<http://www.lancs.ac.uk/depts/equalopp/>

Links to national equalities bodies and organisations:  
<http://www.lancs.ac.uk/depts/equalopp/eolinks.htm>

## 1.21. STUDENT BASED SERVICES

Lancaster has adopted a student-centred approach in which access to high quality support across a range of areas is provided by different agencies in a way which best meets each student's individual circumstances and needs.

Please do not forget that it is your degree and your responsibility to seek help if you are experiencing difficulties. The University will do whatever is possible to assist you if you are having problems, whether financial, personal or academic. However, to do this, we do need to be aware of those problems. You are urged to contact someone in the Department in the first instance, such as the Undergraduate Co-ordinator or your Director of Studies. If you feel that you cannot approach anyone in the Department then you are encouraged to contact one of the following support services available to you: your college office, your personal tutor, your college Senior Tutor, the Counselling Service, the Student Based Services Office, the Undergraduate Registry or the LUSU Advice Centre. There is a web page listing the various support services available to students: <http://www.lancs.ac.uk/sbs/>

## 1.22. CENTRE FOR EMPLOYABILITY, ENTERPRISE AND CAREERS

The Department's Careers Tutor is Francis Katamba and he can provide you with advice on the types of careers available to you. Also CEEC, the Centre for Enterprise, Employability and Careers, will have department-specific sessions in each of your undergraduate years. We strongly advise you to visit CEEC regularly so that you can use their expertise to ensure that, by the start of your final year, you have the necessary work experience, other extra-curricular activities, and knowledge of the job market to put together a successful application for your first graduate job.

### Where to find CEEC:

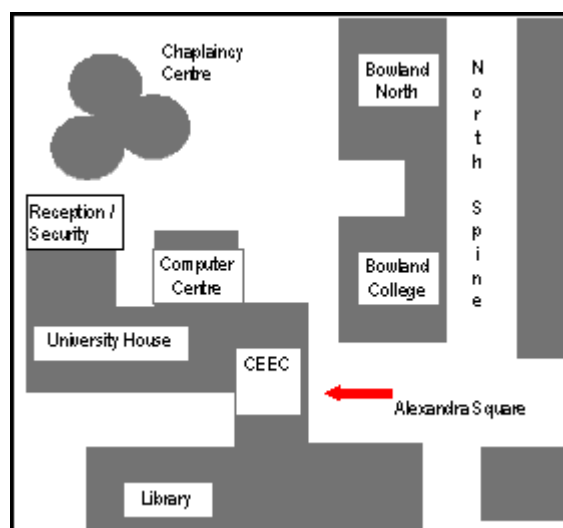
CEEC is located on A-floor of University House, Alexandra Square

### OPENING HOURS:

Monday and Tuesday: 9.00am - 5.00pm  
Wednesday: 10.00am - 5.00pm  
Thursday and Friday: 9.00am - 5.00pm

*For details of careers events and activities see the CEEC web page at:*

***[www.careers.lancs.ac.uk](http://www.careers.lancs.ac.uk)***



## **1.23. OBTAINING REFERENCES FOR EMPLOYMENT AND/OR POSTGRADUATE STUDY**

Do you need a reference?

You will probably need references if you are seeking employment or looking for opportunities for further study. We will be glad to help – just ask!

There is no particular staff member who has been assigned the job of writing references. Approach any of your teachers who knows you reasonably well and with whom you get on well, and is well acquainted with your academic work; ask them if they are willing to write a reference for you in support of a specific application or an indeterminate number of applications. In the unlikely event of your not being in a position to ask a staff member who knows you well for a reference, the default person to ask is the Director of Studies of your degree programme.

Supply the referee with a recent copy of your CV that lists your accomplishments both in and outside the classroom, and provide the referee with the particulars of the job or further education programme that you are applying for. (The more the referees know about you, and about the job or study programme you are applying for, the more likely they are to be in a position to write a good letter of recommendation for you.)

Please remember always to give potential referees plenty of notice as they are busy people.

We will be happy to keep writing references for you even after you graduate. But as the years go by staff might not remember much about you. Send us an up-to-date CV; specify the degree programme you majored in and the year you graduated when requesting a reference.

## 2. MODULE ENROLMENT, SEMINAR SIGNUP AND DEGREE SCHEME RULES

### 2.1. ENROLMENT AND SEMINAR SIGNUP

There are two stages to enrolment:

#### 1. Online Enrolment: May 2011

You will have already chosen your Part II modules for the academic year 11/12, but if you wish to make any changes you must see Vicki Haslam in County South C49 as soon as possible. It's best to have your module choices finalised before Intro Week, so that you can sign up for all your seminars.

**Please note that the final deadline for changing any Part II modules is Friday of Week 2, i.e. Friday 21<sup>st</sup> October. Absolutely no changes can be made to your modules after this date.**

#### 2. Signing up for Seminar Groups: Monday 3<sup>rd</sup> October to Friday 7<sup>th</sup> October 2011

You need to sign up for seminars in the week before teaching begins, i.e. during Intro Week which this year is 3<sup>rd</sup> to 7<sup>th</sup> October. You will sign up for all your seminars electronically, via a web link that will be sent to your Lancaster e-mail address about a week before the start of Intro Week. This means that, even if you have not yet returned to Lancaster, you should still be able to sign up for your seminars in good time.

Don't forget to check when your lectures are first, to avoid any timetabling conflicts. The Part II timetable for all undergraduate courses is made available on the Student Registry's section of the university website during the summer vacation. Alternatively you can check the Linguistics & English Language website:

**<http://www.ling.lancs.ac.uk/study/undergrad/resources.htm>**

It is very important that you sign up for seminars for **all** of your LAEL courses for 11/12 before teaching begins on Monday 10<sup>th</sup> October 2011. The sooner you sign up, the better chance you will have of getting the times that you prefer – once a particular seminar slot is full, no additional students will be able to register for it. If you do need to sign up late for any reason, you can do this via Vicki Haslam. But bear in mind that, if you're late, you're less likely to be allocated the seminar time that you prefer! Please note that, **once teaching starts, changing your seminar slot will not normally be allowed.**

## 2.2. GENERAL GUIDANCE FOR MAJORS AND COMBINED MAJORS

### The ‘Ground Rules’

Most Lancaster Part II schemes of study require students to take eight units of assessment, and they are normally expected to enrol for four of these in their second year and the remaining four in their final year. (Where half units – or “15 credit” units in the University’s terminology – are involved, two half units are the equivalent of a whole unit (“30 credits”).)

This eight-unit arrangement applies to all students in the Department of Linguistics and English Language, except for those students on combined degree schemes involving a foreign language (who take two extra units of assessment, one of which is the compulsory year abroad).

Modules intended for second-year students start with the number 2 (e.g. LING202). Modules intended for **and restricted to** final-year students start with the number 3 (e.g. LING305).

In your second year, you are **only** allowed to take modules that start with the number 2. In your final year, **at least** three quarters of your modules (i.e. three out of four full modules, or the equivalent in half modules) must start with the number 3.

So, your enrolments will look something like this:

<u>Year 2:</u>	<u>Year 3:</u>
LING2xx	LING3xx
LING2xx	LING3xx
LING2xx	LING3xx
LING2xx	LING2xx <b>or</b> LING3xx

If you take some modules in LAEL and some modules in another department, these rules *apply across your full selection of modules*. So, for instance, if you are a major in LAEL and you take a second-year full module in another department as a minor subject in your third year, you cannot also take any LING2xx modules that year.

**Linguistics, Sociolinguistics, English Language and English Language and the Media** majors must take a *minimum* of six units within the Department of Linguistics and English Language, and may take a *maximum* of eight. (Those students who choose to take only six units within LAEL would normally take three in each year.) Each degree scheme has a defined set of ‘core’ courses, which are compulsory, and the remaining units are then selected according to the interests of the individual student. Details of the compulsory elements of each degree scheme are given in Sections 2.3.1. to 2.3.4.

**English Language and Linguistics and English Language and Sociolinguistics** combined majors must take all eight units within the Department of Linguistics and English Language, some of which are compulsory ‘core’ courses and some of which can be selected from the range of courses offered by the Department. Details are given in Sections 2.3.5. and 2.3.6.

**English Language and Literature** combined majors must take four units within the Department of Linguistics and English Language (LING courses) and four units within the Department of English and Creative Writing (ENGL courses). There are some compulsory 'core' courses, details of which are given in Section 2.3.7.

**English Language with Creative Writing** combined majors must take a total of eight units. Five or six units must be within the Department of Linguistics and English Language (LING courses) and the remaining two or three units must be taken within the Department of English and Creative Writing (CREW courses). There are some compulsory 'core' courses, details of which are given in Section 2.3.8.

Other **Combined Majors** with Linguistics, Sociolinguistics or English Language must normally take four units within the Department of Linguistics and English Language and four units in the other discipline. (The rules are slightly different for combined majors with Psychology or a foreign language.) Information about the compulsory LAEL courses is in Sections 2.3.9. to 2.3.11.; you will need to check with your other department about compulsory courses for your other subject.

Students registered on a **North American scheme** (Linguistics/North America, Sociolinguistics/North America, English Language/North America and English Language and the Media/North America,) all take a total of eight units. The second year is spent at a North American university and the courses you take there will need to be discussed and agreed with the departmental Study Abroad Co-ordinator, before you leave Lancaster. The courses taken in the USA will be equivalent to four Lancaster units. The final year is then spent in Lancaster taking four units, two of which are compulsory and two of which can be selected from the Department's courses or from other relevant departments, subject to the approval of the Director of Studies. Details of the compulsory courses are given in Sections 2.3.12. to 2.3.15.

**Students majoring in another department** may take one or two units in the Department of Linguistics and English Language as a minor. You may choose any combination of courses, subject to meeting the relevant prerequisites, except that you may NOT take LING301, LING233 or LING334.

## 2.3. DEGREE SCHEME RULES

### 2.3.1. LINGUISTICS

Courses that you <b>MUST</b> take in your <b>second year</b> :	
LING202	<i>The Structures of Language</i>

Courses that you <b>MUST</b> take in your <b>final year</b> :	
LING301	<i>Linguistic Methodology</i> (Please note that there will be preparatory sessions in your second year, called LING200 <i>Researching Language</i> . This course will be automatically added to your list of modules before teaching starts – you do <b>NOT</b> need to enrol online for it.)
LING305	<i>Topics in Linguistic Theory</i>

The remaining five units can be selected according to your interests, although you must follow the 'ground rules' given in Section 1.1. A maximum of two units can be taken in another department, as a minor.

### 2.3.2. SOCIOLINGUISTICS

Courses that you <b>MUST</b> take in your <b>second year</b> :	
LING204	<i>Discourse Analysis: Looking at Language in Use</i>

Courses that you <b>MUST</b> take in your <b>final year</b> :	
LING301	<i>Linguistic Methodology</i> (Please note that there will be preparatory sessions in your second year, called LING200 <i>Researching Language</i> . This course will be automatically added to your list of modules before teaching starts – you do <b>NOT</b> need to enrol online for it.)
LING307	<i>Language and Identities: Gender, Ethnicity and Class</i>

The remaining five units can be selected according to your interests, although you must follow the 'ground rules' given in Section 1.1. A maximum of two units can be taken in another department, as a minor.

### 2.3.3. ENGLISH LANGUAGE

Courses that you <b>MUST</b> take in your <b>second year</b> :	
LING203	<i>English Sounds and Structures</i>

Courses that you <b>MUST</b> take in your <b>final year</b> :	
LING301	<i>Linguistic Methodology</i> (Please note that there will be preparatory sessions in your second year, called LING200 <i>Researching Language</i> . This course will be automatically added to your list of modules before teaching starts – you do <b>NOT</b> need to enrol online for it.)
LING306	<i>Corpus-Based English Language Studies</i>

The remaining five units can be selected according to your interests, although you must follow the 'ground rules' given in Section 1.1. A maximum of two units can be taken in another department, as a minor.

### 2.3.4. ENGLISH LANGUAGE AND THE MEDIA

Courses that you <b>MUST</b> take in your <b>second year</b> :	
LING203	<i>English Sounds and Structures</i>
LING211	<i>The Language of Advertising</i> (half unit)
LING232	<i>Understanding Media</i>
LING233	<i>Researching Media</i> (half unit)

Courses that you <b>MUST</b> take in your <b>final year</b> :	
LING306	<i>Corpus-Based English Language Studies</i>
LING334	<i>English Language and the Media Dissertation</i>

The remaining three units can be selected according to your interests, although you must follow the 'ground rules' given in Section 1.1. A maximum of two units can be taken in another department, as a minor.

**It is strongly recommended that you take LING204 *Discourse Analysis: Looking at Language in Use* as one of your optional units.** Taking this in your second year is the most sensible option, although you can leave it until your final year if necessary.

### 2.3.5. ENGLISH LANGUAGE AND LINGUISTICS

Courses that you <b>MUST</b> take in your <b>second year</b> :	
LING202	<i>The Structures of Language</i>
LING203	<i>English Sounds and Structures</i>

Courses that you <b>MUST</b> take in your <b>final year</b> :	
LING301	<i>Linguistic Methodology</i> (Please note that there will be preparatory sessions in your second year, called LING200 <i>Researching Language</i> . This course will be automatically added to your list of modules before teaching starts – you do <b>NOT</b> need to enrol online for it.)
And <b>AT LEAST ONE</b> of the following courses:	
LING305	<i>Topics in Linguistic Theory</i>
LING306	<i>Corpus-Based English Language Studies</i>

The remaining four units can be selected according to your interests, although you must follow the 'ground rules' given in Section 1.1. All eight units **MUST** be taken within the Department of Linguistics and English Language (LINGxxx modules), i.e. you cannot take subjects in other departments as a minor.

### 2.3.6. ENGLISH LANGUAGE AND SOCIOLINGUISTICS

Courses that you <b>MUST</b> take in your <b>second year</b> :	
LING203	<i>English Sounds and Structures</i>
LING204	<i>Discourse Analysis: Looking at Language in Use</i>

Courses that you <b>MUST</b> take in your <b>final year</b> :	
LING301	<i>Linguistic Methodology</i> (Please note that there will be preparatory sessions in your second year, called LING200 <i>Researching Language</i> . This course will be automatically added to your list of modules before teaching starts – you do <b>NOT</b> need to enrol online for it.)
LING306	<i>Corpus-Based English Language Studies</i>
LING307	<i>Language and Identities: Gender, Ethnicity and Class</i>

The remaining three units can be selected according to your interests, although you must follow the 'ground rules' given in Section 1.1. All eight units **MUST** be taken within the Department of Linguistics and English Language (LINGxxx modules), i.e. you cannot take subjects in other departments as a minor.

### 2.3.7. ENGLISH LANGUAGE AND LITERATURE

Courses that you <b>MUST</b> take in your <b>second year</b> :	
LING210	<i>Stylistics</i>
ENGL201	<i>Theory and Practice of Criticism</i>
Plus any other <b>ONE</b> LING2xx (second-year) course (or two LING2xx half unit courses)	
Plus <b>ONE</b> of the following courses:	
ENGL202	<i>Renaissance to Restoration: English Literature 1603-1688</i>
ENGL203	<i>Victorian Literature</i>
ENGL204	<i>American Literature to 1900</i>
ENGL207	<i>British Romanticism</i>
ENGL307	<i>Literature and Film</i>

Courses that you <b>MUST</b> take in your <b>final year</b> :	
Any <b>TWO</b> LINGxxx courses (at least ONE must be a LING3xx, i.e. final-year-only module)	
Plus <b>TWO</b> of the following courses:	
ENGL302	<i>Women Writers of Britain and America</i>
ENGL303	<i>From Decadence to Modernism 1890-1945</i>
ENGL304	<i>American Literature from 1900</i>
ENGL306	<i>Shakespeare</i>
ENGL307	<i>Literature and Film (not running as a final year course after 11-12)</i>

### 2.3.8. ENGLISH LANGUAGE WITH CREATIVE WRITING

Courses that you <b>MUST</b> take in your <b>second year</b> :	
LING203	<i>English Sounds and Structures</i>
LING210	<i>Stylistics</i>
CREW203	<i>Intermediate Creative Writing Workshop</i>

Courses that you <b>MUST</b> take in your <b>final year</b> :	
LING301	<i>Linguistic Methodology</i> (Please note that there will be preparatory sessions in your second year, called LING200 <i>Researching Language</i> . This course will be automatically added to your list of modules before teaching starts – you do <b>NOT</b> need to enrol online for it.)
CREW303	<i>Creative Writing Workshop</i>

You then take a further two or three full units in English Language (LINGxxx modules) which can be selected accordingly to your interests, although you must follow the 'ground rules' given in Section 1.1.

If you opt to take only two of your optional courses in English Language, you can take up to one unit in Creative Writing out of the following half unit courses:

CREW204	<i>Short Fiction</i> (second year only)	<i>These two courses must be taken together, to make up a full unit</i>
CREW205	<i>Writing Poetry</i> (second year only)	
CREW304	<i>Longer Fiction</i> (final year only)	<i>These two courses must be taken together, to make up a full unit</i>
CREW306	<i>Writing and Reading Poetry</i> (final year only)	

## COMBINED DEGREE SCHEMES

### 2.3.9. COMBINED MAJOR SCHEMES WITH LINGUISTICS

Combined majors with Linguistics take eight units in total; four units in Linguistics and four units in the other subject (except for Psychology and foreign languages – see below).

Courses that you <b>MUST</b> take in your <b>second year</b> :	
LING202	<i>The Structures of Language</i>

Courses that you <b>MUST</b> take in your <b>final year</b> :	
LING305	<i>Topics in Linguistic Theory</i>

The remaining six units can be selected according to your interests and the requirements of your other department, although you must follow the ‘ground rules’ given in Section 1.1. Each year you must take a total of two LING units and two units in your other subject. The exceptions are:

- Psychology and Linguistics – students take five units in Psychology and three LING units.
- French/German/Italian/Spanish and Linguistics – students take five units in the foreign language (one unit is the year abroad) and four LING units.

### 2.3.10. COMBINED MAJOR SCHEMES WITH SOCIOLINGUISTICS

Combined majors with Sociolinguistics take eight units in total; four units in Sociolinguistics and four units in the other subject.

Courses that you <b>MUST</b> take in your <b>second year</b> :	
LING204	<i>Discourse Analysis: Looking at Language in Use</i>

Courses that you <b>MUST</b> take in your <b>final year</b> :	
LING307	<i>Language and Identities: Gender, Ethnicity and Class</i>

The remaining six units can be selected according to your interests and the requirements of your other department, although you must follow the ‘ground rules’ given in Section 1.1. Each year you must take a total of two LING units and two units in your other subject.

### 2.3.11. COMBINED MAJOR SCHEMES WITH ENGLISH LANGUAGE

Combined majors with English Language take eight units in total; four units in English Language and four units in the other subject (except for Psychology and foreign languages – see below).

Courses that you <b>MUST</b> take in your <b>second year</b> :	
LING203	<i>English Sounds and Structures</i>

Courses that you <b>MUST</b> take in your <b>final year</b> :	
LING306	<i>Corpus-based English Language Studies</i>

The remaining six units can be selected according to your interests and the requirements of your other department, although you must follow the ‘ground rules’ given in Section 1.1. Each year you must take a total of two LING units and two units in your other subject. The exceptions are:

- Psychology and English Language – students take five units in Psychology and three LING units.
- French/German/Italian/Spanish and English Language – students take five units in the foreign language (one unit is the year abroad) and four LING units.

## STUDY ABROAD SCHEMES

These degree schemes all involve spending the second year abroad, usually at a North American University.

### 2.3.12. LINGUISTICS (STUDY ABROAD)

Students taking this degree study eight units altogether. In the second year you will study at a North American University, taking the equivalent of four Lancaster units. **The courses you take in North America will need to be discussed with and approved by the departmental Study Abroad Advisor during your first year, i.e. before you leave Lancaster.**

Courses that you <b>MUST</b> take in your <b>final year</b> :	
LING301	<i>Linguistic Methodology</i>
LING305	<i>Topics in Linguistic Theory</i>

The remaining two units can be selected according to your interests from the Department's courses (see Section 2) or other relevant courses by agreement with the Study Abroad Advisor or the Part II Director of Studies. At least three of your four final-year courses must be LING3xx courses (see the 'Ground Rules' in Section 1.1).

### 2.3.13. SOCIOLINGUISTICS (STUDY ABROAD)

Students taking this degree study eight units altogether. In the second year you will study at a North American University, taking the equivalent of four Lancaster units. **The courses you take in North America will need to be discussed with and approved by the departmental Study Abroad Advisor during your first year, i.e. before you leave Lancaster.**

Courses that you <b>MUST</b> take in your <b>final year</b> :	
LING301	<i>Linguistic Methodology</i>
LING307	<i>Language and Identities: Gender, Ethnicity and Class</i>

The remaining two units can be selected according to your interests from the Department's courses (see Section 2) or other relevant courses by agreement with the Study Abroad Advisor or the Part II Director of Studies. At least three of your four final-year courses must be LING3xx courses (see the 'Ground Rules' in Section 1.1).

### 2.3.14. ENGLISH LANGUAGE (STUDY ABROAD)

Students taking this degree study eight units altogether. In the second year you will study at a North American University, taking the equivalent of four Lancaster units. **The courses you take in North America will need to be discussed with and approved by the departmental Study Abroad Advisor during your first year, i.e. before you leave Lancaster.**

Courses that you <b>MUST</b> take in your <b>final year</b> :	
LING301	<i>Linguistic Methodology</i>
LING306	<i>Corpus-based English Language Studies</i>

The remaining two units can be selected according to your interests from the Department's courses (see Section 2) or other relevant courses by agreement with the Study Abroad Advisor or the Part II Director of Studies. At least three of your four final-year courses must be LING3xx courses (see the 'Ground Rules' in Section 1.1).

### 2.3.15. ENGLISH LANGUAGE AND THE MEDIA (STUDY ABROAD)

Students taking this degree study eight units altogether. In the second year you will study at a North American University, taking the equivalent of four Lancaster units. **The courses you take in North America will need to be discussed with and approved by the departmental Study Abroad Advisor during your first year, i.e. before you leave Lancaster.**

Courses that you <b>MUST</b> take in your <b>final year</b> :	
LING306	<i>Corpus-based English Language Studies</i>
LING334	<i>English Language and the Media Dissertation</i>

The remaining two units can be selected according to your interests from the Department's courses (see Section 2) or other relevant courses by agreement with the Study Abroad Advisor or the Part II Director of Studies. At least three of your four final-year courses must be LING3xx courses (see the 'Ground Rules' in Section 1.1).

### 3. COURSE DESCRIPTIONS

In this section, we offer descriptions of all the courses that are available in the Department during the academic year 2011/12. If you are a major student, make sure that you satisfy the requirements for your degree scheme (see Section 2.3).

#### Second-Year Courses

LING202	The Structures of Language.....	57
LING203	English Sounds and Structures.....	59
LING204	Discourse Analysis: Looking at Language in Use.....	61
LING208	Language Acquisition and Language Origins.....	63
LING209	Language and Education.....	65
LING210	Stylistics.....	67
LING211	The Language of Advertising (half unit).....	69
LING214	Corporate Communication (half unit).....	71
LING232	Understanding Media.....	73
LING233	Researching Media (half unit).....	74
LING238	Independent Study (full unit).....	76
LING263	Independent Study (half unit).....	76

#### Final-Year Courses

LING301	Dissertation.....	77
LING305	Topics in Linguistic Theory.....	79
LING306	Corpus-Based English Language Studies.....	81
LING307	Language and Identities: Gender, Ethnicity and Class.....	84
LING313	Language Change in English and Beyond.....	86
LING334	English Language and the Media Dissertation.....	88

# LING202: THE STRUCTURES OF LANGUAGE

**Terms taught:** 1 and 2

## **Aims and objectives:**

Students should acquire or develop:

- an understanding of the central concepts of modern linguistic theory in general and their application to the description of the structures of the world's languages;
- an understanding of the extent to which the structure of language reflects the way it is used in acts of communication;
- an understanding of explanations for the patterns of sound, morphological marking and syntactic organisation found in the world's languages;
- the ability to analyse language data from languages other than English;
- the ability to argue for and against rival theories of language structure;
- independent critical thought and the ability to assimilate fast large amounts of unfamiliar materials and critically reflect on them;
- general analytical competence (e.g. pattern matching skills);
- effective research skills including the ability to use library and IT resources in the preparation of written work;
- communication skills: the ability to communicate ideas well to others and participate in group discussions as well as the ability to write clearly and argue effectively;
- general computer literacy;
- effective time management.

## **Course description:**

The course provides an introduction to the theoretical concepts required in the analysis of the structure of language, its sound systems, word-formation systems, sentence organisation, and how all these are put to use in the expression of meaning. You will learn to analyse the sound patterns of languages; their word-formation systems and their syntactic structures (i.e. the structure of phrases, clauses and sentences). You will also learn how linguists provide explanations for why languages are structured the way they are, given the functions they serve. It is expected that you will acquire a better understanding of the structure of English as a result of seeing how English differs from other languages. You will also have the opportunity of learning how to go about analysing different languages and what type of correspondences in form exist between them.

The course has a strong theoretical dimension. You will be introduced to various theoretical models. The emphasis is on functional syntax in Term 1 and generative approaches to phonology and morphology in Term 2.

## TOPICS WILL INCLUDE:

### Term 1

- Functional syntax and the languages of the world
- Grammatical relations: word order
- Grammatical relations: case marking
- Grammatical relations: agreement marking
- Grammatical relations: alignment; Basic reading
- Animacy & definiteness
- Changing grammatical relations: decreasing and increasing valency
- Beyond the simple clause: subordination and coordination

### Term 2

- The Goals of phonology
- Phonology: distinctiveness; rules, derivations and alternations
- Features and feature geometry
- Phonological processes
- The syllable
- Analysing word structure
- Productivity in word-formation
- Inflection and derivation, the lexicon and meaning
- Morphological primes: Morpheme based vs. word-based approaches to morphology
- The morphology-syntax interface

### Recommended reading:

- Aronoff, M. and K. Fudeman (2005) *What is Morphology*. Oxford: Blackwell
- Davenport, M. and S.J. Hannahs (1998) *Phonetics and Phonology*. London: Arnold
- Gussenhoven, C. & H. Jacobs (2005) *Understanding Phonology*. 2<sup>nd</sup> ed., London: Arnold
- Haspelmath, M. (2002) *Understanding Morphology*. London: Arnold
- Hayes, B. (2009) *Introductory Phonology*. Oxford: Wiley-Blackwell
- Katamba, F. & J. Stonham (2006) *Morphology*. London: Macmillan
- Ladefoged, P. (2001) *A Course in Phonetics*. New York: Harcourt Brace Jovanovich
- Odden, D. (2005) *Introducing Phonology*. Cambridge: CUP
- Payne, T. (2006) *Exploring Language Structure*. Cambridge: Cambridge University Press.
- Rocca. I. and W. Johnson (1999) *A Course in Phonology*. Oxford: Blackwell
- Tallerman, T. (1998). *Understanding Syntax*. London: Arnold.
- Whaley, L. (1998). *Introduction to Typology*. Sage.

- Restrictions:** None
- Compulsory for:** **Linguistics (single and combined)** majors must take this course in their second year
- Prerequisites:** At least one of the following at Part I: Linguistics, Sociolinguistics, English Language (LING152 is highly recommended as preparation for this course)
- Assessment:** Two assignments (10% Term 1, 10% Term 2), plus seminar group work (10% Term 1, 10% Term 2), plus exam (60%)

For further information contact Andrew Hardie and Francis Katamba.

## LING203: ENGLISH SOUNDS AND STRUCTURES

**Terms taught:** 1 and 2

### **Aims and objectives:**

At the end of the course students will:

- be able to analyse the structure of English sentences;
- have an understanding of the sense in which grammar is not a purely abstract phenomenon but is, instead, based to a large extent on the way in which we see the world (our cognitive system) and interact with other speakers;
- be aware of the main differences between the grammar of spoken vs. written English;
- be able to think systematically and objectively about phonological variation in varieties of English;
- be able to use technical phonetic and phonological terminology to describe accents of English;
- be able to transcribe accents of English using the IPA;
- be able to recognise and describe the acoustic properties of the speech signal;
- have improved their oral presentation skills;
- have improved their team working skills;
- have improved their general analytical skills;
- have a better understanding of the nature and importance of empirical evidence in argumentation.

### **Course description:**

The first half of the course will deal with present day variation in spoken English. We will investigate the nature of English accents in detail and consider variation both between and within accent varieties. An important characteristic of the course is that in addition to an auditory analysis of speech sounds, we will have workshops to investigate speech acoustics (i.e. how we can analyse and measure certain features of speech on computer). Later in the term we will examine how phonetics can be applied by looking at an area in which a detailed knowledge of spoken language is crucial: forensic speech science.

The second half of the course will cover important aspects of English grammar, stressing the sense in which grammar (in English and in general) is not an abstract system of arbitrary rules but is motivated by meaning and shaped by usage. We will apply this so-called functionalist perspective not only to present-day English but also to the way in which certain grammatical constructions have developed over time.

## TOPICS WILL INCLUDE:

### Term 1

- Introduction: the purpose of (studying) speech
- Consonants in present-day 'English'
- Visible consonants?
- English vowels in the ear
- Visible vowels?
- When the head disagrees with the mouth
- Sounds in a sequence: when sounds influence each-other
- Phonetics Applied I: Phonetics meets sociolinguistics
- Phonetics Applied II: Forensics

### Term 2

- The purpose of (studying) grammar
- Simple sentences
- Word classes, from lexical to minor
- Grammatical functions
- Sentence types: declaratives, interrogatives and beyond
- Types and structure of phrases
- Complex sentences: basic patterns
- The passive: form(s) and function(s)
- The grammar of spoken English

## Recommended reading:

Term 1: There is no single core text for Term 1.

Carr, P. (1999) *English Phonetics and Phonology*. Oxford: Blackwell

Foulkes, P. & Docherty, G. (1999) *Urban Voices*. London: Arnold

Wells, J. (1982) *Accents of English 2: The British Isles*. Cambridge: CUP

Term 2: (Börjars & Burridge is the book to buy; Givón is also prominent)

Börjars, Kersti and Kate Burridge (2010) *Introducing English grammar*. 2<sup>nd</sup> edn.  
London: Hodder

Givón, T. (1993) *English grammar: a function-based introduction*, Vols. I and II,  
Amsterdam: John Benjamins

**Restrictions:** None

**Compulsory for:** **English Language (single and combined)** and **English Language and the Media** majors must take this course in their second year

**Prerequisites:** At least one of the following at Part I: Linguistics, Sociolinguistics, English Language

**Assessment:** Two assignments (10% Term 1, 10% Term 2), plus seminar work (10% Term 1, 10% Term 2), plus exam (60%)

For further information contact Lynn Clark and Willem Hollmann.

# LING204: DISCOURSE ANALYSIS: LOOKING AT LANGUAGE IN USE

**Terms taught:** 1 and 2

## **Aims and objectives:**

At the end of the course, you will:

- be familiar with classical and contemporary approaches to analysing text and discourse;
- know about, and be able to apply, a range of methods to describe and interpret texts;
- have an understanding about the links between text, interaction and social context.

## **Course description:**

The course aims to introduce students to the critical analysis of spoken and written discourse in contemporary social contexts. It provides a range of resources and techniques for analysing texts, and enables students to apply them in looking at use of language as one aspect of social processes and change in postmodern society. Methods include functional grammatical analysis of clauses and sentences, analysis of text cohesion and generic structure, conversational and pragmatic analysis of dialogue, and intertextual and interdiscursive analysis. While Term 1 will focus on spoken data and conversation analysis, Term 2 will address written texts and introduce Critical Discourse Analysis, with cognitive aspects being included throughout the course. We anticipate that if you follow this course you will:

- develop your capacity for language analysis
- learn to apply academic knowledge and analysis to real world issues and problems
- develop a critical stance towards your social environment in its language aspects
- question and challenge social and intellectual authority and knowledge, including what is taught on the course.

## **TOPICS WILL INCLUDE:**

### **Term 1**

- Introduction
- Cross-cultural communication
- Speech events
- Encounters and frames
- Conversation analysis
- Talking in groups
- Politeness and impoliteness
- Cooperation and implicature
- Revision

## Term 2

- Genres and discourses
- Transitivity I: social actors
- Transitivity II: process types
- Modality
- Cohesion and coherence
- Intertextuality and interdiscursivity
- Institutional discourse I: health communication
- Institutional discourse II: schools and universities
- Revision

There will also be a study skills lecture each term.

### Recommended reading:

Thompson, G. (2004) *Introducing Functional Grammar*. 2<sup>nd</sup> ed. Arnold.

Fairclough, N. (2003) *Analysing Discourse: Textual Analysis for Social Research*.  
Routledge.

Johnstone, B. (2008) *Discourse Analysis*. 2<sup>nd</sup> ed. Blackwell.

Woods, N. (2006) *Describing Discourse*. Arnold.

Yule, G. (1996) *Pragmatics*. Cambridge University Press.

**Restrictions:** None

**Compulsory for:** **Sociolinguistics (single and combined)** majors must take this course in their second year

**Prerequisites:** At least one of the following at Part I: Linguistics, Sociolinguistics, English Language, CULT101

**Assessment:** Two assignments (20% Term 1, 20% Term 2) plus exam (60%)

For further information contact Johnny Unger.

# LING208: LANGUAGE ACQUISITION AND LANGUAGE ORIGINS

**Terms taught:** 1 and 2

## **Aims and objectives:**

The aim of the course is to provide students with a broad understanding of current thinking regarding the relationship between language and mind, an overview of the processes of first language acquisition, and knowledge of the current state of debates regarding the origin of language in human evolution.

## **Course description:**

This course examines explanations of how we acquire our first language and how language evolved in humans. We bring psycholinguistics and theoretical linguistics together to describe and explain the processes a child goes through in learning their first language. We also look at issues such as second language acquisition in adults, animal communication systems, and experiments in teaching apes to use a human language.

The course is an introduction to language acquisition studies, psycholinguistics and theories of mind and language – looking particularly at the wide spectrum of different explanations for language acquisition.

## **TOPICS WILL INCLUDE:**

### **Term 1**

- Introduction and Overview
- Evolution 1: Meet the Family
- Evolution 2: Evolving to Talk
- Chomsky 1: Chomsky's Innatist Explanation
- Chomsky 2: Universal Grammar in action
- Language and symbolic thought – Vygotsky and Piaget
- Tomasello 1: Symbols and grammar
- Tomasello 2: Acquiring constructions
- Co-evolution theories: Dawkins, Blackmore and Deacon
- Phonological and lexical development, 1-12 months

## Term 2

- The development of meaning and the capacity to learn
- The development of grammatical knowledge
- Language in context – socio-pragmatic development
- Research and analysis projects in language acquisition
- Kanzi and friends: animal communication, animal language
- A closer look at the critical period
- Second language acquisition

## Recommended reading:

Aitchison, J. (1996) *The Seeds of Speech* Cambridge University Press  
Elliot, A. (1981) *Child Language* Cambridge University Press  
Foster, S. (1990) *The Communicative Competence of Young Children* Longman  
Gibson, K. (1993) *Tools, Language and Cognition in Human Evolution* Cambridge University Press  
Ingram, D (1989) *First Language Acquisition* Cambridge University Press  
Jackendoff, R. (1993) *Patterns in the Mind* Harvester Wheatsheaf  
Deacon, T. (1998) *The Symbolic Species*, Penguin  
Pinker, S. (1995) *The Language Instinct*, Penguin

**Restrictions:** None

**Compulsory for:** None

**Prerequisites:** At least one of the following at Part I: Linguistics, Sociolinguistics, English Language, Psychology

**Assessment:** Essay (20%), research project (20%) and exam (60%)

For further information contact Andrew Hardie.

## LING209: LANGUAGE AND EDUCATION

**Terms taught:** 1 and 2

### **Aims and objectives:**

By the end of this course, students should be able to:

- recognise and understand the educational relevance of oral and written features of language;
- analyse the language-related challenges of teaching different subject areas, and to native and second language users, in schools, higher education, and in the wider community;
- analyse oral and written data in terms of the potential learning problems and possibilities they offer;
- gather, analyse and discuss data from educational and **non-educational** contexts;
- develop the ability to use and discuss relevant conceptual and analytical categories, both orally and in writing;
- **understand the importance of literacy in education, in terms of the learning of literacy and the role of literacy for learning;**
- **understand different concepts of literacy;**
- **be familiar with different approaches to the teaching of literacy and understand some of the challenges involved in teaching reading and writing;**
- **be able to critically examine current literacy policies in England and elsewhere.**

### **Course description:**

This course has a dual orientation, dealing with both the role of language in learning and the learning of language. **Term 1, is specifically devoted to discussing the importance of written language. In Term 2 the course focuses on the nature and role of language in education.** The course offers students an opportunity to study instances of language in educational settings in order to see the role of both spoken and written language in educational practice and in learning. Through practical exercises and their own mini-research projects, students will also have the opportunity to see for themselves how written language is used in education as well as in everyday life. They will also develop an understanding of the relationship between language and subject area in the way language is used and taught in educational settings. The problem of ensuring adequate exposure and space for learners to develop their own understandings of and engagement with language is emphasised in relation to key topics.

This is done through lectures, seminars and assignments.

## TOPICS WILL INCLUDE:

### Term 1

- What is literacy?
- **Literacy as social practice – more than skills**
- **Learning literacy and literacy for learning**
- **Teaching literacy: phonics**
- **Literacy policy in schools**
- **Literacy at home – what children are up to when they don't do their homework**
- **Digital literacies: reading and writing online**
- **Reading and writing in more than one language: multilingual literacies**
- **Academic literacies**
- **Beyond schools – literacies and lifelong learning**

You will also visit a primary or secondary school in Week 6 (instead of attending a lecture), for an observation task. This will form the focus of subsequent Term 1 seminars and be relevant for the Term 1 written assignment.

### Term 2

- **What is learning?**
- **Language and learning**
- **Language, learning and professional contexts**
- Interaction and learning
- **Studying classroom language**
- Metaphor across the curriculum
- Interaction across the curriculum
- Issues in analysing classroom data
- Language for academic purposes
- Researching language in education

### Recommended reading:

Barton, D. 2007. Literacy - an introduction to the ecology of written language. Oxford: Blackwell. Second edition.

Goodman, S. Maybin, J., Lillis, T. & Mercer, N. (2003) Language, Literacy and Education. London: Trentham Books

Papen, U. (2005) Literacy as social practice: more than skills. London: Routledge. Talk in School, edited by Mercer & Hodgkinson (Sage publishers).

**Restrictions:** None

**Compulsory for:** None

**Prerequisites:** At least one of the following at Part I: Linguistics, Sociolinguistics, English Language

**Assessment:** Two assignments (17.5% Term 1, length 1800 words, 22.5% Term 2, length 2250 words), one seminar presentation (5% Term 1), plus exam (55%).

For further information contact Martin Bygate and Uta Papen.

# LING210: STYLISTICS

**Terms taught:** 1 and 2

## **Aims and objectives:**

This course is concerned with the linguistic analysis of literary texts. Its aims are:

- To introduce the most central concepts and analytical frameworks in Stylistics;
- To show how stylistic analysis can be used to explain the relationship between linguistic choices on the one hand and meanings/effects in readers' minds on the other;
- To enable students to carry out detailed and systematic stylistic analyses of a variety of literary texts.

## **Course description:**

Following the prevailing tradition in stylistics, the course concentrates on the linguistic study of literary texts, including all three main genres (poetry, prose fiction and drama). Parallels are consistently drawn, however, between literary texts and a range of non-literary written genres which share similarities in terms of linguistic features (e.g. speech presentation in novels and the press) and/or intended effects (e.g. memorability in verse and advertising slogans). The course is divided into three roughly equal blocks according to the kind of text analysed. The first block is concerned with verse, and includes topics such as foregrounding effects, the projection of poetic voices and the use of figurative language. The second block is concerned with narrative, and includes topics such as the projection of point of view and the analysis of plot structure. The third block is concerned with fictional dialogue in novels, plays and films, and includes topics such as characterisation and the application of conversation analysis to fictional conversations.

## **TOPICS WILL INCLUDE:**

### **Term 1**

- What stylistics is all about, and is there a literary variety of language?
- Deviation, parallelism and foregrounding 1
- Deviation, parallelism and foregrounding 2
- Figurative language
- The cognitive theory of metaphor
- Plot and fictional worlds 1
- Plot and fictional worlds 2
- Discourse architecture and point of view

## Term 2

- Point of view and mind style
- Speech presentation
- Thought presentation
- Characterisation in fictional dialogue
- Conversation analysis and fictional dialogue
- Speech acts and fictional dialogue
- Inferencing and fictional dialogue
- (Im)politeness and fictional dialogue

## Recommended reading:

Culpeper, J., Short, M. and Verdonk, P. (1998) *Exploring the Language of Drama: from Text to Context*, Routledge

Jeffries, L. and McIntyre, D. (2010) *Stylistics*. Cambridge: Cambridge University Press.

Leech, G. N. and Short, M. (2007) *Style in Fiction*, 2<sup>nd</sup> edition, Longman

Short, M. H. (ed.) (1996) *Exploring the Language of Poems, Plays and Prose*, Longman

Simpson, P. (2004) *Stylistics: A Resource Book for Students*, Routledge

Verdonk, P. and Weber, J-J. (1995) *Twentieth Century Fiction: From Text to Context*, Routledge

**Restrictions:** None

**Compulsory for:** **English Language and Literature** combined majors and **English Language with Creative Writing** majors must take this course in either their second year (strongly recommended) or final year

**Prerequisites:** At least one of the following at Part I: Linguistics, Sociolinguistics, English Language

**Assessment:** Two assignments (15% Term 1, 15% Term 2), plus seminar presentations (5% Term 1, 5% Term 2), plus exam (60%)

For further information contact Elena Semino.

# LING211: THE LANGUAGE OF ADVERTISING (*Half unit course*)

**Terms taught:** Term 1 only

## **Aims and objectives:**

By the end of the course, students should:

1. know the main terms and concepts from linguistics, rhetoric, and semiotics which are relevant for the analysis of advertisements;
2. be able to identify the above phenomena in advertisements;
3. be able to search for words, phrases, and other structures, both in linguistic corpora and in the World Wide Web;
4. be able to conceptualise their intuitions about advertisement texts;
5. be able to carry out a full critical analysis of an advertisement by applying and integrating the above skills.

## **Course description:**

We all know when an ad has caught our attention, and whether it works for us or not, but what precisely is responsible for these effects? In this course, we will learn how to take ads apart using tools taken from linguistics, rhetoric, and semiotics. We will explore how ad writers make use of the different levels of language: for instance, how they exploit sounds and spellings; how they toy with word meanings and word associations; how they manipulate, and sometimes break, the rules of standard grammar. We will also explore how ads interact with other texts and consider the relationship between words and pictures. As well as analysing ads themselves, we will also learn how to test out our intuitions about them, by investigating how the words and structures used in the ads are employed in other kinds of texts. In order to do this, we will learn to search large computer databanks of texts, including the World Wide Web.

## **TOPICS WILL INCLUDE:**

- Introduction: Advertising Language
- Vocabulary: 'Words in Ads'
- Sounds, Letters, Scripts
- Sentence Structure and Meaning
- Words and Pictures
- Interaction in Ads
- Intertextuality and Interdiscursivity
- Voices and Varieties
- Review: What have we learnt?

## Recommended reading:

Main textbook:

Myers, G. (1994) *Words in ads*. Arnold

Also recommended:

Cook, G. (2001) *The discourse of advertising*. 2<sup>nd</sup> ed. Routledge

Gieszinger, S. (2001) *The history of advertising language: the advertisements in The Times from 1788-1996*. Peter Lang.

Goddard, A. (1998) *The language of advertising: written texts*. Routledge.

Hermeren, L. (1999) *English for sale: a study of the language of advertising*. Lund U.P.

Leech, G. (1966) *English in advertising: a linguistic study of advertising in Great Britain*. Longman.

A more detailed reading list will be made available at the start of the course.

- Restrictions:** None (but this is a half-unit course so must be taken in conjunction with another half-unit course; LING214 *Corporate Communication* is a good option).
- Compulsory for:** **English Language in the Media** majors must take this course in their second year
- Prerequisites:** At least one of the following at Part I: Linguistics, Sociolinguistics, English Language, Marketing, CULT101, Sociology, French, German, Italian, Spanish
- Assessment:** Poster presentation (25%) project essay (45%), exam on key concepts from the lectures/readings (30%)

For further information contact Andrew Wilson.

## **LING214: CORPORATE COMMUNICATION (*Half unit course*)**

**Terms taught:** Term 2 only

### **Aims and objectives:**

This module will enable you to:

- gain knowledge and understanding of the communication aspects involved in dealing with an organisation's internal and external stakeholders;
- be familiar with the main areas of research in corporate communication;
- relate the study of organisations and management to other subjects in the social sciences;
- adapt and transfer critical methods of language study to corporate and not-for-profit working environments.

### **Course description:**

This course introduces you to the study of language use in companies and non-profit organisations, focusing on key areas such as intercultural, gendered and leadership communication. This will be complemented by input on methods and genre, with a view to enabling you to apply the knowledge in your own assessed work.

On successful completion of this module, you will:

- be aware of how different social and cultural contexts affect the nature of language and meaning;
- be able to apply knowledge of corporate communication, including genres and audiences, to the analysis and critical examination of natural data;
- be able to apply your knowledge of corporate communication to produce your own spoken and written texts in that area;
- be able to evaluate the merits of linguistic and management theories for the study of corporate communication.

### **OUTLINE OF THE COURSE:**

1. Introduction: What is corporate communication?
2. Genres and audiences
3. Methods and approaches in analysing corporate communication
4. Study skills: Presentations
5. Marketing and brand communication
6. Diversity management I: Intercultural corporate communication
7. Diversity management II: Gender and language in the workplace
8. Leadership communication: Conflict, crisis and change
9. Information technology
10. Revision

### **Recommended reading:**

- Bargiela-Chiappini, F. (ed.) (2009): *The Handbook of Business Discourse*. Edinburgh: Edinburgh University Press.
- Bargiela-Chiappini, F., C. Nickerson and B. Planken (2006): *Business Discourse*. Basingstoke: Palgrave.
- Handford, M. (2010): *The Language of Business Meetings*. Cambridge: Cambridge University Press.
- Gunnarsson, B.-L. (2009): *Professional Discourse*. London: Continuum. (especially chapters 9-12).
- Holmes, J. (2006): *Gendered Talk at Work*. Oxford: Blackwell.
- Koester, A. (2010): *Workplace Discourse*. London: Continuum.
- Mullany, L. (2007): *Gendered Discourse in the Professional Workplace*. Basingstoke: Palgrave.

- Restrictions:** None (but this is a half-unit course so must be taken in conjunction with another half-unit course; LING211 *The Language of Advertising* is a good option).
- Compulsory for:** None
- Prerequisites:** At least one of the following at Part I: Linguistics, Sociolinguistics, English Language, Marketing, CULT101, OWT100/101, Sociology, French, German, Italian, Spanish
- Assessment:** Essay (30%), group presentation (20%), reflection on presentation (20%), short exam on key concepts from the lectures/readings (20%)

For further information contact Veronika Koller.

## LING232: Understanding Media

**Terms taught:** 1 and 2

### **Aims and objectives:**

- to explore how language interacts with media, across a diversity of communications technologies, now and in the past;
- to introduce and apply a range of approaches to the analysis of practices and discourses, investigating how patterns in the language of media discourse contribute to recognisable media genres and styles;
- to relate analyses of media texts to real world issues.

### **Course description:**

The course provides approaches to analysing media discourses and practices, through introductory readings and detailed case studies. We will critically examine a variety of methods to investigate 'old' and 'new' media, engaging with a diversity of modes and technologies. There will be an emphasis on language and the internet including social networking sites, Wikipedia, virtual worlds, microblogging and Flickr. Activities in lectures, seminars, and assessments will centre on analysing media texts and practices around them. Seminar tasks (for individuals and for groups) are prepared before the seminars and posted online.

### **Essential reading:**

Durant, A. & Lambrou, M. (2009) *Language and media: A resource book for students*. Routledge.

**Restrictions:** None

**Compulsory for:** **English Language in the Media** majors must take this course in their second year

**Prerequisites:** Part I English Language

**Assessment:** Portfolio based on seminar tasks Term 1 (10%) plus portfolio based on seminar tasks Term 2 (5%) plus mark for submitting weekly portfolio tasks by the deadlines (5%) plus essay (25%) plus exam (55%).

For further information contact Julia Gillen.

## **LING233: RESEARCHING MEDIA (*Half unit course*)**

**Terms taught:** Term 2 only

### **Aims and objectives:**

- To explore different approaches to researching media texts and audiences;
- To compare the uses of different approaches as applied to one research theme;
- To practice one approach in a pilot project;
- To develop a detailed proposal for the LING334 dissertation.

### **Course description:**

In this course, we try out various social science approaches to the study of media that have proved useful in past dissertation projects on language and the media. The format of this course is a workshop; there will be a brief presentation at the beginning of each session, but most of the time will be given to analysis and discussion of a group exercise.

The course is assessed by means of a written proposal for your LING334 dissertation, with an abstract, a preliminary literature review, a description of the data, and a timetable. There also intermediate stages which are not assessed separately, but they are firm deadlines and five points will be deducted from the overall mark for any deadline that is not met:

- Week 14: statement of the topic and a discussion of relevant publications
- Week 17: short report of a pilot project
- Weeks 19 and 20: five-minute oral presentation of the pilot project.

### **TOPICS WILL INCLUDE:**

- What counts as research?
- A checklist for carrying out a research project
- Case studies
- Interviews and focus groups
- Analysing language and visuals
- Analysing texts and practises
- Argument and structure

**Recommended reading:**

Litosseliti, L. (ed.) (2010) *Research Methods in Linguistics*. Continuum.

**Restrictions:** *Only* available to English Language in the Media majors  
**Compulsory for:** **English Language in the Media** majors must take this course in their second year  
**Prerequisites:** Part I English Language  
**Assessment:** LING334 dissertation proposal (100%).

For further information contact David Barton.

## **LING238 (*Full unit course*) and LING263 (*Half unit course*):**

### **INDEPENDENT STUDY**

The purpose of these courses is to allow students to pursue interests which are not represented in, or central to, established courses, subject to the availability of qualified staff. Students will engage in a programme of supervised reading and produce an extended piece of coursework (the length will depend on which course is being taken).

Anyone interested in taking either of these courses should discuss the matter with a member of staff before enrolling. See either Vicki Haslam (the Undergraduate Co-ordinator) or Willem Hollmann (the Independent Study Unit convenor).

A course of independent study can be pursued as a full (LING238) or half (LING263) unit.

**Please note that in order to enrol for an independent study unit you must normally have:**

**(i) decided on a topic, and**

**(ii) obtained the agreement of a member of staff to supervise you.**

**If in doubt, seek the advice of the Independent Study Unit convenor.**

**Restrictions:** None

**Compulsory for:** None

**Prerequisites:** At least one of the following at Part I: Linguistics, Sociolinguistics, English Language

**Assessment:** Dissertation (100%)

For further information contact Willem Hollmann.

## **LING301: LINGUISTIC METHODOLOGY**

### **(Including LING200 RESEARCHING LANGUAGE)**

**Terms taught:** Terms 1 and 2 of your second year (mainly Term 2, known as LING200) and Terms 1 and 2 of your final year (LING301). You will also receive individual supervision for your dissertation and this will mainly take place in your third year.

#### **Aims and objectives:**

By the end of the course, you should have a good knowledge of a variety of research methodologies used in different areas of linguistics, sociolinguistics and English language studies. Whilst you are developing your dissertation, you should:

- develop an awareness of what the academic research process is like, and what is necessary to take a research topic from the ideas stage to completion;
- understand how to find relevant information, and how to synthesise it into your own coherent argument;
- develop your understanding of the nature of empirical evidence;
- enhance your ability to think independently and critically, and increase your general analytical competence.

#### **Course description:**

This course is designed to introduce students to research methodology for studying language. As the course proceeds, you will become aware that there are many ways to approach the study of language, each with its own advantages and disadvantages. The end goal of the course is to enable you to undertake a linguistic research project of your own. The research project, which is carried out mostly in your third year, takes the form of a dissertation on a topic of your choice. For your dissertation, you will construct your own research questions and answer them by analysing relevant data you have collected using a suitable methodology. The course is a good opportunity for you to investigate a topic that interests you, and examine the central issues in more depth than you have previously been able to do.

#### **Please note:**

**LING200 *Researching Language* is the way we describe the preparatory work that you do in your second year. LING200 is not assessed (i.e. there is no coursework or exam) and does not count towards your four second-year units.**

**You do not need to sign up for LING200 – it will be automatically added to your list of modules later on.**

### **Recommended reading:**

Sebba, Mark (2000) *Focussing on Language: a student's guide to research planning, data collection, analysis and writing up*. Lancaster: Definite Article Publications. (Available from Waterstones on campus.)

**Restrictions:** Major students only (except English Language in the Media majors, who cannot take this module but must take LING334 instead).

**Compulsory for:** **Most major students** must take LING200 in their second year and LING301 in their final year (check Section 1.3 to see if this applies to you)

**Prerequisites:** At least one of the following at Part I: Linguistics, Sociolinguistics, English Language

**Assessment:** Dissertation (100%)

For further information contact Gila Schauer.

## LING305: TOPICS IN LINGUISTIC THEORY

**Terms taught:** 1 and 2

### **Aims and objectives:**

You should acquire or develop, beyond the level achieved in the second year on LING202 *The Structures of Language*:

- an understanding of the central concepts of modern linguistic theory in general and in particular a sound understanding of some current approaches to phonological and grammatical theories;
- independent critical thought;
- the ability to assimilate fast large amounts of unfamiliar materials and critically reflect on them, and general analytical competence;
- an understanding of the nature of empirical evidence;
- communication skills: ability to communicate ideas well to others, make oral presentations using prepared materials, participate in group discussions, write clearly and argue effectively;
- effective research skills, including the ability to use library and IT resources in the preparation of written work, and general computer literacy.

### **Course description:**

The course seeks to provide a closer look at selected aspects of language structure and how they are analysed within various theoretical frameworks. It aims to develop a critical awareness of theoretical constructs and the extent to which they influence not only analyses but also the choice of data to be analysed. Students will also be taught to evaluate the appropriateness of specific analyses for individual languages or facets of language.

By the end of the course, you should have a good knowledge of a variety of theoretical models and analytical approaches to phonology, morphology and syntax, in particular:

- metrical and autosegmental phonology;
- optimality theory;
- approaches to morphology in generative grammar;
- the basic principles, notions and structures of Cognitive Linguistics, particularly of Cognitive Grammar.

In addition, you should develop:

- the competence to analyse phonological and morphological data from a range of genetically and structurally diverse languages;
- the competence to analyse linguistic (corpus) data in terms of these theoretical constructs;
- an appreciation of the sense in which Cognitive Linguistics is grounded in cognitive psychology, and how this is different from formalist frameworks such as Generative Grammar and its derivatives;
- effective time management.

## TOPICS WILL INCLUDE:

### Term 1

- What is — and what isn't — Cognitive Linguistics?
- From cognitive psychology to linguistics 1: Categorisation
- More than words: Lexical categories in Cognitive Linguistics
- From cognitive psychology to linguistics 2: Frames and attention
- From cognitive psychology to linguistics 3: Other construal operations
- Putting two and two together: How concepts are combined
- A new twist on an old story: Idioms
- One thing leads to another: From idioms to construction grammar
- From cognitive psychology to linguistics 4: Frequency, resemblance and the usage-based model

### Term 2

- Nonlinear phonological representations: autosegmental phonology
- Nonlinear phonological representations : metrical phonology
- The morphology-phonology interface
- Prosodic morphology
- Introducing Optimality Theory
- Optimality Theory and morphology
- The interaction between morphology-syntax: Inflection
- Morphology-syntax demarcation: is derivation the syntax of words?
- The nature and status of the word: is morphology necessary?
- Review

### Recommended reading:

Booij, G. (2007) *The Grammar of Words*. Oxford: OUP  
Croft, William and D. Alan Cruse. 2004 *Cognitive linguistics*. Cambridge CUP.  
Gussenhoven C. and H. Jacobs 1998 *Understanding Phonology*. London Arnold.  
Haspelmath, M. 2002 *Understanding Morphology*. London Arnold.  
Katamba, F. and J. Stonham 2006 *Morphology* (2<sup>nd</sup> ed.). London Macmillan.  
Kenstowicz, M. 1994 *Phonology in Generative Grammar*. Oxford Blackwell.  
McCarthy, J. (2004) *Optimality Theory in Phonology: A Reader*. Oxford: Blackwell  
Rocca, I. and Johnson, W 1999 *A Course in Phonology*. Oxford Blackwell.  
Spencer, A. 1991 *Morphological Theory*. Oxford Blackwell.  
Taylor, John R. 2002 *Cognitive grammar*. Oxford OUP.

**Restrictions:** Final-year students only  
**Compulsory for:** **Linguistics (single and combined)** majors must take this course in their final year  
**English Language and Linguistics** combined majors must take **EITHER** this course **OR** LING306 in their final year  
**Prerequisites:** LING202  
**Assessment:** Two assignments (10% Term 1, 10% Term 2), plus seminar group work (10% Term 1, 10% Term 2), plus exam (60%)

For further information contact Francis Katamba and Willem Hollmann.

## LING306: CORPUS-BASED ENGLISH LANGUAGE STUDIES

**Terms taught:** 1 and 2

### **Aims and objectives:**

In this module, you will gain an in-depth understanding of corpus linguistics, as applied to a range of contemporary issues in English Language Studies; this is outlined in detail below. In addition, you will learn to:

- use current state-of-the-art tools for corpus annotation and corpus based analysis;
- use corpus data to track changes in English temporally, geographically and socially;
- apply, and understand the limitations of, a range of models of textual variation;
- understand the social contexts of textual variation;
- design, implement and report on large-scale research tasks;
- develop analyses incorporating large sets of diverse, abstract data.

### **Course description:**

This course focuses on the contemporary field of English Language Studies. In particular, we will be looking at how the methodology of *Corpus Linguistics* (a research specialism at Lancaster University for many years) has been used to shed light on a number of topics that you may already be familiar with, including text-type, genre, and register variation; attitudes towards language use; and World Englishes. The module will explore how corpus-based research is done, and survey the broad range of areas in EL Studies that corpus linguistics can be applied to. You will also get hands-on experience of investigating the English language with corpora.

The content of the course will vary over the year. At the start of the module, there will be lectures that introduce aspects of corpus linguistics. Later, we will move on to look at the idea of a "text-type", looking at how research has been done in this field, and what has been learned about the ways that English is used in different genres and for different purposes as a result. The third part of the course addresses issues of how social change over the last few decades may be related to change (or lack of change!) in the linguistic features of English: for example, how has the increasing informality of Western society affected English grammar? What social attitudes have been involved in attempts to regulate English and force our usage to change (or to *not* change)? Finally, the fourth part of the course will look at how English has changed as it has become a world language – the establishment of new national varieties, and the effect of globalisation and the rise of English as a Second Language in many countries.

While the issues we look at are very varied, we will use the methods of corpus linguistics as a way in to all these topics: every lecture will be followed by a hands-on seminar where you will investigate the issues yourself, using state-of-the-art research tools and a plethora of different sets of textual data.

In summary, the course will look at:

- The basic theory and practice of the corpus linguistics method for research
- Lexical, semantic and grammatical variation across text-types, and social / functional explanations for this variation
- The effect of English's status as a world language on its speakers and the way in which it is spoken
- The major processes of current linguistic change in English (genre shift over time, colloquialisation, Americanisation, etc).

## **TOPICS WILL INCLUDE:**

### **Term 1**

#### **BLOCK ONE – CORPUS LINGUISTICS METHODOLOGY**

- Intro to corpus analysis techniques
- An overview of English corpora: issues in corpus construction
- Corpus annotation – what is it good for?
- The linguistics of the lexicon – collocation and semantic prosody

#### **BLOCK TWO – TEXT-TYPES AND VARIATION IN ENGLISH**

- Text-type variation: the Biber approach
- Text-types in focus (1): the language of comics
- Text-types in focus (2): the language of fictional style
- Beyond parts-of-speech: parsing and the grammar of speech and writing
- Corpus methods in the study of regional variation

### **Term 2**

#### **BLOCK THREE – CHANGE AND STASIS IN CONTEMPORARY ENGLISH**

- Informalisation: the changing shape of English speech
- Recent change in written English
- Language regulation
- Swearing and “bad language”
- Studying new discourses: the role of corpus evidence

#### **BLOCK FOUR – WORLD ENGLISHES**

- Globalisation and American/Australian English
- Globalisation and L2 Englishes
- English language teaching and the use of corpus methods

### Recommended reading:

- Aijmer, K. and Altenburg, B (1991) English Corpus Linguistics. London: Longman.
- Baker, P. (2006) Using Corpora in Discourse Analysis. London: Continuum.
- Biber, D. (1988). Variation across speech and writing. Cambridge: Cambridge University Press.
- Biber, D. Conrad, S. & Reppen, R. (1998) Corpus Linguistics: Investigating Language Structure and Use. Cambridge University Press.
- Biber, D, Johansson, S. Leech, G. Conrad, S & Finegan, E. (1999). Longman Grammar of Spoken and Written English. London: Longman.
- Hoffmann, S, et al. (2008) Corpus Linguistics with BNCweb. Peter Lang.
- Hunston, S (2002) Corpora in applied linguistics. Cambridge: Cambridge University Press.
- Kachru, B., Kachru, Y. & Nelson, C. (eds.) (2006). The Handbook of World Englishes. Oxford: Blackwell.
- Kennedy, G. (1998) An Introduction to Corpus Linguistics. London: Longman.
- McEnery, T. & Wilson, A. (1996) Corpus Linguistics. Edinburgh University Press.
- McEnery, T & Hardie, A. (2011) Corpus Linguistics: Method, Theory and Practice. Cambridge: Cambridge University Press.
- Meyer, C. (2002) English Corpus Linguistics. Cambridge University Press.
- Quirk, R., Greenbaum, S., Leech, G. and Svartvik, J. (1985). A Comprehensive Grammar of the English Language. London: Longman.
- Sampson, G and McCarthy, D (eds.) (2004) Corpus linguistics: readings in a widening discipline. London and New York: Continuum International.
- Tottie, G. (2002). An Introduction to American English. Malden, Mass.: Blackwell.

- Restrictions:** Final-year students only
- Compulsory for:** **English Language (single and combined), English Language and Sociolinguistics** and **English Language in the Media** majors must take this course in their final year (except English Language & Literature and English Language with Creative Writing majors, for whom this course is optional)  
**English Language and Linguistics** combined majors must take **EITHER** this course **OR** LING305 in their final year
- Prerequisites:** At least one of the following at Part I: Linguistics, Sociolinguistics, English Language
- Assessment:** Two assignments (20% Term 1, 20% Term 2) plus exam (60%)

For further information contact Andrew Hardie.

# LING307: LANGUAGE AND IDENTITIES: GENDER, ETHNICITY AND CLASS

**Terms taught:** 1 and 2

## **Aims and objectives:**

Upon completing the course, you should have an understanding of current theory in the area of language in social life, in particular in respect of gender, ethnicity and class, and be able to apply this to a variety of real-life situations which you may encounter outside the university.

## **Course description:**

This course is about language as a social phenomenon, and how important aspects of a speaker's social identity (in particular, gender, ethnic background, social class) relate to their linguistic behaviour. The course will focus on the three main areas of language in society: gender, ethnicity and class, and will discuss important research in each of these. Both theoretical and applied aspects of topics will be covered. The theme of 'identity' will run throughout the course.

This course aims to broaden and deepen your capacity for language analysis applied to real social issues and problems and to encourage you to evaluate research critically and undertake your own data collection and analysis.

## **TOPICS WILL INCLUDE:**

- The Politics of Linguistic Identities
- Language Ideologies and Language Myths
- Language, Evaluation and Identity
- Studying Variation in Language
- Language and Social Networks
- Understanding regional dialect variation
- New dialect formation
- Bilingual Identities:
  1. The Ecology of Languages
  2. Diglossia, Networks and Language Shift
  3. Code-switching and the Management of Identities
- Language and Ethnicity: Urban Contact Vernaculars and 'Crossing'
- Theorising Language and Gender
- Gender Representation in the Media
- Language and Masculinities
- Language and Sexual Identities

**Recommended reading:**

Mesthrie, R., Swann, J., Deumert, A and Leap, W. (2000) *Introducing Sociolinguistics*. Edinburgh University Press.

Coupland, Nikolas and Adam Jaworski (1997) *Sociolinguistics: A Reader and Coursebook*. London: MacMillan Press.

Litosseliti, Lia (2006) *Gender and Language: Theory and Practice*. London: Arnold.

**Restrictions:** Final-year students only

**Compulsory for:** **Sociolinguistics** and **English Language and Sociolinguistics** combined majors must take this course in their final year

**Prerequisites:** At least one of the following at Part I: Linguistics, Sociolinguistics, English Language

**Assessment:** Two assignments (20% Term 1, 20% Term 2) plus exam (60%)

For further information contact Mark Sebba.

# LING313: LANGUAGE CHANGE IN ENGLISH AND BEYOND

**Terms taught:** 1 and 2

## **Aims and objectives:**

Students will:

- become familiar with some of the key concepts (both more and less well-established) in the study of language change;
- acquire knowledge of some of the major events in the history of English;
- acquire an understanding of the importance of the past for understanding the present, and as a result, a deeper insight into the shape and structure of English today;
- learn to appreciate of the sense in which one's understanding of a given language may be informed by a comparative linguistic perspective;
- become aware of broader issues related to language change; (psychological, social and political dimensions)
- learn to plan and conduct a small research project on an instance of linguistic change, including collection and systematic analysis of data.

## **Course description:**

This module will introduce you to the study of language change. It aims to show how language change can be investigated and explained. The focus is on the history of English (including ongoing change), although — when relevant — examples from other languages will also be used. As such, it follows on from what you may have done on the history of the language in your English Language A-Level as well as some of the topics briefly discussed in LING 130 and 203, but it goes beyond all that in shedding light on developments in English from the point of view of what we know about language change in general.

## **TOPICS WILL INCLUDE:**

### **Term 1**

- What is language change?
- Lexical and semantic change
- The regularity of sound change
- Pioneers in sociohistorical linguistics - Labov, Trudgill, Milroy & Milroy
- The irregularity of morphological change
- Linguistic reconstruction: traditional ideas and new trends
- Evolutionary models of language change
- Grammaticalisation
- The rise of English modal verbs: a case study in grammaticalisation
- Innovation in grammaticalisation: where do new variants come from?

### **Term 2**

- The metaphorical basis of grammar
- Word order and word order change

- Grammatical relations
- Changes in grammatical relations
- Changes in the passive
- The lessons of dialect geography for change and variation
- Adding to the time depth: sociohistorical linguistics
- External motivations for change: language contact
- New-dialect formation
- Language 'death'

### Recommended reading:

There is no set textbook for this module but certainly for the first part of the course the best buy would be Jeremy Smith's (1996) *An Historical Study of English* (London: Routledge).

Aitchison, Jean. 1991. *Language Change: Progress or Decay?* 2<sup>nd</sup> edn. Cambridge: CUP.

Campbell, Lyle. 2004. *Historical Linguistics. An Introduction*. Edinburgh: EUP.

Croft, William. 2000. *Explaining Language Change. An Evolutionary Approach*. Harlow: Longman.

Denison, David. 1993. *English Historical Syntax*. Harlow: Longman.

Harris, Alice C. & Lyle Campbell. 1995. *Historical Syntax in Cross-linguistic Perspective*. Cambridge: CUP.

Hopper, Paul J. & Elizabeth Closs Traugott. 1993. *Grammaticalization*. Cambridge: CUP.

Keller, Rudi. 1989. Invisible-hand theory and language evolution. *Lingua* 77:113-127.

Labov, William. 1994. *Principles of Linguistic Change*. 2 vols. Oxford: Blackwell.

McMahon, A. 1994. *Understanding language change*. Cambridge: CUP.

Nevalainen, T. and Raumolin-Brunberg, H. 2003. *Historical Sociolinguistics*. Cambridge: CUP.

Smith, Jeremy. 1996. *An Historical Study of English*. London: Routledge.

Trask, R.L. 2000. *The Dictionary of Historical and Comparative Linguistics*. Edinburgh: EUP.

Traugott, Elizabeth Closs & Richard B. Dasher. 2002. *Regularity in Semantic Change*. Cambridge: CUP.

**Restrictions:** Final-year students only

**Compulsory for:** None

**Prerequisites:** At least one of the following: LING202, LING203

**Assessment:** Two assignments (10% Term 1, 30% Term 2) plus exam (60%)

For further information contact Willem Hollmann.

## LING334: ENGLISH LANGUAGE IN THE MEDIA DISSERTATION

**Terms taught:** 1 and 2

### **Aims and objectives:**

- to learn in more depth about one specific area of media texts;
- to apply and develop research skills introduced in LING233 and other courses;
- to develop skills in planning and time-scheduling for a large independent project;
- to develop skills in writing, revision, argument, organization, and presentation.

### **Course description:**

This is an independent research project planned and conducted by you, supervised by a member of the teaching staff, and leading typically to a written report of 10,000 words. General areas of projects that we can supervise are announced in Term 2 of the second year, and detailed proposals are developed in LING233. Past topics have included texts from public relations, sports reporting, advertisements, celebrity interviews, web sites, news reporting, films, and the music press.

### **TYPICAL PLAN OF WORK:**

Term 2 of your second year:	<i>Selection of topic</i>
Term 3 of your second year:	<i>First meeting with supervisor, background reading</i>
Summer vacation:	<i>Gathering of data</i>
Term 1 of your final year:	<i>Writing analyses and literature review</i>
Term 2 of your final year:	<i>Writing introduction and conclusion, revising analyses and literature review</i>

Your dissertation is submitted towards the end of Term 2 of your final year.

<b>Restrictions:</b>	<i>Only available to English Language in the Media majors</i>
<b>Compulsory for:</b>	<b>English Language in the Media</b> majors must take this course in their final year
<b>Prerequisites:</b>	LING233
<b>Assessment:</b>	Dissertation (100%)

For further information contact David Barton.

## **4. APPENDIX A – CODE OF PRACTISE**

### **CODE OF PRACTICE FOR TAUGHT COURSES**

The following guidelines are intended to provide a practical description of what staff and students should be able to expect of each other in their teaching/learning relationship: the responsibilities each has, and the contributions that each can be expected to make, to effective learning in the Department. Except in the few cases where the word 'must' is used, these are informal guidelines, rather than university or departmental rules.

The code is intended to apply to undergraduate and postgraduate taught courses. The relationship between research students and their supervisors is covered in a separate document.

**NOTE:** The general force of these guidelines is intended to be such that where anyone perceives deviations from the 'expected' behaviour it will always be legitimate to ask for an explanation.

#### **I. Representation, Consultation, and Trouble-Shooting**

1. Students can expect STAFF to provide names, room numbers, telephone extension numbers, and designated 'Office Hour' times, for the individual staff member or members responsible for providing a course. One staff member will be designated as Course Convenor with overall responsibility.

2. The Department will expect STUDENTS each year to designate a number of student representatives (for PART ONE and PART TWO undergraduate schemes and for Postgraduate Schemes - full details are available from the Departmental Secretary). These representatives will be invited to attend, as voting members, the 'unrestricted agenda' sessions of all Departmental Meetings, and will specifically be invited, at each meeting, to contribute to the 'Review of Courses' item that is on each agenda (see also subsection 3, note a, below).

3. Staff will expect STUDENTS to bring to the attention of the staff member most directly concerned, in time to permit remedial measures to be attempted, any major concerns they may have about a course and the way it is proceeding (see also VII below, on Course Evaluation).

#### **NOTES**

a) Although in the first instance staff will hope to deal with students' concerns within the framework of the course itself, in some cases it may be appropriate for students to bring their concerns, through the individual tutor, the course convenor or the appropriate student representative, to a Departmental Meeting, under the 'Review of Courses' arrangements described in subsection 2 above.

b) If a student has a complaint concerning a member of staff, they may raise the issue with the relevant student representative who can then bring these comments to

the relevant Studies Committee, or directly approach the Chair of the appropriate Committee.

c) Undergraduate students are reminded that they have a College Personal Tutor to whom the Department will expect them to take concerns that are not directly course-related. In some cases, however, students may have personal reasons for wishing to take a course-related concern to someone not directly involved in the teaching of the course, and in such cases they should certainly feel free to approach their Personal Tutor for help, or of course the Head of Department.

## **II. Course Information**

1. Students can expect STAFF, in the first week of any course, to:
  1. describe the course syllabus;
  2. outline the way the syllabus is to be covered over the period of the course, and how time is to be used (e.g. by what combination of lecture, seminar and/or workshop activities);
  3. suggest a range of appropriate readings;
  4. detail the assessment requirements associated with the course in question (see also 2, below).
  
2. Students can expect STAFF to specify at least the following assessment details:
  1. the type or types of assessable work that are acceptable;
  2. the date or dates of submission for all assessable work;
  3. the procedure to be followed if submission dates cannot be met (see also IV/1 below);
  4. the date or dates by which they would expect to be able to return work assessed, if submission dates are respected;
  5. the permitted length (e.g. in maximum word length terms) of each piece of assessable work;
  6. an indication of the criteria to be used for assessment;
  7. a set of assessment topics, and/or an open invitation for students to suggest topics.
  
3. Submission of essays: undergraduate essays should be submitted in the box in the mixing bay so they can be date stamped and recorded as having been submitted. They should not be submitted direct to the tutor. An electronic copy must also be submitted via the appropriate LUVLE website before the deadline. A cover sheet must be attached. Postgraduate essays should be handed in to Marjorie Wood in B74 and should contain details of the course and the tutor on the front page. (See Section IV/3 for our policy on the avoidance of bias in language use).

## **III. Reading**

1. Students can expect STAFF, where essential course readings are specified, to make every reasonable effort to ensure that such readings are properly available to the students concerned (e.g. by placing them on short loan in the University Library).

2. Staff will expect STUDENTS to make every reasonable effort to obtain and study the assigned readings at the appropriate time (e.g. usually before the relevant seminar session). Students are invited, and expected, to seek staff assistance if they experience difficulties in obtaining the assigned readings as and when they are needed.

#### **IV. Assessment**

1. Staff will expect STUDENTS to make every reasonable effort to submit assessable work at the set time. If STUDENTS require an extension of time to complete an assignment they **must** apply to the staff member concerned BEFORE the deadline itself is reached. The granting of an extension cannot be taken as automatic. It will depend upon the case presented.

2. Staff will also expect STUDENTS to seek staff assistance if they experience difficulties in preparing work for assessment.

3. Both staff and students will be expected to avoid language bias in their written work. Any student experiencing difficulties in finding satisfactorily unbiased language (for example in avoiding sexist language) is invited to seek staff assistance. Language bias, whether in terms of sexism, racism, or other forms of discrimination, is necessarily a particular concern in a department such as ours, where the study of the social dimensions of language is a major part of our work.

4. Students can expect STAFF to make every reasonable effort to return work within four weeks of submission (where specified submission dates have been respected).

5. Students can expect STAFF to provide written feedback on assessable work, beyond the assigned mark, and to make themselves available (at least during regular 'office hours') to discuss work and its assessment.

6. STUDENTS must retain a copy of all assessed work for eventual inspection by the External Examiner at the time of Examiners' Meetings.

7. STUDENTS should be aware that the University operates a system of absolutely final deadlines for coursework. The precise dates vary from year to year, with the University Terms.

#### **Note: Plagiarism**

Plagiarism is regarded as a serious breach of the core values of academic integrity. You can expect severe penalties and disciplinary action if you indulge in plagiarism of any form. Plagiarism involves the unacknowledged use of someone else's work, usually in coursework, and passing it off as if it were his/her own. This category of cheating includes the following:

1. Collusion, where a piece of work prepared by a group is represented as if it were the student's own;

2. Commission or use of work by the student which is not his/her own and representing it as if it were. This includes:
  - a. purchase of a paper from a commercial service, including internet sites, whether pre-written or specially prepared for the student concerned
  - b. submission of a paper written by another person, either by a fellow student or a person who is not a member of the university;
3. Duplication of the same or almost identical work for more than one module;
4. The act of copying or paraphrasing a paper from a source text, whether in manuscript, printed or electronic form, without appropriate acknowledgement;
5. Submission of another student's work, whether with or without that student's knowledge or consent.

More detailed information about the University's policy on plagiarism is provided on the Student Registry's website. You are strongly encouraged to consult this document. If you are unclear about what constitutes plagiarism, please talk to a member of academic staff.

## **V. Attendance**

1. Students can expect STAFF to be ready to start all sessions at the timetabled time, and also to respect the students' need for sessions to end at the scheduled time (in most cases ten minutes before the hour).
2. Staff will expect STUDENTS to be ready to start all sessions at the timetabled time.
3. Students can expect STAFF to keep a record of attendance, and to operate a reporting system in cases of persistent non-attendance. Students can expect STAFF to warn them if their non-attendance is becoming a source of worry about their overall performance.
4. Staff will expect STUDENTS to notify the relevant staff member, in advance if at all possible, of any inability to attend a session (e.g. by a short written note or by phoning the appropriate secretary). Where illness is likely to affect overall performance, students should obtain a sick note to forward to the appropriate secretary. Students should make every reasonable effort to catch up with the material covered in missed sessions.
5. Students can expect STAFF, if staff are unexpectedly unable to attend a session, to make every reasonable effort to notify them in advance (e.g. at least via a posted notice on the session room door), and to make alternative arrangements to make up for the session missed.
6. Students can also expect STAFF, in cases of planned absence (e.g. for an academic conference) to notify students in advance of the fact, and also to make adequate alternative arrangements in advance (e.g. by finding a substitute teacher and/or by rescheduling sessions) for the proper conduct of the course.

## **VI. Changing courses, Auditing Courses**

1. In accordance with University regulations, UNDERGRADUATE STUDENTS may change courses in the first two weeks of term, or in the case of first year students at the beginning of the Michaelmas term, the first three weeks of term. This has to be done using a change of registration form. UNDERGRADUATE STUDENTS wishing to change courses after the first two weeks of any course **must** consult with the tutors concerned in order to prepare a case for the appropriate Board of Studies.

2. Staff will expect POSTGRADUATE STUDENTS to inform them, within the first two weeks of a course, whether or not they intend to continue taking that course. Staff will also expect POSTGRADUATE STUDENTS to inform them, within ten days of receiving assessment details, whether they are taking a course for credit or for audit. Staff will expect POSTGRADUATE STUDENTS to consult them if at any later time they wish to change their audit or credit status.

## **VII. Course Evaluation**

1. Students can expect STAFF to invite students to participate in both informal and formal course evaluation procedures (e.g. questionnaires), both during and at the end of courses.

2. Staff will expect STUDENTS to play a full part in all such procedures for course evaluation.

## 5. APPENDIX B: University grading criteria for UG work

<i>Result</i>	<i>Broad Descriptor</i>	<i>Grade</i>	<i>Aggregation Score</i>	<i>Primary level descriptors for attainment of intended learning outcomes</i>	<i>Honours Class</i>
Pass	Excellent	A <sup>+</sup> A A <sup>-</sup>	24 21 18	Exemplary range and depth of attainment of intended learning outcomes, secured by discriminating command of a comprehensive range of relevant materials and analyses, and by deployment of considered judgement relating to key issues, concepts and procedures	First
Pass	Good	B <sup>+</sup> B B <sup>-</sup>	17 16 15	Conclusive attainment of virtually all intended learning outcomes, clearly grounded on a close familiarity with a wide range of supporting evidence, constructively utilised to reveal appreciable depth of understanding	Upper Second
Pass	Satisfactory	C <sup>+</sup> C C <sup>-</sup>	14 13 12	Clear attainment of most of the intended learning outcomes, some more securely grasped than others, resting on a circumscribed range of evidence and displaying a variable depth of understanding	Lower Second
Pass	Weak	D <sup>+</sup> D D <sup>-</sup>	11 10 9	Acceptable attainment of intended learning outcomes, displaying a qualified familiarity with a minimally sufficient range of relevant materials, and a grasp of the analytical issues and concepts which is generally reasonable, albeit insecure	Third
Fail	Marginal fail	F1	7	Attainment deficient in respect of specific intended learning outcomes, with mixed evidence as to the depth of knowledge and weak deployment of arguments or deficient manipulations	Fail
Fail	Fail	F2	4	Attainment of intended learning outcomes appreciably deficient in critical respects, lacking secure basis in relevant factual and analytical dimensions	
Fail	Poor fail	F3	2	Attainment of intended learning outcomes appreciably deficient in respect of nearly all intended learning outcomes, with irrelevant use of materials and incomplete and flawed explanation	
Fail	Very poor fail	F4	0	No convincing evidence of attainment of any intended learning outcomes, such treatment of the subject as is in evidence being directionless and fragmentary	

# NOTES

LANCASTER  
UNIVERSITY

Department of Linguistics  
and English Language



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