

DEPARTMENT OF LINGUISTICS AND ENGLISH LANGUAGE
PART I HANDBOOK 2011-12

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1. STUDYING IN THE DEPARTMENT OF LINGUISTICS AND ENGLISH LANGUAGE

1.1 TERM DATES

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

Academic Year 2011-12

Michaelmas Term (Term 1) 07 October 2011 – 16 December 2012

Lent Term (Term 2) 13 January 2012 – 23 March 2012

Summer Term (Term 3) 20 April 2012 – 29 April 2012

1.2 EXAM PERIODS

Part I exams will take place during the main Part I exam period Week 7-9: Monday 04 June – Friday 22 June 2012.

Part I re-sits will take place in late August 2012. **First year students should NOT book holidays around this time**, in case they are required to re-sit their exams. See also sections 1.15 and 1.25 for more on re-sits.

1.3 STAFF IN THE DEPARTMENT – KEY ROLES

Part I Director of Studies – Dr. Andrew Hardie

Your Director of Studies is responsible for the degree scheme for which you are registered. He has a particular responsibility for overseeing curriculum development, the academic content of the degree and in assuring that teaching quality is maintained. If you have an academic problem, Andrew Hardie is one of the people you can approach for help and advice.

Part I Co-ordinator, UG Admissions Secretary & EAP/ISP Administration Co-ordinator – Louise Williams

Louise is the departmental Part I co-ordinator and is responsible for the day-to-day smooth running of the Part I programmes. She is the person who handles such things as student registration onto course modules, collection and processing of coursework and monitoring of seminar/web workshop attendance including dealing with students whose attendance is unsatisfactory. She also works closely with your Director of Studies in advising you on course related problems or personal/health problems that are affecting your work. Louise 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 is vital that you check this regularly, preferably at least once per day. Louise's office (County South, C51) is open from 08.00 to 12.00 and 14.00 – 16.00, Monday to Friday. (Please note that her office is therefore closed between 12.00 and 14.00 each day).

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 seminar groups 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 an office hour each week which will be posted on their door advising of times when they are available to see students.

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 – Professor 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: Dr. 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 major plagiarism.

Study Abroad Advisor: Dr. Andrew Wilson

Andrew 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. He also co-ordinates exchanges for Lancaster students wishing to spend time abroad on an exchange programme, including those students on Study Abroad degree schemes.

Careers Officer/Examinations Officer/Disabilities Officer: Professor Francis Katamba

Francis holds three 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. As Examinations Officer, Francis carries overall responsibility for the smooth running of the examinations and results process. 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 e-mail for students to raise concerns they have with the course. Representatives attend termly 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 Louise Williams at the start of the academic year. We usually require two students from each year group (Year 1, Year 2 and Years 3 or 4), so six representatives need to be elected in total. To be a Student Rep you must be available on Wednesday afternoon 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 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, 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 Part I Co-ordinator (Louise Williams) or via the relevant LUVLE website.

Administrative Staff

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

Teaching Staff

Name	Room	Telephone	E-mail
Dr Jonathan Culpeper	C43	(5)92443	j.culpeper@lancaster.ac.uk
Dr Andrew Hardie	C47	(5)93024	a.hardie@lancaster.ac.uk
Dr Willem Hollmann	C81	(5)94644	w.hollmann@lancaster.ac.uk
Prof Francis Katamba	C45	(5)93031	f.katamba@lancaster.ac.uk
Prof Paul Kerswill	C44	(5)94577	p.kerswill@lancaster.ac.uk
Dr Veronika Koller	C80	(5)94642	v.koller@lancaster.ac.uk
Prof Greg Myers	C54	(5)92454	g.myers@lancaster.ac.uk
Dr Mark Sebba	C83	(5)92453	m.sebba@lancaster.ac.uk
Dr Elena Semino	C52	(5)94176	e.semino@lancaster.ac.uk
Prof Mick Short	C85	(5)93035	m.short@lancaster.ac.uk
Dr Andrew Wilson	C82	(5)93021	a.wilson@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 accommodation, you can use any of the University's PC labs. Most of them are available 24-hours per 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 the Appendix section 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: <http://www.lancs.ac.uk/celt/celtweb/policies>.

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/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, typically have less face-to-face contact and a greater amount of independent study.

Typically at Part I, this Department offers approximately 75 hours of lecture and seminar tuition. We also provide study skills sessions, careers sessions, revisions sessions and the opportunity to consult with 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 at: <https://mymodules.lancs.ac.uk>.

You are encouraged to consult the LUVLE sites regularly for course information, and also 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, bibliographies etc), engage you in active learning (exercises and online tests, discussion spaces and learning logs) and update you with information about your programme.

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*

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 login and password to access LUVLE services.

The University's *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.

Each of your course modules will have a dedicated virtual learning environment and 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.

1.10 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 4 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 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, web workshops or any additional meetings the tutor might arrange. **Seminars and web workshops 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 Part I Co-ordinator, Louise Williams **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). If you are ill and have to miss a seminar or web workshop, please collect a sickness form from Louise, fill it out, and return it to the office. Provided that your tutor is satisfied with this as a reason for you missing a seminar or web workshop, it will also be treated as a condoned absence.

Please note that it is your responsibility to keep both the Part I Co-ordinator and your seminar tutor informed about your absence(s). Persistent non-attendance 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 Services Office.

If personal circumstances mean that you are left with no alternative but to seek a period of intercalation, please contact Louise Williams or the Student Services Office 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. Louise Williams 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 Student Services Office who will discuss your plans with you and formally approve your withdrawal. The Student Services Office will inform the Student Registry in order 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 1.25 on Part I re-sits.*

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

1.16 ASSESSMENT

Most courses in the Department of Linguistics and English Language are assessed 60% by exam and 40% by coursework. Part I work is normally assessed 50% by exam and 50% by coursework. 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 ASSESSMENT (CWA)

1.17.1 PREPARING AND SUBMITTING COURSEWORK ASSIGNMENTS (CWAS)

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

1. Submission of paper copy

Firstly, you need to submit a printed copy of your essay. The essay submission box for Linguistics and English Language is on C floor of County South College, in the mixing bay opposite Room C57. Leave your work in the box with a signed cover sheet attached (see 'presentation' section below). Louise Williams will remove it after the deadline, 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/current/undergrad/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 is very important that your paper copy and electronic copy are identical. This is because the paper copy is the one that will be marked in the first instance, but the electronic copy is the one that the External Examiners will see.

So, for example, it is 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 for the purposes of checking for plagiarism.

PLEASE NOTE THAT IF EITHER THE PAPER OR ELECTRONIC COPY IS NOT SUBMITTED, IT WILL BE CONSIDERED TO BE AN INCOMPLETE SUBMISSION AND THE APPROPRIATE LATE PENALTY WILL BE APPLIED. So you must make sure that **BOTH** copies are submitted before the deadline. Electronic submissions are automatically date and time stamped, so we can tell exactly when your work was submitted.

Essay/Dissertation 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, e.g. 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 Louise Williams in advance. Failure to do so may result in work being recorded as late.

Students who submit essays 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 as an incomplete 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 1500 – 2000 words for a Part I essay. 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.

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 1500-2000 word essay you can go up to 2,200 words or down to 1,300 words. **This is entirely false.** When we ask for 1500 to 2000 words, we want... 1500 to 2000 words!

Presentation

A special essay cover sheet is provided, which you must attach to each essay. These can be found beside the essay submission box or can be downloaded from the Department's website at <http://www.ling.lancs.ac.uk/current/undergrad/undergrad.htm>. The use of cover sheets ensures that you provide all the details we need, and has space for your tutor to write comments. A copy of the form will be kept in your file, and a copy 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-line spacing;
- there are no loose sheets. There is no need to put your work in a special folder, a staple is the best way to secure it. Please note, the use of paper clips or turning over the corners of pages, are NOT acceptable.

Collection of Coursework

We will return marked coursework 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 do not try to collect your coursework until you have received this e-mail. Your marked coursework can be collected from Louise Williams in C51 during her normal office hours (08.00 to 12.00 and 14.00 – 16.00 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 COURSEWORK

The department takes the view that coursework 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. **(For example, 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” penalty means that an A– mark would become 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. **(For example, 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 Saturday or Sunday; in this case students have until Monday at 10.00am 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 to determine when the essay deadline has passed.

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. If you have a good reason for **UNAVOIDABLY** submitting work late, for example, illness or a serious personal problem, you should ask Louise Williams about an extension, i.e. permission to submit your work late. You must ask for an extension **BEFORE** the work is due in. If the extension is granted, you will be asked to submit the work by an agreed date.

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 an extension 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 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 an extension being given. Students are advised to give themselves plenty of time to submit coursework.

How to Apply for an Extension

Contact Louise Williams, the Part I Co-ordinator, preferably in person – Room C51, County South College. If this is not possible, initial contact can be made by telephone on 01524 5-93045 or by e-mail at l.williams5@lancaster.ac.uk. Louise 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 a Departmental Extension Form, available from beside the coursework submission box or online at: <http://www.ling.lancs.ac.uk/current/undergrad/undergrad.htm> and hand it to Louise, **BEFORE THE COURSEWORK DEADLINE**, together with any supporting evidence.

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

1.17.3 GUIDELINES FOR COURSEWORK WRITING: BIBLIOGRAPHY, REFERENCING, 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.

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**. 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 nd 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.

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/, 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.

1.18 PLAGIARISM

Plagiarism occurs when a writer appropriates the thoughts, writings or results of another, and presents these as his/her own. Coursework 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;
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

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.

1.19 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 (e.g. from C+ to C or from 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:

Grade	Aggregation Score	Grade	Aggregation Score
Passing grades			
A ⁺	24	B ⁺	17
A	21	B	16
A ⁻	18	B ⁻	15
Failing grades			
C ⁺	14	D ⁺	11
C	13	D	10
C ⁻	12	D ⁻	9
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⁻ and B⁻ 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⁺ and B⁻. 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.

1.20 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 Part I Co-ordinator, Louise Williams, who will remove identifying details before passing them on to the Chair of the Undergraduate Studies Committee.

The University Student Complaints Procedure can be found at:

<http://www.lancs.ac.uk/depts/studreg/docs/Complaints/Students-ComplaintsProcedure.doc>

This procedure applies to complaints made by current Lancaster University students, or leavers within three months of the date of their graduation or withdrawal (the Complaints Coordinator may accept complaints beyond this period if exceptional circumstances apply), in respect of:

- the delivery and/or management of an academic module or programme, or supervised research;
- any services provided by academic, administrative or support services (other than LUSU, who will operate to their own Complaints Procedure)

This procedure does not apply to complaints relating to:

- decisions of Boards of Examiners (these are governed by the Academic Review and Appeal Procedures)
- suspected professional malpractice (if it is established that misconduct of staff or students has occurred that is governed by other disciplinary procedures or external legal systems, then these procedures will be invoked and the complaint will not be dealt with under the student complaints procedure)
- any suspected potential breach of criminal law

1.21 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 with regards to 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) 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 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 the Part I Co-ordinator, Louise Williams.

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, 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>

1.22 STUDENT BAED 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. This is summarised in the Student Services Policy which can be found at: http://www.lancs.ac.uk/celt/celtweb/policies_studentsupport.

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 Secretary 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 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/users/studentsupport>

1.23 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 us...

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

OPENING HOURS:

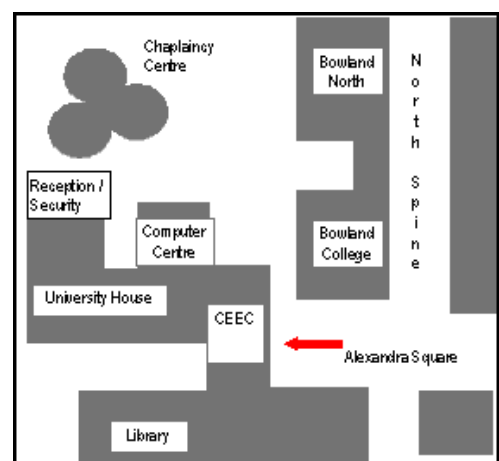
Monday and Tuesday: 9.00am - 5.00pm

Wednesday: 10.00am - 5.00pm

Thursday and Friday: 9.00am – 5.00pm

For details of careers events and activities see our web page at:

www.careers.lancs.ac.uk



1.24 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 to always 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.

1.25 CONTINUING TO PART II (2nd and 3rd Year)

All Part I students are subject to the standard University progression rules, which look at your *aggregation scores* (see section 1.19) for each of your three Part I subjects, as follows:

Major students – in order to progress to Part II an overall aggregation score of 10.3 is required in the major subjects, plus an aggregation score of at least 9.0 in both the coursework and exam elements.

Minor students – in order to progress to Part II an overall aggregation score of 9.0 is required in all minor subjects. There is no further requirement for students to attain a particular grade in the coursework or exam elements.

For progression on Study Abroad degree programmes students must achieve a pass as defined above. Additionally they should achieve higher overall grades in all units. Our department usually requires Study Abroad students to obtain an aggregation score of at least 12.0 in two subjects, plus 15.0 in the third.

For quick reference: a score of 9.0 is equivalent to a D– grade, a score of 10.3 is between D and D+, a score of 12.0 is equivalent to C–, and a score of 15 is equivalent to B–.

If you fail a subject, you will be asked to re-sit failed components to achieve a passing mark. Remember that you must pass all three Part I subjects to proceed to the second year. The exam re-sits take place in late August.

2. LINGUISTICS AND SOCIOLINGUISTICS

2.1 THE STUDY OF LANGUAGE

Human society depends on communication. We, the 'talking animal', define and understand ourselves and our relation to the world through our language. The study of language is a dynamic subject, which draws on and contributes to most of the human sciences.

In everyday speech, a 'linguist' is someone who knows many languages, but learning foreign languages is not the central concern of linguistics. Linguistics, as a discipline, is, rather, the study of the general phenomenon of language.

Linguistics attempts to answer such questions as: How does language relate to thought? How does it change over time? How does a child acquire a first language, or an adult a second language? How is language used to create style in literature? In what ways are the world's languages similar or different? Linguists approach these questions not by thought and discussion alone but by collecting and analysing data. This data may concern anything from the sound systems or grammars of different languages to the use of language in particular social and cultural settings. At Lancaster, we have some of the most up-to-date computer technology for collecting and analysing language data.

Because language is so central to our existence as human beings, linguistics relates to many other studies and disciplines. Below are some examples of questions which linguists try to answer.

Building-blocks of language

A sentence in any language is a combination of words, which are made up of combinations of sounds. But what rules govern these combinations, and why do they differ from language to language? Why is *mzga* not a possible English word, though it is a word in Russian?

How do you mean?

How do we communicate meaning, and why is "literal" meaning often not the real meaning? How is it that "Can you drive" expects the answer "yes" or "no", but "Can you stop writing?" makes you put your pen down?

Language and Psychology

Why are humans so much better at language than the other animals? And how is the "design" of language tailored to fit the make-up of our minds? How do children learn their first language, and what are the effects of learning to read and write?

Language and Society

How do languages act as markers of social class? Why do people from different places speak differently? Why, in some societies, do men and women have different languages, and does our society have anything similar?

Language and Education

What is the role of language in education? How do language and literacy develop in school? How should the education system respond to linguistic diversity?

History of Language

How and why does language change? How is it that knave and knight both once meant "boy", but now have opposing meanings? And why are both spelt with a "k" which is never pronounced?

Language Learning and Teaching

How do people best learn a new language? How is this different from a child learning a first language? How can teachers best help learners to learn effectively?

Language and Style

How does language choice help to create meanings and styles in literary texts and writing generally. What makes "Beans Meanz Heinz" such a memorable advertising slogan?

2.2 ORGANISATION OF THE COURSE

The Part I Linguistics Course consists of:

Michaelmas Term (Term 1)

- LING101 "Language Description": one lecture per week
- LING151 "Introduction to Linguistics": two lectures and one seminar per week

Lent Term (Term2)

- LING152 "Linguistic Fieldwork and Analysis": two lectures and two seminars per week

Summer Term (Term 3)

- Term 3 is generally set aside for exam revision, however, you will have one lecture per week from week 21 – 25 for LING101.

The Sociolinguistics course consists of:

Michaelmas Term (Term 1)

- LING101 "Language Description": one lecture per week
- LING151 "Introduction to Linguistics": two lectures and one seminar per week

Lent Term (Term2)

- LING153 "Introduction to Language in Society": two lectures and one seminar per week

Summer Term (Term 3)

- Term 3 is generally set aside for exam revision, however, you will have one lecture per week from week 21 – 25 for LING101.

2.3 LECTURES AND SEMINARS

The weekly lecture is to introduce you to a topic area. Seminars will build on this by giving you some tasks to work on, in a group. This is a chance to learn for your peers under supervision. The seminar tutor will discuss the tasks with you and give you feedback.

Lecture times:

Lectures are centrally timetabled and are as follows:

Michaelmas Term (Term 1)

LING101: Tuesday @ 11.00 in Bowland Main LT

**LING151: Monday @ 11.00 in Frankland LT (Faraday Building)
Tuesday @ 13.00 in Frankland LT (Faraday Building)**

Lent Term (Term 2)

**LING152: Monday @ 11.00 in Marcus Merriman LT (Bowland North)
Friday @ 14.00 in Marcus Merriman LT (Bowland North)**

**LING153: Monday @ 11.00 in Cavendish Colloquium (Faraday Building)
Thursday @ 11.00 in Cavendish Colloquium (Faraday Building)**

Summer Term (Term 3: Weeks 21 – 25 only)

LING101: Tuesday @ 11.00 in Bowland Main LT

2.4. COURSE DESCRIPTIONS

LING101: Language Description

Course aims:

- To familiarise students with the International Phonetic Alphabet and the basics of phonemic transcription;
- To give students a basic grounding in grammar and morphology;
- To introduce students to corpus linguistics and acquaint them with the use of the concordance analysis package AntConc.

Course description:

Course LING101 is designed to introduce you to basic analytic skills that you will need in the study of language. It is taught through a single lecture each week in the Michaelmas term and the first half of the Summer Term. However, an equally important part of the course are the web-based activities that accompany each lecture. These include readings, transcription exercises and self-tests; you will also interact with a grammar teaching tool called Cytor and a corpus analysis program called AntConc.

The course is assessed by tests which will take place in the Linguistics computer lab, Room A36, Faraday Building, in Week 7 and Week 11.

LING151: Introduction To Linguistics

Course aims:

By the end of the course you will

- have a keener appreciation of what language is, and of what linguists study;
- have become familiar with a variety of technical terminology;
- have had lots of opportunity to critically evaluate basic linguistic principles, and apply them both to English and to other languages.

Course description:

In this module you will be introduced to a number of key issues in Linguistics. By the end of the course you will have a keener appreciation of what linguistics is, and a deeper understanding about some of the main topics that linguists study. The course is arranged in a number of blocks of several weeks each. There are two lectures and one seminar per week. Below you will find a provisional guide to the blocks and their content. We will give you more information about the organisation of lectures within each block before it begins.

BLOCK 1 – BEGINNINGS & ENDINGS

In this first block we'll introduce you to the course as whole, before discussing the 'beginnings' and 'endings' of language. We'll cover both the origins of language in a person and in the human species, and we'll also examine how people learn languages other than their own. We end this block by considering the end – or loss – of language, e.g. by looking at language disorders such as aphasia.

BLOCK 2 – DESCRIBING VARIATION IN LANGUAGE

Next, we focus on *variation* in language. We will consider variation in sound (the phonetics of some accents of English and other languages). For example, does BATH have the vowel of START or of CAT? We will also consider variation in dialect – that is, we'll concentrate on the grammatical differences which, whilst not relating to pronunciation, still identify a speaker as being from a certain place. To do this, we'll use a case study of Lancashire dialect and describe some of its features using linguistic terminology. We will also look at variation across languages, and explore the relationship between language families. In addition, we will study some examples of how language varies over time, and how we can (begin to) explain this process of linguistic change.

BLOCK 3 – MEANING IN LANGUAGE

In this block we focus on *meaning* in language. We begin by looking at what meaning means – how we decode the meaning of words and what information we can glean from the context. We also examine how speakers say one thing and mean another, using pitch and pauses to create different pragmatic effects. We end this block by examining how animals communicate – do they have meaning? And is that language?

BLOCK 4 – APPLIED LINGUISTICS AND CORPORA

In the final block of the course, you will begin to apply some of the technical concepts and terminology you have learned to other areas of language study. For example, explore how we can use linguistic concepts to study a range of literary genres in insightful ways. We end this block – and the course – with an examination of how computers are used in the study of language to enhance our understanding of it.

LING152: Linguistic Fieldwork and Analysis

Course aims:

By the end of the course you will

- have considered how language is structured, in terms of sentences, words, and sounds;
- have been given lots of opportunity to practice analysing language;
- have become familiar with how to analyse not only English but also other languages and be able to recognise linguistic similarities and differences;
- have become familiar with a range of technical terminology and be able to use it to describe language in detail.

Course description:

All languages – and all varieties of language – are structured in terms of their sentences and their sounds. This course is an introduction to the study of language structure. It builds on the Term 1 course *LING101 Language Description* and introduces basic notions of phonetics, phonology, morphology, syntax and semantics. Students will become familiar with how linguistic terminology is used to describe different aspects of language, and how linguists can look beyond specific detail to find similarities between languages which can seem very different on the surface. The course will give you an insight into how linguists go about the task of doing fieldwork that eventually results in descriptive grammars of languages, and will give you the tools to describe your own variety of the language(s) you speak in depth.

LING153: Introduction to Language in Society

Course aims:

At the end of the course, students should:

- be able to explain the range of relationships that exist between language and society;
- be able to explain key concepts in sociolinguistics, such as accent, dialect, language, speech community, code-switching, address terms, cross-cultural communication, and language and power;
- be able to explain the main methodologies in use in sociolinguistics, and understand why different methodologies are used;
- have an understanding of some of the debates which exist within sociolinguistics.

Course description:

This course is about the role of language in social life, touching on a wide variety of linguistic and social issues. There are three broad divisions to the course: *Language and Identity*, *Language and (in)equality* and *Culture in Interaction*. All three are concerned with language, society, culture and the relations between them. *Language and identity* deals with language variation by social class, region of origin and gender. It also deals with attitudes towards standard and non-standard language varieties, multilingualism and pidgin and creole languages. *Language and (in)equality* looks at how languages are different in terms of the amount of power and prestige they have, as well as issues of sexism, literacy and sign languages. The *Culture in interaction* strand uses conversational interactions to investigate topics like silence, job interviews, and cross-cultural misunderstandings.

2.5. READING LIST

You will find that we do not teach “directly out of a book” and for most lectures you will receive a fairly detailed handout. In fact, there is no book which completely covers the topics of the course. If you would like to buy a book for Introduction to General Linguistics we can recommend:

Aronoff, Mark & Janie Rees-Miller (2001). *The Handbook of Linguistics*, Oxford: Blackwell

Recommended reading for LING153:

Holmes, Janet (2008). *Introduction to Sociolinguistics (3rd Edition)* (2008), London: Longman.

You will find the following three books useful as well:

Llamas, Carmen, Louise Mullany and Peter Stockwell (eds.) (2007). *The Routledge Companion to Sociolinguistics*. London: Routledge. (This is an excellent purchase for its series of very clear introductions to many sociolinguistic topics).

Mesthrie, R., Swann, J., Deumert, A and Leap, W. (2009). *Introduction to Sociolinguistics (2nd Edition)*. Edinburgh: Edinburgh University Press. (This is a recommended textbook for the follow-up course LING307).

2.6. ASSESSMENT

Courses LING151, LING152 and LING153 are assessed partly by coursework, and partly by an examination taken in June (there is one combined examination for 151/152/153). The coursework counts for 50% and the examination 50% of the overall result.

Throughout the University, the term “COURSEWORK ASSESSMENT” is often abbreviated to CWA.

At the end of Part I you will be awarded an overall grade in each of your three Part I subjects. The breakdown of the mark distribution over the whole year is as follows:

PART I LINGUISTICS

LING101	2 Tests	10%
LING151	1 CWA	10%
LING151	1 Test	10%
LING152	2 CWA's	20%
Combined 151/152 Exam		50%
	<u>TOTAL</u>	<u>100%</u>

PART I SOCIOLINGUISTICS

LING101	2 Tests	10%
LING151	1 CWA	10%
LING151	1 Test	10%
LING153	1 CWA	20%
Combined 151/153 Exam		50%
	<u>TOTAL</u>	<u>100%</u>

3. ENGLISH LANGUAGE

3.1 ORGANISATION OF THE COURSE

The Part I English Language Course consists of:

Michaelmas Term (Term 1)

- LING101 “Language Description”: one lecture per week
- LING130 “Introduction to English Language”: two lectures and one seminar per week

Lent Term (Term 2)

- LING131 “Language and Style”: one lecture, one seminar and one web workshop per week
or
- LING132 “Introduction to Media Discourse”: two lectures and one seminar per week

3.2 LECTURES AND SEMINARS

The weekly lecture is to introduce you to a topic area. Seminars will build on this by giving you some tasks to work on, in a group. This is a chance to learn for your peers under supervision. The seminar tutor will discuss the tasks with you and give you feedback.

Lecture times:

Lectures are centrally timetabled and are as follows:

Michaelmas Term (Term 1)

LING101: Tuesday @ 11.00 in Bowland Main LT

LING130: Monday @ 14.00 in IENS Biology LT

Thursday @ 15.00 in IENS Biology LT

Lent Term (Term 2)

LING131: Monday @ 14.00 in Frankland LT (Faraday Building)

LING132: Monday @ 14.00 in Furness LT2

Thursday @ 15.00 in Furness LT2

Summer Term (Term 3: Weeks 21 – 25 only)

LING101: Tuesday @ 11.00 in Bowland Main LT

3.3 COURSE DESCRIPTIONS

LING101: Language Description

Course aims:

- To familiarise students with the International Phonetic Alphabet and the basics of phonemic transcription;
- To give students a basic grounding in grammar and morphology;
- To introduce students to corpus linguistics and acquaint them with the use of the concordance analysis package AntConc.

Course description:

Course LING101 is designed to introduce you to basic analytic skills that you will need in the study of language. It is taught through a single lecture each week in the Michaelmas term and the first half of the Summer Term. However, an equally important part of the course are the web-based activities that accompany each lecture. These include readings, transcription exercises and self-tests; you will also interact with a grammar teaching tool called Cytor and a corpus analysis program called AntConc.

The course is assessed by tests which will take place in the Linguistics computer lab, Room A36, Faraday Building, in Week 7 and Week 11.

LING130: Introduction to English Language

Course Aims

- To consider variation in English (e.g. accents, dialects, registers), focusing both on more traditional areas of language (e.g. lexis, grammar) and areas that have only recently been explored (e.g. conversational acts, discourse);
- To consider aspects that are distinctive of English compared with other closely related languages (e.g. German, French, Italian);
- To encourage a critical attitude towards 'facts' about English;
- To introduce some basic linguistic descriptive frameworks, and gain some practice in applying them;
- To introduce different ways of studying the English language.

Course description:

The main focus of this course is on variation in English. We will look at, for example, variation in speech (e.g. accents), vocabulary and structures (e.g. dialects and registers), conversational acts (e.g. ways of making requests), and discourse (e.g. ways of talking in a group). We will also consider a variety of English characterised by lack of variation (i.e. standard written English), and the effect of globalisation on English. Although our main focus is variation in present-day English, within topic areas we will also touch on (a) how English has changed over time, and (b) how aspects that are distinctive features of English compare with other closely related languages (e.g. German, French, Italian).

LING131: Language and Style

Course aims:

- To introduce the use of linguistic analysis to explore the language of literary texts;
- To enable students to investigate the relationship between linguistic choices and patterns in all three major literary genres (poetry, prose fiction and drama), as well as in some non-literary texts (e.g. advertisements);
- To reinforce and extend students' knowledge of basic notions in linguistic description and analysis, and to provide opportunities to practice them on challenging texts;
- To introduce frameworks for the analysis of phenomena that are typically associated with literary texts (e.g. rhyme patterns or the projection of point of view in narrative);
- To encourage students to be active participants in class, and to express and investigate their own interpretations of texts;
- To encourage students to reflect critically on the relationship between interpretation and linguistic analysis.

Course description:

This course introduces you to the linguistic study of literature. It examines the role language plays in how we understand literary texts and are affected by them. All three major literary genres are examined. We also compare literary texts with non-literary texts (e.g. poems and advertisements). The fundamental philosophy of the course is to develop a set of skills with which to examine texts, based on what we know about language (in particular, English) and how it works.

You will learn about particular aspects of the structure of English (e.g. grammar and phonetics) throughout the course, at points where it is of particular relevance to the texts you happen to be studying at the time.

The techniques for analysing the language of style will be particularly useful in preparing you for teaching literature at all levels.

LING132: Introduction to Media Discourse

Course aims:

- To introduce a range of key issues in communication by using media texts.

Course description:

LING132 extends and applies approaches to the study of the English Language (introduced in LING130) and basic linguistic analysis (introduced in LING101) to case studies from the print, broadcast, and new media. On this course you will:

- Learn how to apply aspects of grammar, phonetics, and discourse analysis from the compulsory modules to a range of media texts, such as:
 - Political speeches and party election broadcasts
 - TV weather forecasts
 - Stand-up and situation comedy
 - Collectibles shows e.g. Antiques Roadshow, Bargain Hunt, Dickinson's Real Deal
 - E-mail and mobile phone texting
 - Newspaper editorials

- Learn how to analyse non-verbal material such as photographs in magazines and “body language” in live performances
- Develop the skills that you will need in the Part II courses in English Language in the Media

3.4 READING LIST

For LING130 Introduction to English Language:

Culpeper, J. Katamba, F. Kerswill, P. Wodak, R and T McEnery (2009) *English Language: Description, Variation and Context*. Palgrave.

For LING131 Language an Style:

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

Please also visit the Language and Style website:

<http://www.lancs.ac.uk/fass/projects/stylistics/start.htm>

For LING132 Introduction to Media Discourse, the main recommended (not required) reading is:

Tolson, Andrew (2006) *Media Talk: Spoken Discourse on TV and Raio*. Edinburgh: Edinburgh University Press.

If you need help with essay writing you might like to consult the following two books:

Phyllis Crème and Mary R. Lea. Writing at University: A Guide for Students. Open University Press.

Or

Bryan Greetham. How to Write Better Essays. Palgrave

3.5 ASSESSMENT

Courses LING130, LING131 and LING132 are assessed partly by coursework, and partly by an examination taken in June (there is one combined examination for 130/131/132). The coursework counts for 50% and the examination 50% of the overall result.

Throughout the University, the term “COURSEWORK ASSESSMENT” is often abbreviated to CWA.

At the end of Part I you will be awarded an overall grade in each of your three Part I subjects. The breakdown of the mark distribution over the whole year is as follows:

LING101	2 Tests	10%
LING130	1 CWA	10%
LING130	1 Test	10%
LING131/132	CWA	20%
Combined 151/152 Exam		50%
	<u>TOTAL</u>	<u>100%</u>

4. COMBINED ENGLISH LANGUAGE DEGREE SCHEMES

4.1 ENGLISH LANGUAGE AND LINGUISTICS

Students entering Part I English Language and Linguistics are required to take LING101 plus the following courses:

Part I English Language Course LING130 plus *either* LING131 or LING132

Part I Linguistics Course LING151 and LING1523

In addition, you will have to take a third Part I subject of your choice.

4.2 ENGLISH LANGUAGE IN THE MEDIA

Students entering Part I English Language in the Media are required to take LING101 plus the following course:

Part I English Language Course LING130 plus LING132

4.3 ENGLISH LANGUAGE WITH CREATIVE WRITING

Students entering Part I English Language with Creative Writing are required to take LING101 plus the following courses:

Part I English Language Course LING130 plus LING131

You will also take Part I Creative Writing and choose a third subject to study at Part I.

4.4 ENGLISH LANGUAGE WITH LITERATURE

English Language and Literature is unlike other courses in that it is a “double weighted” Part I (i.e. counts as two subjects). You will need to choose a third subject to study at Part I.

The degree is taught jointly by the Department of Linguistics and English Language (see courses with LING prefix) and the Department of English and Creative Writing (see courses with ENGL prefix).

Students entering Part I English Language and Literature are required to take LING101 plus the following courses:

Part I English Language LING130 plus *either* LING131 or LING132

Part I English Literature ENGL100

4.5 LECTURES AND SEMINARS

Lecture times:

Lectures are centrally timetabled and are as follows:

Michaelmas Term (Term 1)

LING101: Tuesday @ 11.00 in Bowland Main LT

**LING130: Monday @ 14.00 in IENS Biology LT
Thursday @ 15.00 in IENS Biology LT**

Lent Term (Term 2)

LING131: Monday @ 14.00 in Frankland LT (Faraday Building)

**LING132: Monday @ 14.00 in Furness LT2
Thursday @ 15.00 in Furness LT2**

Summer Term (Term 3: Weeks 21 – 25 only)

LING101: Tuesday @ 11.00 in Bowland Main LT

Literature Courses:

**ENGL100: Monday @ 12.00 in Faraday LT (Faraday Building)
Tuesday @ 10.00 in Faraday LT (Faraday Building)**

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.

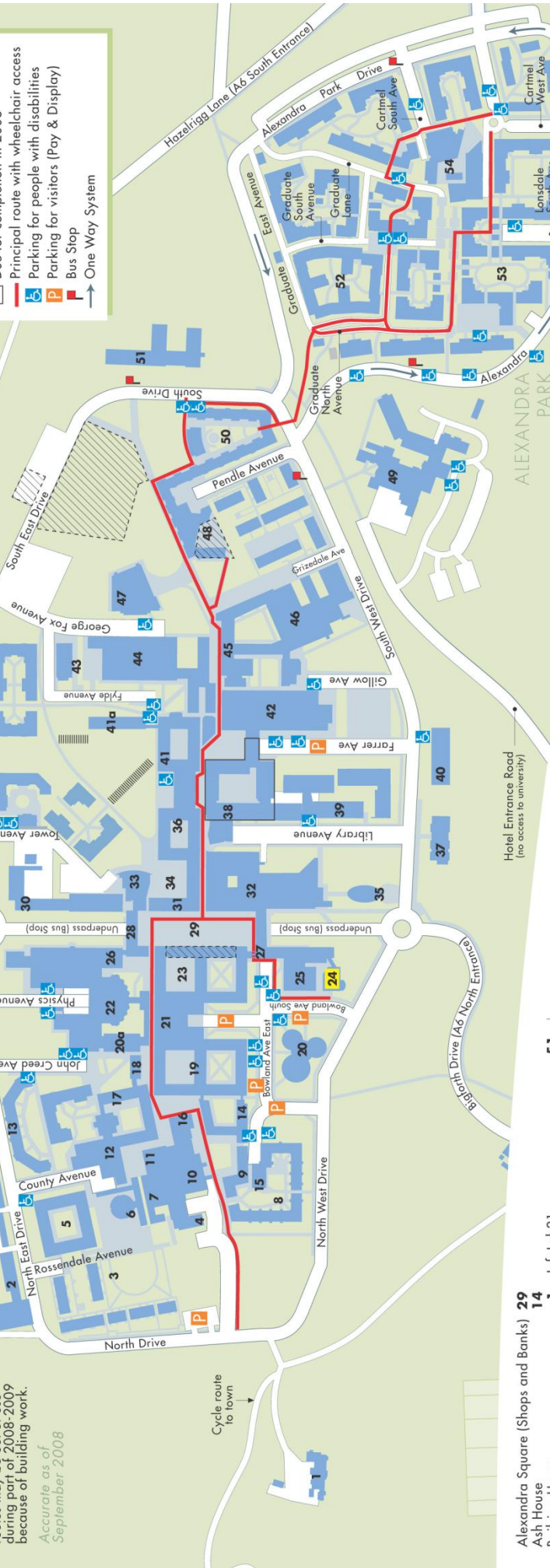
5. APPENDIX 2: UNIVERSITY GRADING CRITERIA FOR UG WORK

<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 ⁺ A A ⁻	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 ⁺ B B ⁻	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 ⁺ C C ⁻	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 ⁺ D D ⁻	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	

Please note that some car park spaces and access routes may be out of use during part of 2008-2009 because of building work.

Accurate as of September 2008

- Campus Buildings
- Area under construction
- Due for completion in 2008
- Principal route with wheelchair access
- Parking for people with disabilities
- Parking for visitors (Pay & Display)
- Bus Stop
- One Way System



Building Number	Department	Location
1	Infolab21	
2	Institute for Advanced Studies	
3	Institute for Cultural Research	
4	Jack Hyllon Music Rooms	
5	John Creed Building	
6	Lancaster Environment Centre	
7	Workshops	
8	Lancaster House Hotel	
9	Lancaster Leadership Centre	
10	Library	
11	Lonsdale College	
12	LUTV - Round House	
13	Management School	
14	Medical Education Centre	
15	Musical Theatre	
16	Nuffield Theatre	
17	Pendle College	
18	Peter Scott Gallery	
19	Physics Building	
20	Edward Roberts Court	
21	Engineering Building	
22	Faraday Building	
23	Furness College	
24	Reception Lodge	
25	Fylde College	
26	George Fox Building	
27	Graduate College	
28	Great Hall	
29	Grizzdale College	
30	Health Centre	
31	Alexandra Square (Shops and Banks)	
32	Ash House	
33	Baillrigg House	
34	Barkers House Farm	
35	Biological and Environmental Sciences Building	
36	Bowland Annex	
37	Bowland College	
38	Bowland Hall	
39	Bowland North	
40	Bowland Tower East	
41	Bowland Tower South	
42	Central Workshops and Stores	
43	Carmel College	
44	CETAD	
45	Chaplaincy Centre	
46	Computer Services (ISS)	
47	Conference Centre	
48	County College	
49	County South	
50	County West	
51	Edwards Roberts Court	
52	Engineering Building	
53	Faraday Building	
54	Furness College	

Department	Location
Accounting and Finance	Management School
Administration - Central	University House
Applied Social Science	Bowland North
Art (LUCA)	Bowland Annex
Biological Sciences	Biological and Environmental Sciences Building
Biomedicine and Life Sciences	Biological and Environmental Sciences Building
Careers (CEEC)	University House
CELT	Furness College
Centre for Gender and Women's Studies	Bowland North
Centre for Research in Human Development	Whewell Building
Communications Systems	Infolab21
Computing	Infolab21
Continuing Education	Bowland North
Counselling Service	Furness College
Dentist	Baillrigg House
Disabilities Service	University House
Economics	Management School
Educational Research	County South
Engineering	Engineering Building
English and Creative Writing	County College
Environmental Science	Biological and Environmental Sciences Building
European Languages and Cultures	Bowland North
Geography	Lancaster Environment Centre
Graphics (Folio)	County College
Health Research	Bowland Tower East Wing
History	Furness College
Imagination at Lancaster (LUCA)	County South
Information Systems Services	Library
Institute for Advanced Studies	County South
Institute for Cultural Research	County South
Institute for Entrepreneurship and Enterprise Development	Management School
Law School	Bowland North
Learning Development Centre	ASH House
Linguistics and English Language	Bowland College
Management Development Division	Management School
Management Learning and Leadership	Management School
Management Science	Management School
Marketing	Management School
Mathematics and Statistics	Fylde College
Medicine	Faraday Building
Music (LUCA)	Musical Theatre

Department	Location
Natural Sciences	Faraday Building
North West Regional Studies	Fylde College
Organisation, Work and Technology	Management School
Pharmacy	Baillrigg House
Philosophy	Furness College
Photography (Folio)	County College
Physics	Physics Building
Politics and International Relations	County College
Psychology	Fylde College
Religious Studies	Bowland North
Research and Enterprise Services	Bowland Tower South
School of Health and Medicine	Physics Building
Sociology	Bowland North
Students' Union	Stairburn House
Theatre Studies (LUCA)	Great Hall
Uni Print (Folio)	County College

*Some offices temporarily relocated to Furness College

Map of the Department, C Floor, County College