STUDENT HANDBOOK
DEPARTMENT OF LANGUAGE AND LINGUISTICS

Postgraduate research student handbook

2016–2017

University of Essex
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1. Introduction and Welcome

Welcome to the Department of Language and Linguistics and thank you for choosing to study with us. I extend a very warm welcome to you. We hope your stay here will be happy and exciting and that you fulfil your personal and academic ambitions.

This handbook has been designed to give you essential information about your Department and the University.

Other sources of information are available to help you, and are at www.essex.ac.uk/myessex. Our friendly departmental staff are here to help and you can find their contact details in this handbook.

Remember that at Essex, we don’t separate our students and academic staff, or our professional services staff from our alumni. Everyone is a member of our community for life. Our three uniquely intimate campuses encourage an inter-weaving of people, ideas and disciplines. We celebrate diversity and challenge inequality. Whatever your background, race or sexual orientation, you are part of a vibrant community that lives, learns and plays together.

Professor Nancy Kula
Head of Department
Department of Language and Linguistics
1.1 Term dates, calendar and academic week numbers

The Academic Year and Term Dates for 2016-2017

Autumn Term 3rd October 2016 – 16th December 2016
Spring Term 16th January 2017 – 24th March 2017
Summer Term 24th April 2017 – 30th June 2017

Academic Calendar

The University uses a week numbering system that covers the 52 weeks of the calendar year, and starts on Monday 3rd October 2016. A table setting out dates and corresponding week numbers is available at:

www.essex.ac.uk/students/course-admin/timetables.aspx

Student Staff Liaison Committee Meetings

Autumn Term 7th December 2016
Spring Term 8th March 2017
Summer Term 10th May 2017

Graduation Date

The University Graduation Ceremony takes place between Tuesday 18th and Friday 21st July 2017. The Department will be notified of the specific date of the Language and Linguistics Ceremony during the spring term.

1.2 Timetables

If there are any taught elements to your course (Integrated PhD students) you can view your personal timetable on the MyEssex portal or using the timetable link below:

www.essex.ac.uk/students/course-admin/timetables.aspx

1.3 Working away

If you are going to be away from campus during your studies, please advise your supervisor and the departmental office. If this is for over six weeks you must complete an Application to Carry Out Research Away from the University form. This is located on your MyEssex portal.

1.4 MyEssex Portal

You can access your personalised MyEssex portal at the link below:

https://www.essex.ac.uk/apply/NewLogin.aspx?ReturnUrl=%2fapply%2f
# 2. About the department of Language and Linguistics

## 2.1 Details of academic staff

### Meet your departmental staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Details</th>
<th>Office</th>
<th>Ext</th>
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<tbody>
<tr>
<td><strong>Professor Nancy Kula</strong></td>
<td>Professor/Senior Lecturer Linguistics</td>
<td>Head of Department, Staff Appraiser, member of Departmental Steering Group, member of Faculty Education Committee, member of Languages for All Steering Group, member of Postgraduate Research Student Staff Liaison Committee, member of Postgraduate Taught Student Staff Liaison Committee, member of Undergraduate Student Staff Liaison Committee, Chair of Recruitment &amp; Conversion Team, member of Research Impact Management Committee</td>
<td>4.326</td>
<td>4267</td>
</tr>
<tr>
<td><strong>Dr Enam Al Wer</strong></td>
<td>Senior Lecturer Linguistics</td>
<td>PGR Admissions/Visiting scholars Coordinator, Course Director MA Sociolinguistics, member of Undergraduate Assessment Committee</td>
<td>4.207</td>
<td>2240</td>
</tr>
<tr>
<td><strong>Dr Doug Arnold</strong></td>
<td>Senior Lecturer Linguistics</td>
<td>1st Year Linguistics Co-ordinator, Academic Offences Officer (Autumn), GTA Co-ordinator, Health &amp; Safety – Evacuation Chair Operator, Progress Officer, Course Director BA English Language &amp; Linguistics (Spring), Course Director BA Linguistics (Spring), Course Director English Language &amp; History, Course Director BA Linguistics &amp; Sociology</td>
<td>4.334</td>
<td>2084</td>
</tr>
<tr>
<td><strong>Mrs Dounia Bissar</strong></td>
<td>Lecturer Modern Languages (French)</td>
<td>Modern Languages Co-ordinator (Deputy), Seminar Co-ordinator (Modern Languages), Study Abroad Advisor (French), Course Director BA French Studies and Modern Languages, Course Director BA International Relations &amp; Modern Languages, Course Director BA Modern Languages and Linguistics, member of MA TIS Management Committee</td>
<td>4.215</td>
<td>2213</td>
</tr>
<tr>
<td><strong>Dr Ryan Blything</strong></td>
<td>Lecturer Linguistics</td>
<td>Starting January 2017</td>
<td>TBC</td>
<td></td>
</tr>
<tr>
<td><strong>Prof Bob Borsley</strong></td>
<td>Professor Linguistics</td>
<td>Director of Postgraduate Education (Autumn Term), Course Director BA English Language &amp; Linguistics (Autumn Term), Course Director BA Linguistics (Autumn Term), Research member of Impact Management Committee,</td>
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<td>3762</td>
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<tr>
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<th>Responsibilities</th>
<th>Contact Information</th>
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<tbody>
<tr>
<td>Mrs Daniela Carboni</td>
<td>Lecturer Modern Languages (Italian)</td>
<td>Undergraduate Admissions Coordinator Modern Languages, member of Recruitment &amp; Conversion Team</td>
<td>Office: 4.324 Ext: 4835 Email: <a href="mailto:danic@essex.ac.uk">danic@essex.ac.uk</a></td>
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<tr>
<td>Miss Laurine Cathala</td>
<td>Lecturer Modern Languages (French)</td>
<td></td>
<td>Office: 4.217 Ext: 2111 Email: <a href="mailto:laurine.cathala@essex.ac.uk">laurine.cathala@essex.ac.uk</a></td>
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<tr>
<td>Dr Vineeta Chand</td>
<td>Lecturer Linguistics</td>
<td>Academic Offences Officer (Spring/Summer), Corpus Development Coordinator, Research/Impact, Research Impact Co-ordinator, member of Research/Impact Management Committee</td>
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</tr>
<tr>
<td>Ms Dan Chen</td>
<td>Lecturer Modern Languages (PGT Translation)</td>
<td>International Partnerships Co-ordinator, Overseas Recruitment, member of Chinese-English Translation &amp; Interpreting Management Committee, Course Director MA Chinese-English Translation and Interpreting, member of Recruitment and Conversion Team</td>
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<tr>
<td>Dr Rebecca Clift</td>
<td>Senior Lecturer Linguistics</td>
<td>Director of Postgraduate Education (Spring/Summer Term), member of Departmental Steering Group, member of Postgraduate Education Committee, PG scholarships Co-ordinator, Chair Postgraduate Scholarships Committee, member of Postgraduate Research Student-Staff Liaison Committee, member of Postgraduate Taught Student Staff Liaison Committee, Course Director of BA English Language and Literature (Spring/Summer Term), Course Director MA Linguistic Studies (Spring Term), Course Director MA Linguistic Studies (Spring Term), Course Director MA Linguistics (Spring Term)</td>
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<tr>
<td>Dr Tracey Costley</td>
<td>Lecturer in Linguistics</td>
<td>Study Abroad Co-ordinator (Linguistics and International Partnerships), Course Director BA English Language and TEFL (Spring Term), member of Postgraduate Scholarships Committee, member of Recruitment &amp; Conversion Team</td>
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</tr>
<tr>
<td>Dr Beatriz de Paiva</td>
<td>Lecturer Modern Languages (Portuguese)</td>
<td>Assistant Director of Research Students, member of PG Education Committee, member of MA TIS Management Committee, member of Postgraduate Research Student Staff Liaison Committee, Study Abroad Adviser (Portuguese), Course Director BA Portuguese Studies and Modern Languages, Course Director BA Spanish, Portuguese and Brazilian</td>
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<td><strong>Dr Claire Delle Luche</strong>&lt;br&gt;Lecturer&lt;br&gt;Linguistics</td>
<td>Director Baby Lab, Lab Co-ordinator, Course Director MA Psycholinguistics, member of Research/Impact Management Committee</td>
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<tr>
<td><strong>Yujun Ding</strong>&lt;br&gt;Part-time Teacher&lt;br&gt;Modern Languages (Mandarin Chinese)</td>
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<td><strong>Miss Sol Escobar</strong>&lt;br&gt;Programme Director for Languages for All, Languages for All Steering Group Co-ordinator</td>
<td></td>
<td>Office: 4.303A&lt;br&gt;Ext: 2085&lt;br&gt;Email: <a href="mailto:sescobar@essex.ac.uk">sescobar@essex.ac.uk</a></td>
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<tr>
<td><strong>Dr Adela Ganem-Gutierrez</strong>&lt;br&gt;Senior Lecturer&lt;br&gt;Linguistics</td>
<td>Progress Officer (Autumn/Summer terms), Course Director BA English Language and Teaching English as a Foreign Language (TEFL) (Autumn/Summer terms)</td>
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<tr>
<td><strong>Dr Christiana Gkonou</strong>&lt;br&gt;Lecturer&lt;br&gt;Linguistics</td>
<td>Course Director MA Teaching English as a Foreign Language (TEFL)/Teaching English to Speakers of Other Languages (TESOL), Departmental Disability Liaison Officer</td>
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<tr>
<td><strong>Dr Julian Good</strong>&lt;br&gt;Senior Lecturer&lt;br&gt;Linguistics</td>
<td></td>
<td>Office: 4.125&lt;br&gt;Ext: 4833&lt;br&gt;Email: <a href="mailto:jrpgoo@essex.ac.uk">jrpgoo@essex.ac.uk</a></td>
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<tr>
<td><strong>Ms Emma Hopper</strong>&lt;br&gt;Lecturer&lt;br&gt;Modern Languages (German)</td>
<td>Study Abroad Co-ordinator (Modern Languages), member of Undergraduate Education Committee, CISH Link, Study Abroad Adviser (German), Course Director BA Modern Languages and Teaching English as a Foreign Language (TEFL)</td>
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<tr>
<td><strong>Dr Uri Horesh</strong>&lt;br&gt;Post-doctoral fellow</td>
<td></td>
<td>Office: 4.346</td>
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<td>Name</td>
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<tr>
<td>Dr Wyn Johnson</td>
<td>Senior Lecturer Linguistics</td>
<td>Course Director MA English Language and Linguistics (Autumn term), Study Abroad Co-ordinator (Linguistics/International Partnerships)</td>
<td>4.209</td>
</tr>
<tr>
<td>Dr Mike Jones</td>
<td>Reader Linguistics</td>
<td>Senior Tutor, Ethics Co-ordinator, Health &amp; Safety Evacuation Chair Operator, UG Exam Scripts Co-ordinator (Linguistics), Course Director MA English Language and Linguistics (Spring/Summer), member of Undergraduate Assessment Committee, member of Undergraduate Student-Staff Liaison Committee</td>
<td>4.208</td>
</tr>
<tr>
<td>Ms Jessie Mallinson</td>
<td>Lecturer Modern Languages (Spanish)</td>
<td>Modern Languages Co-ordinator, UG Exam Scripts Co-ordinator (Modern Languages), member of Department Steering Group, CISH Link, member of Languages for All Steering Group, member of Undergraduate Assessment Committee, member of Undergraduate Student-Staff Liaison Committee, Course Director BA Modern Languages; Course Director BA Language Studies; Course Director BA Spanish Studies and Modern Languages; Course Director BA Modern Languages with Latin American Studies; Course Director BA Spanish Studies with Latin American Studies</td>
<td>4.205</td>
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<tr>
<td>Ms Gemma Martinez-Garrido</td>
<td>Lecturer Modern Languages (Spanish)</td>
<td>Undergraduate Admissions Co-ordinator (Modern Languages)</td>
<td>4.320</td>
</tr>
<tr>
<td>Prof Florence Myles</td>
<td>Professor Linguistics</td>
<td>Director LaDeLi, Module Director LG831 (Undergraduate Project), Student Co-ordinator (PGT), member of Departmental Steering Group, member of MA Translation, Interpreting and Subtitling (TIS) Management Committee, Chair of Postgraduate Education Committee, member of Postgraduate Taught Assessment Committee, Chair of Postgraduate Taught Student Staff Liaison Committee, member of Research/Impact Management Committee</td>
<td>4.131</td>
</tr>
<tr>
<td>Mrs Claudia Nehmzow</td>
<td>Lecturer Modern Languages (German)</td>
<td>Outreach Co-ordinator (Modern Languages), member of MA TIS Management Committee, Course Director BA German Studies and Modern Languages, Course Director BA Philosophy and/with Modern Languages, member of Recruitment and Conversion team</td>
<td>4.313</td>
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<td>Name</td>
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<tr>
<td>Mrs Lexa Olivera-Smith</td>
<td>Lecturer Modern Languages (Spanish)</td>
<td>Member of MA TIS Management Committee, Library Link, Spicer Librarian, Course Director MA Translation and Professional Practice</td>
<td>4.322</td>
</tr>
<tr>
<td>Prof Peter Patrick</td>
<td>Professor Linguistics</td>
<td>Human Rights Link, Senior Tutor,</td>
<td>4.328</td>
</tr>
<tr>
<td>Ms Sandrine Perrin</td>
<td>Lecturer Modern Languages (French)</td>
<td></td>
<td>4.217</td>
</tr>
<tr>
<td>Ms Ignazia Posadinu</td>
<td>Senior Lecturer Modern Languages (Italian)</td>
<td>Staff Appraiser, Study Abroad Advisor (Italian), Chair of MA TIS Committee, member of Undergraduate Assessment Committee, member of Postgraduate Taught Assessment Committee, Course Director MA Translation, Interpreting and Subtitling, Course Director MA Translation &amp; Literature, Course Director BA Italian Studies and Modern Languages</td>
<td>4.320A</td>
</tr>
<tr>
<td>Dr Karen Roehr-Brackin</td>
<td>Senior Lecturer Linguistics</td>
<td>Director of Undergraduate Education, member of Departmental Steering Group, member of Faculty Education Committee, Chair of Undergraduate Assessment Committee, Chair Undergraduate Student Staff Liaison Committee, Course Director BA English Language &amp; History, Course Director BA English Language &amp; Literature (Autumn Term), Course Director BA Linguistics &amp; Sociology</td>
<td>3.306</td>
</tr>
<tr>
<td>Prof Louisa Sadler</td>
<td>Professor Linguistics</td>
<td>Director of Research Students (Autumn &amp; Summer Terms), Course Director MA Linguistic Studies (Autumn &amp; Summer Term), Course Director of MA Linguistics (Autumn &amp; Summer Terms), member of Postgraduate Scholarships Committee, Chair of Postgraduate Research, member of Postgraduate Education Committee, member of Student Staff Liaison Committee, Seminar Co-ordinator (Linguistics) (Autumn &amp; Summer)</td>
<td>4.332</td>
</tr>
<tr>
<td>Prof Monika Schmid</td>
<td>Professor Linguistics</td>
<td>Deputy Head of Department, Research Director, Staff Appraiser, Statistics Adviser, Course Director BA English Language &amp; Language Development, member of Departmental Steering Group, Chair of Research Impact Management Committee, Seminar Co-ordinator (Linguistics) (Spring Term)</td>
<td>4.206</td>
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<tr>
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<tr>
<td>Dr Sophia Skoufaki</td>
<td>Undergraduate Admissions Co-ordinator (Linguistics), Visit/Open Day Co-ordinator, member of Recruitment &amp; Conversion Team</td>
<td>4.123</td>
<td>3754</td>
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<tr>
<td>Dr Gisela Tome Lourida</td>
<td></td>
<td>4.344</td>
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<tr>
<td>Ms Teresa Lourida Torres</td>
<td>Employability Development Director, Film Club Co-ordinator (Modern Languages), Study Abroad Adviser (Spanish), Study Abroad Adviser (Assistantships/Internships), Course Director BA Modern Languages &amp; English Language, Course Director BA Politics &amp; Modern Languages, member of CISH Committee, member of Departmental Steering Group</td>
<td>4.213</td>
<td>2110</td>
</tr>
<tr>
<td>Dr Laetitia Vedrenne</td>
<td>Undergraduate Admissions Co-ordinator (Modern Languages), Visit/Open Day Co-ordinator, Study Abroad Adviser (French), member of the Recruitment &amp; Conversion Team</td>
<td>4.219</td>
<td>2114</td>
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<tr>
<td>Ms Yanxi (Antonia) Wu</td>
<td></td>
<td>3.304</td>
<td>3748</td>
</tr>
<tr>
<td>Dr Nan Zhao</td>
<td>International Partnerships (ROW) Co-ordinator (China), Course Director PG Diploma Chinese English Translation &amp; Interpreting, member of TIS Management Committee</td>
<td>4.121</td>
<td>2830</td>
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</tbody>
</table>
### 2.2 Administrative Staff

The administrative team in the department are your first port of call for any non-academic matters. If they are unable to help directly they will be able to point you in the right direction. The departmental office is open daily between 09:30-12:30 and 14:00-16:15 (closed Wednesday afternoons).

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Contact Information</th>
</tr>
</thead>
</table>
| Mrs Samantha Durling          | Department Manager                            | Office: 4.324A  
Email: sdurling@essex.ac.uk                                                      |
| Deputy Department Manager t.b.c. |                                               | Office: 4.305  
Email:                                                                 |
| Mrs Caralyn Elmer             | Operations Coordinator                        | Office: 4.307  
Email: celmer@essex.ac.uk                                                          |
| Ms Abigail Ueno               | Student Administrator                         | Office: 4.305  
Email: aueno@essex.ac.uk                                                           |
| Student Administrator t.b.c.  |                                               | Office: 4.305  
Email:                                                                 |
| Mrs Sharon Gynn               | Languages for All Administrator               | Office: 4.303A  
Email: faadmin@essex.ac.uk                                                         |
2.3 Departmental Resources for Students

A place in a PhD study room
We try to offer every student in their first or subsequent years of supervised research the possibility of having a desk in a PhD Study Room. We currently have 77 desks available for this purpose. At times, however, there are more students requesting desks than desks available as we have over 100 registered research students. We ask every student who would like a desk in a study room to read through the following guidelines:

- Students who are undertaking a PhD by Supervised Research are entitled to apply for a space in a study room at the start of their first year; students who are undertaking a PhD via the Integrated (New Route) Course are entitled to apply when entering their second year. Workspaces are normally only available to full-time students.
- Two part time students can share a desk unless they have a special arrangement with the department (ie. Doing additional GTA work).
- Students will have two weeks to collect a key from the departmental office and pay a deposit of £5.00. This deposit is paid back when the key is returned.
- If the number of students who have submitted a plausible case for office space does not exceed the number of desks available, keys will be handed out to those students who have requested a space.
- If the number of applications exceeds the number of available desks at any point during the year, students' names will be put on an ordered waiting list. Applicants will be informed via email as soon as a space becomes available.
- The department does not provide individual students with computers/laptops.
- Students who are on intermission should clear their area/workspace to allow other students to use their space in their absence. The same applies to students who are away on data collection or on vacation for more than six weeks. The department reserves the right to move your belongings to a safe place if you fail to clear your desk.
- Once you return the key you must clear your desk and take all your belongings with you. The department reserves the right to dispose of any objects left behind.
- A desk in a PhD study room is not a store room for your personal belongings; please consider the other students who share your room with you (not disturbing other students with unnecessary talk or music).
- To apply for a space in a study room you will need to make a case (150-300 words) to the Assistant director of research students, Dr Beatriz de Paiva (bd depaiva@essex.ac.uk).
Printing and Photocopying facilities
The Department will reimburse your printing up to the amount of £50 a year. You should collect all printer credit emails in order to claim your refund.

Research students, along with other students in the Department, have access to unlimited photocopying at cost (through the purchase of cards from the Departmental Office). The photocopier is located in the Social Space (see below). This machine has been bought by the Department, and the money spent on this represents a considerable subsidy of photocopying for students, arguably more generous than providing a fixed amount of free photocopying.

Social Space
The Departmental Social Space (also referred to as the Common Room) is located in room 4.305A and is for all our students and staff to use. There are foreign language newspapers and magazines and you can relax there between classes. Sometimes we use it for one-off events and meetings, but mostly students can come and go as they please.

Student Pigeon-holes
Departmental student pigeon-holes can be found in 4.305A. You should check your pigeon-hole regularly, particularly during term-time.

Spicer Library
The Spicer Library is a lending library for our graduate students working in the fields of applied linguistics and English language teaching (ELT). It houses an invaluable collection of applied linguistics books, ELT materials (in various languages), MA dissertations and PhD theses, with around 4,000 volumes in total. For more information please refer to: www.essex.ac.uk/langling/about/spicer/default.aspx

Digi recorders
Digi recorders are available for loan via the Departmental office. If you would like to book one, please email the Departmental Administrative Assistant (Caralyn Elmer). If you are borrowing expensive items of equipment, we may ask you for a deposit (which is returnable if the equipment is returned in good condition).

Foreign Language Dictionaries
Foreign language dictionaries in French, German, Italian, Portuguese and Spanish are available for short-term loan for students studying modern languages in the Department. The dictionaries can be borrowed from the Departmental office (Room 4.305) and are for use in the Social Space (Room 4.305A) only.

Student’s Linguistics Society
Our students have established a Linguistics society and welcome any new members. For more information see: http://www.essexstudent.com/activities/societies/list/departmental/linguistics/
2.4 Location of departmental office and opening hours

The Department’s official address is:

Department of Language and Linguistics
University of Essex
Wivenhoe Park
Colchester CO4 3SQ

The departmental office is can be found in Room 4.305.

Departmental Office Opening Hours

<table>
<thead>
<tr>
<th>Day</th>
<th>Term Time</th>
<th>Vacation Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>09:30 – 12:30</td>
<td>14:00-16:15</td>
</tr>
<tr>
<td>Tuesday</td>
<td>09:30 – 12:30</td>
<td>14:00-16:15</td>
</tr>
<tr>
<td>Wednesday</td>
<td>09:30 – 12:30</td>
<td>CLOSED</td>
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<tr>
<td>Thursday</td>
<td>09:30 – 12:30</td>
<td>14:00-16:15</td>
</tr>
<tr>
<td>Friday</td>
<td>09:30 – 12:30</td>
<td>14:00-16:15</td>
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</table>

PLEASE NOTE
During the examination period (weeks 33-39), the departmental office will operate on reduced opening hours.

<table>
<thead>
<tr>
<th>Day</th>
<th>Term Time</th>
<th>Vacation Period</th>
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<td>Friday</td>
<td>11:00 – 12:30</td>
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For general enquiries please contact:

English Language and Linguistics: lalpgadm@essex.ac.uk or 01206 872199

You can also refer to:

Website: [http://www.essex.ac.uk/langling/](http://www.essex.ac.uk/langling/)

Facebook: [https://www.facebook.com/lalessex](https://www.facebook.com/lalessex)

Twitter: [https://twitter.com/EssexLang_Ling](https://twitter.com/EssexLang_Ling)
2.5 Departmental Support

Who to go to if you need help
If you have any queries relating to your department or course of study, please contact the Graduate Administrator for English Language and Linguistics.

Need to talk to your supervisor?
All teaching staff (except for those on study leave) hold weekly office hours at which they meet students. Office hours are normally posted on their office door. If you are unable to meet a member of staff during the stated office hours, you should make an appointment via email or telephone.
http://www.essex.ac.uk/langling/staff/Staff.aspx?type=academic

Staff research interests
A list of our teaching staff with their research interests and backgrounds can be viewed on the Departmental website: http://www.essex.ac.uk/langling/

The Departmental Community: Who does what for Research Students

**PGT Student Co-ordinator** – Prof Florence Myles (relevant to Integrated PhD students only)  If you have any problems related to any of the modules you are taking, first talk to the relevant module supervisor/s or your course director, who will refer you to the Graduate Co-ordinator or Graduate Taught Director if necessary.

**The Director of Research Students (autumn/summer terms)** – Prof Louisa Sadler is responsible for monitoring student progress on all postgraduate research courses administered by the Department, for considering intermission requests and for matters relating to the Research Students Progress Committee (RSPC).

**The Director of Research Students (spring term)** – Prof Monika Schmid is responsible for monitoring student progress on all postgraduate research courses administered by the Department, for considering intermission requests and for matters relating to the Research Students Progress Committee (RSPC).

**The Assistant Director of Research Students** – Dr Beatriz De Paiva is responsible for the allocation of PhD Study rooms and allocation of PhD conference funding. She is also a member of the Research Students Progress Committee (RSPC).

**PG Education Officer** – Dr Rebecca Clift is a member of the Research Students Progress Committee (RSPC)
2.6 Departmental Communication with you

The below details how your department will contact you and what is expected of you throughout your time studying with us:

By email: this is the preferred form of communication with students. Be sure to check your email regularly. The Department strongly recommends you to check your email every day.

On the department website: This is a very important source of news about all aspects of your studies. Check it regularly.

By a notice: There are notice boards relating to linguistics and modern languages outside the departmental office (4.305). There are also notice boards for careers information and job opportunities.

By letter: to your local or home address: this is used only when email is inappropriate (e.g. for serious problems concerning academic progress or absence from prescribed instruction).

By telephone: this is used in emergencies or when it is otherwise necessary to receive an immediate response.

By text message: this is used to inform at very short notice of lecture or class cancellations. Please ensure your mobile details are up to date on ‘MyEssex’ to receive this service (first year of integrated PhD only).

2.7 Funding and Grants

Information about scholarships, bursaries and other sources of funding can be found at:

https://www.essex.ac.uk/studentfinance/
Section 2: Academic Matters

3. Learning and Teaching

3.1 Learning, teaching and the nature of doctoral studies.

The nature of research study
Study for a research degree is fundamentally different from what you may have experienced at the undergraduate or taught Master’s level. Your previous training should have equipped you with a general level of competence in the discipline, to a point where you can understand some of the primary research at least in certain areas. For the most part, you will have acquired this competence within the framework of a syllabus and you will have demonstrated it by discussing the work or ideas of others. The written work you have produced will have been intended for the eyes of your tutors or examiners, primarily for the purposes of assessment - to some extent this applies even to extended essays and dissertations.

To qualify for a research degree you must acquire a high level of specialist expertise in some area of the discipline, which you will demonstrate in a thesis embodying original research. Except for students on the Integrated PhD and for ESRC 1+3 students during their first year of study, there will be no set syllabus to guide you or to define your targets - these you must determine for yourself in consultation with your supervisor and your Supervisory Board. Unlike an extended essay, the thesis is not simply a means of assessing your understanding of what you have learnt, nor is it an exercise in research - it is the real thing. Moreover, the thesis will be made available to other scholars (via the University library and the inter-library loans system) and its quality will affect not only your reputation, but that of this University. Consequently, examiners will be reluctant to turn a blind eye to any defects in the thesis, even if they are satisfied that you, as a person, have attained the required level of expertise. This does not mean that the thesis has to be perfect in every respect, but it must be respectable enough to be presented to the outside world.

A large part of studying for a research degree will, therefore, involve learning how to work on your own. Some learning will necessarily come from trial-and-error. The following notes are intended as advice on how to approach conducting independent research. They are not meant to be followed slavishly, but hopefully they will serve as a basis for developing your own strategies in accordance with your temperament and the particular requirements of your research. They represent one view, which may not be shared by your supervisor, in which case it is probably wise to follow your supervisor’s advice. While every effort has been made to ensure that the information presented in these notes is accurate, it must not be taken as invalidating or superseding any official information issued by the University or the Department.

Your topic
As part of your application to Essex, you will have given an outline of your proposed research, but this will probably need to be revised in various ways and to be defined more precisely. Your supervisor should be able to help in this, by identifying questions which are of interest to both of you and/or which are at the forefront of current debate within the field and also by advising you of existing work in the area. Obviously, the topic must interest you, since it will occupy three or four years of your life, but the more it interests your supervisor, the more able (and keen) he or she will be to provide guidance and constructive criticism. It is also preferable to choose a topic which relates to the work of others around you (including fellow students) so that you can benefit from informal discussions, research groups, conferences, etc. ‘Doing your own thing’ may sound exciting, but it may quickly leave you feeling isolated and unmotivated.
Reading
The University library, the Albert Sloman Library (named after our first Vice-Chancellor), has a large collection of books relating to our graduate courses and research fields. As soon as you have registered, you are entitled to borrow books and use the Library facilities.

The Department also has a library of its own called the Spicer Library, housed in Room 3.111. This was founded in memory of Prof. Sam Spicer, Emeritus Professor of Applied Linguistics who died a number of years ago. This normally opens by the beginning of Week 4.

Most of the books in the collection are in the general field of Applied Linguistics/English Language Teaching and books purchased are largely funded by generous donations from the Spicer family and the International Academy. The library is run by student volunteers. We strongly encourage you to get involved with this; all students will be contacted about how to do so early in the first term. A copy of the Rules of the Spicer Library will be given to you when you register as a user. For more information about the Spicer Library, see: http://www.essex.ac.uk/langling/about/spicer/default.aspx for more information.

A substantial proportion of your time will be devoted to reading, particularly in the early stages. Your supervisor should be able to suggest some reading matter to get you started, which you can follow up by consulting works which are referred to therein. Other PhD theses on related topics are also an invaluable source of bibliographical information. We would also recommend systematically sifting through relevant journals over the last ten years or so. Many journals can now be accessed electronically via the library web pages. A more methodical approach is to sift through specialist bibliographies which can be consulted in the library, making judicious use of the indexes. You can also do a computer search in the library (ask at the library desk for advice on how to go about this).

Books which are not stocked in the University library can usually be obtained through the inter-library loans system (for information, ask at the library). However, this is a costly procedure which takes up resources which might be better spent on adding to the library’s own collection, so please use it sparingly. Check first that the book really is relevant by reading the abstract in a specialist Bibliography or seek the advice of your supervisor. If you need to consult several works which are available in other libraries within easy distance (e.g. London), it may be more convenient to go there and spend a couple of days of intensive reading. If you think that the book in question might be of use to other students, ask your supervisor to order it for the library - such requests from members of staff are usually granted and arrangements can be made for the book to be reserved for you as soon as it arrives. If you do obtain a book via inter-library loans, make sure that you get all the relevant information from it before you return it - on no account order the same book twice!

Photocopying is another facility which is prone to abuse. From a legal point of view it is severely restricted by copyright - see notices displayed near all photocopiers. Above all, make sure that you actually read the stuff, preferably before you copy it! In many cases, it will be more useful (and certainly cheaper) to take notes on the relevant sections.
Remember to keep a permanent record of the full bibliographical details of everything you read or consult, e.g. in a card-index or computer file, not on the backs of old envelopes. The University Computing Service has installed a software package in the University's computing labs for managing bibliographies: EndNote. If you are interested in using this you will find information at:
http://www2.essex.ac.uk/cs/services/software/details.asp?ID=155&DB=software

It is extremely infuriating to discover, when you are on the point of submitting your thesis and there is only the bibliography left to do, that certain details are missing, particularly if the book in question is out on loan or the journal volume has been sent off to the binders!

Some of your reading matter will be concerned with general background (e.g. theory or methodology) while other works will relate directly to the empirical domain of your research. You should try to intersperse both types of reading (or even do them concurrently) and make a conscious effort to establish links between them; e.g. as you are reading about some aspect of theory, try and find examples from your own domain which would illustrate it (or perhaps contradict it); conversely, think about how phenomena encountered in your specialist reading might be handled in terms of the theoretical approach which you have just been reading about. This will give a sense of purpose to your reading and will also help you to identify promising avenues of inquiry.

**Active research**
As soon as possible, you should engage in research of an active, productive kind. In a study based on empirical work, this may take the form of a small scale pilot study designed to test the validity of your methodology and to give you some idea of the sort of results which you can expect to find when you do the ‘real thing’. For other types of research, an appropriate first step is to draft a tentative, but fairly developed synopsis of the thesis as you envisage it (say 20-50 pages), based on the evidence obtained so far and your preliminary hypotheses. This will provide you (and your supervisor) with a solid foundation to build on, to see what further evidence you need to look for, what avenues of inquiry are likely to prove fruitful, how the thesis can be organised and, possibly, how the scope of the research may need to be redefined.

By the end of your first year, you are required to produce a rough thesis plan (e.g. listing potential chapter headings). However, for your own purposes, you should draw up a more detailed plan of the thesis as soon as possible. One way of doing this is to construct a flow diagram in which the main points (empirical data and analytic concepts) are linked by arrows indicating the ways in which they feed one another. You may find this easier to do on a large whiteboard, so that you can rub points out and relocate them to give a clearer (less messy) visual picture. Looking at the general direction of the arrows will give an indication of the order in which the subject matter should be dealt with. This task may be made more manageable if you break it down into parts; e.g. make a preliminary decision as to how the content is to be divided into chapters, work out the internal structure of each chapter, then by looking at connections across chapters determine the order in which they should be presented, perhaps with some transfer of material between chapters if appropriate. Eventually you should end up with a plan which is essentially linear. It will probably have to be revised as your research progresses, but at least it will give you a framework within which to work.
When your basic research is complete and you have a clear overall picture of your thesis, you should begin detailed work on individual chapters, culminating in first drafts for your supervisor to comment on and discuss with you. It is generally best to give your supervisor complete chapters, unless he or she requests otherwise. It is also important to submit work regularly - as a rough guide, in order to complete within the prescribed period of time, you will normally need to produce about one draft chapter per term. In all probability, these drafts will need to be modified, firstly in the light of your supervisor’s comments and later when you have done drafts of all the chapters (e.g. to iron out inconsistencies, fill in gaps, eliminate repetition, etc.). You should take your supervisor’s comments seriously and not be over-defensive about what you have written. Suppose for instance that your supervisor makes some criticism of your work, but in oral discussion you are able to reassure or convince him or her by clarifying what you have written or by providing further supporting evidence. In such a case, you should not assume that what you have written is OK (e.g. the supervisor just wasn’t paying sufficient attention). If your supervisor (who is fairly familiar with your work) can misunderstand you or fail to be convinced by your argument, it is a fair bet that the examiners, approaching your work for the first time, will do likewise - possibly resulting in a ‘referral’ or even failure of the thesis. At the same time, you must remember that the thesis is your responsibility, not your supervisor’s. Your supervisor is not infallible and cannot be expected to have a detailed grasp of all aspects of your research, so it is up to you to evaluate his or her comments.

3.2 What the department expects from its students and what students can expect from the department

Every research student has a main supervisor (a member of the academic staff whose role is to provide advice and general guidance) and there may also be a co-supervisor (to provide complementary expertise).

The Department regards the responsibilities of the supervisor to be the following:

a) to give guidance about the nature of the research and the standard to be expected; to advise about the planning of the research course and about relevant literature and sources; to direct the student to attend taught modules wherever necessary; to encourage students to acquire and maintain familiarity with relevant developments on the subject; to give advice about requisite techniques (including arranging for instruction where necessary) and about the problem of cheating;

b) to maintain contact, at least once a month, through regular supervisory sessions and seminars in accordance with departmental policy and arrangements previously agreed with the student; if a student fails to communicate with a supervisor for three consecutive months, the supervisor will refer the student to the Director of Research Students who will arrange a meeting with the student to discuss progress;

c) to be accessible to the student at other appropriate times when advice may be needed;

d) to give detailed advice on the necessary completion dates of successive stages of the work so that the whole may be submitted within the scheduled time;

e) to request written work as appropriate, and to return such work with constructive criticism within 6 weeks of receipt of the work;

f) to arrange, as appropriate, for the student to talk about his or her work to staff or graduate seminars and, as appropriate, to have practice in oral examinations;

g) to ensure that the student is made aware of inadequacy of progress or of standards of work below that expected;
h) to advise the Head of Department, or his or her designated representative, and the student if, in his or her opinion, there is sufficient likelihood of the student failing the degree for which he or she wishes to submit; and
to submit, twice a year (and on other occasions where necessary), a written report on the student’s progress to the relevant Supervisory Board;
j) to discuss a student’s training needs at the beginning of each new academic year;
k) to keep a written record of supervisory meetings with research students.
The Department regards the responsibilities of the student to include the following:

a) to discuss with the supervisor the type of guidelines and the form of comment found most helpful and to agree a schedule of meetings;
b) to take the initiative in raising problems or difficulties, however elementary they may seem;
c) to produce work in accordance with the schedule agreed with the supervisor or Supervisory Board, with special attention paid to the production of written material in sufficient time to allow for proper comment and discussion, before proceeding to the next stage;
d) to decide when to submit the thesis, taking due account of the supervisor’s opinion (which is advisory only);
e) to attend such formal instruction as is required by the supervisor;
f) to become familiar with the appropriate higher degree regulations;
g) to raise with the departmental Director of Research Students and/or the Head of Department and/or, if necessary, the relevant Dean, at the earliest possible opportunity, and in any case before submission of the thesis, any aspect of the supervisory or other arrangements with which the student is dissatisfied, if necessary in confidence;
h) in the event of the informal discussions referred to in (g) above not having produced a satisfactory outcome, to complain formally to the Student Academic Conduct and Complaints Office, using the appropriate complaints form; and
i) to submit, twice a year (and on other occasions where necessary), a written report on the progress of the research (on the forms prescribed for this purpose) to the relevant Supervisory Board.

(NB: Around weeks 9 and 35 all research students will be sent a Supervisory Board Report form by e-mail that they must complete and send to their supervisor by e-mail. The purpose of this report is to provide details about work that has been completed in the previous 6 months, and to outline goals for the next 6 months. This report forms the basis for discussion at a Supervisory Board meeting and for the final report on progress that is considered by the Departmental Student Progress Committee).
Taking responsibility for your own work

It is important from the outset to be pro-active in the management of your project. The work is, after all, your responsibility and not that of your supervisor, and ultimately both you and your supervisor have to certify that the thesis is entirely your own work. Supervisors will try their best to give you advice and support you as your work develops. However, it is not their responsibility to do the work for you, to proof-read or ghost-write your thesis. In general, you can expect your supervisor to read and comment on one draft (and one revised draft) of each section of your thesis, and (towards the end of your supervision period) to read through (and comment on) one draft of the overall thesis.

Most supervisors prefer you to submit small quantities of work regularly (rather than a very large piece of work every few months), and most dislike being asked to read more than 30 pages or so at a time (though this is a matter of individual preference which you should discuss with your supervisor). It is your responsibility to decide what revisions (if any) you wish to make in the light of constructive critical comments from your supervisor; supervisors cannot be expected to read one revised draft after another of a particular section or chapter (let alone of the whole thesis). Wherever possible, staff aim to provide feedback on work submitted by a supervisee within 6 weeks of receiving it, and will notify the student (e.g. by email) if they are unable to do so, and set a new date.

Where a supervisor sends a student comments by email, it is expected that the student will acknowledge receipt of those comments (so that the supervisor knows they have been received). More generally, where a student has received comments from the supervisor on work which is subsequently submitted as a dissertation or thesis for assessment for a postgraduate degree, or in article form sent to a journal for publication, it is expected that the supervisor’s help and any financial support the student has received from a sponsor will be formally acknowledged.

3.3 Moodle, ORB and FASER

Our online resource bank (ORB) stores important module materials such as reading lists and past exam papers.

We use Moodle as our online learning environment, to enhance face-to-face teaching. It lets you get to course materials, and has built-in features to enhance learning such as discussion forums, chat facilities, quizzes, surveys, glossaries and wikis.

FASER is our online coursework submission and feedback system. Use it to submit your coursework electronically, produce a watermarked copy of your work and receive electronic feedback all in one place.

www.essex.ac.uk/e-learning/tools/faser/account/login
www.essex.ac.uk/it/elearning

3.4 Changing your degree

If you want to change your course, you should talk to someone in your department first. Normally, you would be required to make a new application for admission.

Investigate your potential new course by looking at course information on the department’s web pages, talking to students on the course and speaking to tutors. You should also look at our Rules of Assessment for the new course to check whether there are any course-specific requirements.
If you want to **change your mode of study** from full-time to part-time, you should discuss this with our departmental staff. If this is possible, you will need to make a formal request using the online **Change of Mode of Study form** which you can find here: [www.essex.ac.uk/esf/](http://www.essex.ac.uk/esf/)

Changing your mode of study may affect your immigration status if you have a Tier 4 visa and you may need to contact the Home Office or make a new Tier 4 application.

Please read carefully our guidance on Tier4 and course changes here: [www.essex.ac.uk/immigration/studies/changes](http://www.essex.ac.uk/immigration/studies/changes)

### 3.5 Registration, intermitting, changes to studies

All new students and returning students must **register** at the start of each academic year. The full process for new students includes activating your student record for the academic year, your email account, access to IT and library services, enrolment on modules and confirming your contact details.

You should discuss any proposed **change of degree title** with your supervisor. One you have decided you want to change your degree title, you will need to make a formal request using the online Change of Course/Degree title form (available here: [www.essex.ac.uk/esf/](http://www.essex.ac.uk/esf/))

Until your final term, you may request a **transfer from one mode of study** to another, for example from full time to part time, including distance learning, or vice-versa. You should discuss any proposed change with your supervisor.

If you are a **sponsored student**, you should discuss any proposed change with your funding body and/or check its terms and conditions. If you are a Research Council funded student you should contact the Student Services Hub to discuss your request to change your mode of study.

Once you have decided you want to change your mode of study, you will need to make a formal request, using the online **Change of Mode of Study form**, which will need to be approved by your department and the Dean. You can find the form at: [www.essex.ac.uk/esf/](http://www.essex.ac.uk/esf/)

If your request is approved your minimum and maximum period will be adjusted pro-rata.

Please read carefully our guidance on Tier 4 and course changes here: [http://www.essex.ac.uk/immigration/studies/changes.aspx](http://www.essex.ac.uk/immigration/studies/changes.aspx)

<table>
<thead>
<tr>
<th>Maximum and Minimum periods of study from 2008-09</th>
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<tbody>
<tr>
<td><strong>Research degree</strong></td>
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<tr>
<td>Masters by Dissertation (MA or MSc by dissertation)</td>
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<tr>
<td>Master of Philosophy (MPhil)</td>
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<td>Doctor of Medicine (MD)</td>
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<td>Doctor of Philosophy (PhD)</td>
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<tr>
<td>Doctor of Philosophy Integrated (PhD)</td>
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3.6 Supervision
The precise form which ‘supervision’ should take is a matter to be decided between you and your supervisor(s). You may agree to hold regular short meetings (e.g. fortnightly in term times) to discuss how your work is going; or you may decide that it suits both of you better if you have less frequent but longer meetings, e.g. two or three times a term. In some cases, supervision may take the form of a research seminar in which each student takes turns in presenting his or her most recent work to the group. The frequency of supervisory meetings may vary according to the nature of your research and the current stage of your PhD, and supervisory arrangements will often differ between term time and vacations. It is important to establish a personalised and regular supervision system from the outset, so that you and your supervisor(s) stay in close contact.

3.7 PGR milestones

Linguistics: Milestones for PhD Students

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Criteria for progress</th>
<th>Deliverables</th>
<th>Deadline</th>
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<tbody>
<tr>
<td>M1: Confirmation and Progress to Year 2 (or equivalent for part-time students)</td>
<td>A: Assess training needs and knowledge required to undertake research project and complete the thesis.</td>
<td>• Training Needs Analysis to be completed.</td>
<td>Term 1 for full-time students; Term 2 for part-time students</td>
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<td></td>
<td>• Attend Proficio courses and plan for further courses to attend, as appropriate.</td>
<td>By end of Term 3 for full-time students; Term 6 for part-time students</td>
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<td>• Attend at least four of the workshops offered throughout the academic year as part of LG595.</td>
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<td></td>
<td>B: Choose research topic and demonstrate significance/impact of research.</td>
<td>Research Project Proposal, including</td>
<td>By Confirmation Board (Term 3 for full-time students; Term 6 for part-time students)</td>
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<td></td>
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<td>• Write central research problem/questions to be answered.</td>
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<td></td>
<td></td>
<td>• Methodological considerations.</td>
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<td></td>
<td></td>
<td>• Feasibility Report – identifying sources, access and ethical considerations</td>
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</table>
| M2: Progress from Year 2 to Year 3 (or equivalent for part-time students) | A: Review training needs and knowledge required to continue with research project and complete the thesis. | ▪ Training Needs Analysis to be reviewed.  
▪ Attend Proficio courses and plan for further courses to attend, as appropriate.  
▪ Term 4 for full-time students; Term 8 for part-time students  
▪ By end of Term 6 for full-time students; Term 12 for part-time students |
| ▪ Produce 2 draft chapters/papers or the equivalent.  
▪ Report on research undertaken to date |
<p>| B: Demonstrate work of the quality and quantity expected at the end of Year 2 | ▪ For example: |
| C: Review significance and impact of research and | ▪ By end of year Supervisory Board (Term 6 for full-time students; Term 12 for part-time students) |</p>
<table>
<thead>
<tr>
<th>A: Demonstrate ability to reflect on skills and knowledge development and its application to the research project</th>
<th>Training Needs Analysis reviewed</th>
<th>By end of year Supervisory Board (Term 9 for full-time students; Term 18 for part-time students)</th>
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<tbody>
<tr>
<td>B: Demonstrate work of the quality and quantity expected at the end of Year 3 (or equivalent for part-time students)</td>
<td>Research completed (experimental, empirical and theoretical work, where relevant)</td>
<td>By end of year Supervisory Board (Term 9 for full-time students; Term 18 for part-time students)</td>
</tr>
<tr>
<td>C: Demonstrate ability to complete within the maximum period.</td>
<td>Produce a realistic completion year plan.</td>
<td>By end of year Supervisory Board (Term 9 for full-time students; Term 18 for part-time students)</td>
</tr>
<tr>
<td>D: Demonstration of effective project management through the setting of research goals and prioritisation of activities.</td>
<td>Create a detailed, realistic plan of work/timetable for Year 3.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Produce supervisory board report written in a clear and self-reflective style</td>
<td>By end of year Supervisory Board (Term 6 for full-time students; Term 12 for part-time students)</td>
</tr>
<tr>
<td>E: Have collected a substantial amount of data and undertaken substantial data analysis.</td>
<td>Provide short written report on progress to supervisor</td>
<td>By end of year Supervisory Board (Term 6 for full-time students; Term 12 for part-time students)</td>
</tr>
<tr>
<td><strong>M3: Progress from Year 3 (or equivalent for part-time students) to Completion Year</strong></td>
<td>articulate output</td>
<td>Deliver workshop</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Present research to students and staff at seminars/conferences</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Write journal articles</td>
</tr>
<tr>
<td></td>
<td><strong>(Term 6 for full-time students; Term 12 for part-time students)</strong></td>
<td></td>
</tr>
</tbody>
</table>
3.8 Inclusive Learning for our students

The department of Language and Linguistics offers an inclusive learning experience and ensures the quality of opportunities for all of our students and endeavour to meet the diverse needs of our students.

3.8.1 Information for disabled students
We would encourage all new students with a disability, long term medical condition, specific learning difficulty or mental health difficulty to disclose and register with the disability service so that we can plan how best to support you in your studies.

You can find out about the academic and learning support we offer here: www.essex.ac.uk/students/disability/academic

UK students may be eligible for a Disabled Students’ Allowance grant. Go here for more information including application forms and key changes for 2016-17 www.essex.ac.uk/students/disability/funding

3.8.2 Information for international students
We are proud to be a global community and we recognise that living and studying in the UK may be very different from your own country.

Essex has a wide range of support covering academic and health and wellbeing issues. Our friendly and professional staff will be able to guide, advise and assist you during your time at Essex.

You can find helpful information here - www.essex.ac.uk/students/new/international

If you are studying on a Tier 4 visa, don’t forget to read section 7.4 Tier 4 Information of this handbook which has further information and links.

3.8.3 Mature and part-time students
As a mature student you’ll be in very good company – around 37% of our students are mature students.

We appreciate that studying as a mature student can present challenges. This is particularly true if this is your first experience of higher education and you have other commitments and responsibilities to meet such as work and family. We want you to be aware of the support available so that you can make the most of your time at Essex.

You can find more information here: www.essex.ac.uk/life/students/mature
3.9 Student representation, Student Assessment of Modules and Teaching and Student Surveys

Student feedback is a vital part of the University's approach to quality assurance and enhancement. It is important that you are given the opportunity and that you take time to feedback to the University.

You can do this in a number of ways:

1. You can contact (or be elected as) a **student representative** who represent the voice of fellow students in departmental Student Staff Liaison Committees (SSLCs) and other University level committees.

2. You can find more information on the Students' Union website www.essexstudent.com/representation/coursereps/ and the University's policy here: /www.essex.ac.uk/quality/student_representation/student_rep.asp.

3. You can find out information about Student Staff Liaison Committees (SSLCs) here: www.essex.ac.uk/quality/student_representation/sslc.asp.

3.10 Library Services

At our Colchester Campus and located on Square 5, the **Albert Sloman Library** has long opening hours, a new extension, a dedicated postgraduate research room and 24 hour access in the weeks leading up to exam time. The library has a wide range of learning resources, including books, journals, British and foreign-language newspapers, databases, microfilms and audio-visual materials. There are quiet group study areas and networked PCs on all floors.

libwww.essex.ac.uk/
4. Research Skills Development

4.1 Proficio
Proficio is our innovative professional development scheme for doctoral students, and it’s unique to Essex. We believe that your academic and professional development is vital to your growth as a postgraduate research student and so we credit your Proficio account with funds that can be spent on a variety of courses. You can find out more information via www.essex.ac.uk/study/pg/research/proficio and you can contact the Proficio team at proficio@essex.ac.uk.

4.2 Departmental Specific Training and Events
LG595 Professional development activities for research students
All research students are expected to participate in the course on professional development (LG595). You will be expected to attend at least four of the workshops offered throughout the academic year as part of LG595.
You will receive details of the course at the induction meeting you have with the Directors of Research Students at the beginning of your first year. Typical topics include ‘Research ethics’, ‘How to (not) write a literature review’, ‘Using Microsoft Word for writing your dissertation and other academic papers’, ‘How to get published’, and ‘How to Organize Conferences’.
Attendance at any professional development courses or events should be recorded on your Supervisory Board report forms, and will be monitored at meetings of your Supervisory Board.

4.3 Attending conferences
Attending conferences in your field may benefit your research and your future academic career. Usually, it is possible for the Department to provide limited financial support for research students presenting papers at prestigious national or international conferences (though not normally at student conferences). The amount of money available for this purpose varies from year to year, and in some years there may be none at all. In order for a particular case to be eligible for consideration for support, a number of criteria must be satisfied: (a) you must be within your minimum period of registration; (b) you must have had a paper accepted for presentation; (c) your case for financial assistance must be supported in writing by your supervisor, who must also offer an evaluation of the status of the conference; (d) your application must be made and authorised in advance of the conference taking place. Note that, even in times of plenty, a Departmental contribution will typically cover only a portion of the full cost of attending a conference. Normally a student will only be eligible for one conference support grant in any one University financial year (1st August to 31st July). If you wish to be considered for such support, you should first speak to your supervisor, who will give you an assessment of the prospects of success in the context of the Department’s financial position. Secondly, you should complete a ‘Conference funding application form’ (obtainable from the departmental website: http://www.essex.ac.uk/langling/current/default.aspx, under the more resources and
documents tab) and pass a hard copy signed by your supervisor to the Assistant Director of Research Students.

**Essex graduate student conferences**

In recent years research students in the Department have organised three separate annual postgraduate conferences: the *Essex Graduate Student Conference in Linguistics*, the *SociolinguistEssex Conference*, and *LangUE: language at the University of Essex*. We expect you to participate in these conferences (either by presenting a paper or by being one of the organizers or just as a member of the audience) and this will be monitored at meetings of your Supervisory Board.

For more information about postgraduate conferences in the Department go to: [http://www.essex.ac.uk/langling/conferences/default.aspx](http://www.essex.ac.uk/langling/conferences/default.aspx)

**Centre for Research in Language Development throughout the Lifespan (LaDeLi)**

The LaDeLi Centre was launched on 2 July 2015 and consists of a team of internationally renowned researchers covering all aspects of language development throughout the lifespan. The research conducted by the centre is of particular interest to those working in the areas of:

- **Applied Linguistics**
- **Psycholinguistics**
- **TEFL/TESOL**

The centre is always looking for new participants to join the participant pool and also run a Language Games Club open to anyone, staff, student or guest, who is interested in the world of language and games. The group meets weekly during term-time in our Department's social space to develop, discuss, or play language games and support charities related to language games.

For more information please see:
- [http://www.essex.ac.uk/langling/research/ladeli/default.aspx](http://www.essex.ac.uk/langling/research/ladeli/default.aspx)
Teaching opportunities
Once a year, the Department will invite applications for a number of Graduate Teaching Assistant (GTA) posts. Normally students in the second or third year of study may apply, but applications from students in their first year of study or in their completion year may sometimes also be considered. Students beyond their first completion year are not eligible to apply. Applications will be considered by a Departmental Selection Committee, who also interview candidates. Students who have served as GTAs for one year and wish to continue will be required to re-apply and will be interviewed again, although at least one of these will normally be re-employed for a second year to provide advice and support for new GTAs. To provide as many students as possible with the opportunity to gain some teaching experience, no student should normally serve as a GTA for more than two years. However, because the teaching involved takes the form of follow-up classes to first year lectures, the primary concern of the interviewing panel is to appoint GTAs who can demonstrate communicative skills and approachability. In order to assess a candidate’s suitability for such a post, interviewees will be asked to give a short presentation at the beginning of the interview.

The University's Code of Practice on Teaching by Graduate Students is available on the Graduate School web pages at: http://www.essex.ac.uk/academic/docs/regs/gstudents.shtm

Cadenza
Cadenza is the University's professional development framework for all staff who teach and support learning. Cadenza is designed to be flexible and to fit in with your existing commitments. There is a rolling process of application, and assessment panels take place each term.

Our dedicated Cadenza team in Learning and Development will support you through the whole process. We can provide advice on the appropriate descriptor level for your application, offer feedback on your ideas for case studies/peer dialogues and review draft submissions. We hold regular briefing sessions and support sessions for applicants. It is recommended that Graduate teaching assistants (GTA’s) are required to achieve D1 by the end of their first year of teaching.

You find more information and register your interest via http://www.essex.ac.uk/ldev/recognition/cadenza/

mySkills and myLife
There are two websites that offer interactive advice/guidance and academic networking. These resources could form an integral part of your academic development. MySkills will help you to acquire the skills that are crucial to achieving academic success at Essex, whilst also improving your employability. See the webpage at: www.essex.ac.uk/myskills

Students can use myLife to create workspaces to organise their academic assignments, keep track of their friends, organise social events, write a blog recording their reflections on their experiences at Essex, and so on. To find out more about it, go to: http://www.essex.ac.uk/elen/student/mylife.shtm
5. Progressions and Assessment

5.1 Principal Regulations for Research Degrees and the Code of Practice for Research Degrees

www.essex.ac.uk/about/governance/regulations/regulations-higher;
https://www.essex.ac.uk/about/governance/regulations/codes-higher

The Principal Regulations and the Code of Practice are extremely important documents that set out both your responsibilities, and the responsibilities of the University to you. Take time to familiarise yourself with them. They outline the roles and responsibilities of you, your supervisor, your Supervisory Panel and the Research Student Progress Board.

www.essex.ac.uk/students/exams-and-coursework/ext-circ

5.2 Extenuating Circumstances, withdrawing and intermitting

www.essex.ac.uk/students/exams-and-coursework/ext-circ

**Extenuating circumstances** are circumstances beyond your control which cause you to perform less well in your work than you might have expected. In general, extenuating circumstances will be of a medical or a personal nature that affect you for any significant period of time and/or during the examination period.

If you are taking taught modules you need to submit your form by the deadline, see:

www.essex.ac.uk/students/exams-and-coursework/ppg/general/assess-rules

Exceptional circumstances submissions relating to your overall postgraduate research studies should be made to the Supervisory Board and Research Student Progress Committee and you should consult your supervisor for the appropriate deadline.

Please read the guidance on extenuating circumstances very carefully before submitting your form and evidence. Please seek advice from the Students’ Union Advice Centre, www.essexstudent.com/services/advice_centre/, or the Student Services Hubs, www.essex.ac.uk/students/contact/registry if you need any guidance.

**Intermitting** is a temporary withdrawal or leave of absence from your studies for one term, two terms or one academic year (stage). In exceptional circumstances, a period of up to two academic years away from our University may be allowed as long as it does not exceed your maximum period of study. Normally this is for reasons beyond your control such as health or personal problems. An intermission is approved for a defined period of time after which you would return to your studies. This is a formal process which needs formal approval and must be supported by your supervisor.

If you are thinking about intermitting, there are some practical things you need to consider such as academic issues, for example the impact on your maximum period of study, accommodation, financial matters (including the impact on your fees) and visas if you have a student or Tier 4 visa.

If you decide to intermit your registration will be changed to partial registration, which means that you will no longer be entitled to supervision or to attend any modules or training events. You will still have access to your Essex email account which we will use to communicate with you and some library access.

If you decide to intermit, you will need to complete the online form at www.essex.ac.uk/esf/ and you will receive an email confirming whether your request to intermit has been successful.
You should read the guidance on intermitting very carefully before submitting your form, at: www.essex.ac.uk/students/course-admin/intermission.aspx. You are strongly advised to discuss intermitting with your department.

You may experience doubts about continuing on your course at some point during your studies. **Withdrawing from your course** is the formal process for permanently leaving your programme of study and the University. There are plenty of people at Essex who can provide you with information, advice, guidance and support to help you to make a decision that’s right for you. For instance, you might find that taking a temporary break from your studies (intermitting) will enable you to resolve the current situation that is causing you to think about leaving. Also, please note that if you are thinking about withdrawing from the University, there are some practical things you need to consider: accommodation, financial matters including your tuition fees, visas if you have a student or Tier 4 visa, and careers advice. Who to contact for advice, the practical matters that you need to consider, your options, and the withdrawal process are all detailed here: http://www.essex.ac.uk/students/course-admin/withdrawing.aspx

5.3 Re-marking of coursework (Integrated PhD Students only)
You have the right to request a re-mark of your coursework under certain circumstances which your department will advise you on. The University Marking Policy can be found here: http://www.essex.ac.uk/quality/university_policies/examination_and_assessment/marketing_policy/default.asp You will need to complete a form and be aware that marks can go down as well as up.

5.4 Your viva and your examiners
Your supervisor will not normally be present during your viva and will not normally have any contact with your examiners other than to arrange their appointment.

5.5 Appeals, complaints, and fitness to practise
If the recommendation of your Research Students Progress Committee is that your degree should be downgraded or your studies discontinued, and you want to appeal, you must do so within two weeks of receiving the notification. You must do so in writing on the Form of Appeal which is available online at www.essex.ac.uk/students/exams-and-coursework/ppg/pgr.

You should read carefully the Appeals Procedure against a progress decision – postgraduate research students at: www.essex.ac.uk/about/governance/policies/research-progress-appeals

You may also appeal against an examination decision. ‘Failed’ or ‘referred’ candidates may submit their appeal no later than eight weeks after the notification of the decision.

You should read carefully the Appeals Procedure against an examination decision – postgraduate research students (thesis) at: www.essex.ac.uk/about/governance/policies/research-progress-appeals.aspx#thesis
Professional doctorate students may appeal against the recommendation of a Research Students’ Progress Committee that they be discontinued or downgraded within two weeks of receiving notification of the recommendation. You should read carefully the Appeals Procedure for professional doctorate students at www.essex.ac.uk/about/governance/policies/research-progress-appeals.aspx#doctoral

Making a complaint. The University is a large community engaged in many activities of both an academic and non-academic nature. From time to time, you may feel dissatisfied with some aspect of your dealings with the University and, when that happens, it is important that the issue is dealt with constructively and as quickly as possible without risk of disadvantage or recrimination. You can find the complaints procedure and the forms at www.essex.ac.uk/students/experience/complaints

A complaint is defined as the expression of a specific concern about matters that affect the quality of a student’s learning opportunities (this is in line with the QAA Quality Code for Higher Education, Chapter B9: Academic Appeals and Student Complaints). The University aims to resolve complaints quickly and informally.

Fitness to practise is only applicable to students on certain professional courses (such as nursing or social work) at: www.essex.ac.uk/about/governance/documents/policies/procedures-fitness-to-practise.pdf
If this applies to you, you will have been told by your department.

5.6 Academic Offences Procedure
www.essex.ac.uk/see/academic-offence

All students are expected to behave with honesty and integrity in relation to coursework, examinations and other assessed work. If you do not do so, you may be found to have committed an academic offence. The University takes academic offences very seriously.

Academic offences can include plagiarism, false authorship, collusion, falsifying data or evidence, unethical research behaviour and cheating in an examination (this list is not exhaustive). Academic offences can be committed as a result of negligence, meaning that you may be found guilty of an academic offence even if you didn’t intend to commit one.

It is your responsibility to make yourself aware of the Academic Offences Procedure, the regulations governing examinations, and how to correctly reference and cite the work of others. If you aren’t sure what referencing system you should use, you should ask your department and also refer to 6: Referencing and good academic practice in this handbook.
5.7 Ethics

All research involving human participants, whether undertaken by the University's staff or students, must undergo an ethics review by an appropriate body and ethical approval must be obtained before it commences. You can find our Guidelines for Ethical Approval of Research Involving Human Participants here –

http://www.essex.ac.uk/reo/governance/human.aspx - along with the University Ethical Approval application form.

'Human participants' are defined as including living human beings, human beings who have recently died (cadavers, human remains and body parts), embryos and foetuses, human tissue and bodily fluids, and personal data and records (such as, but not restricted to medical, genetic, financial, personnel, criminal or administrative records and test results including scholastic achievements). Research involving the NHS may require and research involving human tissue or adults lacking capacity to consent will require Health Research Authority approval.
6. Referencing and good academic practice

6.1 Good Academic Practice at Essex
Good academic practice is one of the key values of higher education and therefore is very important here at the University of Essex. Plagiarism is the term used to describe the misuse of authorship of a piece of work and is considered a serious academic offence. We expect you to take responsibility for referencing your work correctly and therefore avoiding unintentional plagiarism. Plagiarism can damage your academic reputation and that of the Department and University and therefore the penalties can be severe. For example, it could mean receiving a mark of zero or being required to withdraw from the University. When submitting a piece of work you are also required to acknowledge any help you have received or the use of the work of others you may have included.

6.2 Guidance on Referencing within the department

Referencing Style
Referencing (both in the text and at the end of your thesis) needs to follow a consistent style. Several styles are commonly used in Linguistics (e.g. compare the presentation style for the references across an edited volume and a journal article—these small differences in how they use punctuation, boldface, italics, underlining, and the order in which they present information reflect their use of different referencing styles). You can follow any reasonable style (e.g. that you see in other linguistic work), but you must be consistent, and your references must be complete. If in doubt, the APA style is a good choice: http://www.apastyle.org/learn/index.aspx.

In-text Referencing
When you refer to published ideas, arguments, findings or frameworks within the body of your assignment, you need to acknowledge the original author by following the author-date system: you identify the relevant work by the surname(s) of its author(s), followed by the date of publication and (where appropriate) the relevant page references. These can be placed in parentheses immediately following a general frame (Example 1), or at the end of the sentence (Example 2). If the author name(s) are used within the sentence (Example 3), then the in-text citation in parentheses does not repeat the author name(s), and instead only includes the year of publication and the page numbers, if appropriate:

1. Recent findings (e.g. Cramm 2013, Swott 2012) suggest that last-minute exam revision can help to overcome Blanck-Page Syndrome.
2. Last-minute exam revision can help to overcome Blanck-Page Syndrome (Cramm 2013, Swott 2012).
3. Hardnutt (2013) maintains that the claim made by Plodd and Truncheon (2000, p.99) that police-speak is a lexically impoverished code is ‘a load of old cobblers.’

In all of these, the in-text citation is inside the sentence where the non-original ideas are introduced. It is not appropriate to provide several sentences of non-original ideas and only have a single in-text citation at the end of the paragraph. However, if after offering non-original material and citing the original reference, you then in subsequent sentences explain or provide further details from this reference, you do not need to continue to offer an in-text citation for each sentence, as long as it is clear that the subsequent elements are also drawing on that already cited reference. When in doubt, more explicit referencing is safer than light referencing. If you continue to cite the same reference across several sections, it is appropriate to use (ibid.)—Latin for ‘the same place’—which is a briefer way of showing that you are continuing to draw on the last full in-text citation.
When you refer to multiple works by a single author which were published in the same year, you need to identify each work you mention in the text using the author’s surname, followed by the year of publication, followed by a lower case letter – ‘a’ for the first item mentioned, ‘b’ for the second, ‘c’ for the third, and so on:

In a number of recent works, Snyde (2013a, 2013b, 2013c) argues that the relation of the linguist to the language teacher is analogous to that of a parasite to its host.

If you refer to works by more than one author with the same surname, these must be distinguished wherever you mention them in your text by including the author’s initials or first name(s)—use initials/first name only in such cases:

J. Glumm (2013a) argues against the hypothesis put forward by K. Glumm (2012b) that Eurosceptics make poor second language learners.

If you wish to further identify a particularly important work in your text, you can do so by including its title as well as the relevant author-date information. Be judicious in your use of titles—including them for all or a majority of your cited references is not appropriate, and takes up word space which would better be employed for your argument/analysis.

Chimpsky (2013c), in his influential work Talking in Trees, puts forward the hypothesis that linguists’ morbid preoccupation with trees is a reflection of their primate origins.

For works by two authors, both surnames must be included in your in-text citation (in the order given in the original publication):

Colt (2013, p.45) shoots down the myth (propagated by Smith & Wesson 2012) that guns symbolise guts.

For works by 3+ authors, you can abbreviate the reference in the main text by giving the surname of the first author followed by et al. (a Latin abbreviation meaning ‘and others’), while the full author list must be given in the reference list at the end of your assignment:

Hovis et al. (2013) argue that brown bread stimulates the production of antibodies to the sygma-blockers in the brain that impair performance on semantics assignments.

For individually authored chapters within an edited volume, in-text you should cite the author of that chapter (and year and pages, as appropriate), not the authors of the edited volume here, although they need to be included in the reference list:

Direct quotations from authors must always be enclosed in inverted commas. Always cite the author(s), the work (using the date+letter system, e.g. 2013b) and full page references for any direct quotation. The second example demonstrates how to cite a direct quote which is a stand-alone sentence—the period is outside of the final comma, and is preceded by the in-text citation:

1. It is the view of Pratt (2013c, p.999) that ‘The decline in reading standards in contemporary society is entirely due to the demise of the children’s comic.’
2. ‘The decline in reading standards in contemporary society is entirely due to the demise of the children’s comic’ (Pratt 2013c, p.999).

In general, you should place references in the main body of your text (as in the examples above), rather than in footnotes or endnotes. However, lengthy lists of references (which might disrupt the flow of the main text) are best placed in footnotes – as in the following
There is a considerable body of evidence from recent research\(^5\) suggesting that there is a higher frequency of pseudo-intellectual jargon words in Linguology than in any other academic discipline.

\(^5\) See e.g. Terminophobe (2007), Textosterone (2008), Skeptik (2009), Linguaphobick (2010), and Knoe-Whittall (2012).

Ideally, you should only refer to primary works which you have consulted yourself, but sometimes you may be unable to obtain a given primary work and instead have to rely on someone else's summary of it (e.g. in a textbook, or subsequent publication which summarizes it). In such cases, you must refer to both the original primary source and the publication in which it is summarised: you need to show what you consulted (the secondary source summarizing), in addition to where the idea originated (the original author, the primary source) using the cited in formula:

1. Knurd 2011 (cited in Pfaff 2012, p.47) maintains that there is a strong correlation between introversion and syntactophilia.
2. There is a strong correlation between introversion and syntactophilia (Knurd 2011 cited in Pfaff 2012, p. 47).

If you are citing multiple sources for a single point, they will all be enclosed within the same parenthesis, and should be organized either alphabetically—Example 1—or by year of publication—Example 2, organized from earliest to most recent. You can also have multiple discrete in-text citations within the same sentence (Example 3). These are all valuable techniques to demonstrate your ability to synthesize multiple primary sources, and to present your summary of past research compactly.

1. There are several negative consequences linked to language shift away from minority languages (Hoffmann 2009, Michael 2011, Sridhar 1982).
2. There are several negative consequences linked to language shift away from minority languages (Sridhar 1982, Hoffmann 2009, Michael 2011).
3. Heritage language shift within a minority community towards the dominant language can lead to loss of identity (Hoffmann 2009) and loss of cultural knowledge (Michael 2011).

**End of Paper Reference Lists**

At the end of your thesis, you should have a section titled **References** in which you list the works cited in your thesis and no others: this section is specifically to provide full bibliographic details for your in-text citations. These should be organized alphabetically by surname and (where more than one reference by the same author is cited) by date (listing earlier works before later works). When you cite more than one work published by the same author in the same year, list the works in the order they are cited in-text e.g. 2013a, 2013b, 2013c.

All of your references will include the author(s), the date of publication, the title, and additional details—specific to the type of work—which will allow your reader to find materials. There are many standardized styles for presenting this reference information, just like for in-text referencing. You need to follow a single style **consistently and fully** (including all elements required, excluding additional elements). Again, an appropriate reference style to use is APA: [http://www.apastyle.org/learn/index.aspx](http://www.apastyle.org/learn/index.aspx).
Briefly, you will need the following information for these common types of print references. Depending on the reference style you follow, they will be presented in slightly different format.

**Book**: Author name(s), Year of publication, *Book title*, Publisher, Place of publication.

**Journal Article**: Author name(s), Year of publication, Article title, *Journal name*, Journal volume, Journal issue, pages of article within journal

**Book Chapter** in an edited volume: Author name(s), Year of publication, Chapter title, Editor name(s), *Book title*, Publisher, Place of publication, pages of chapter within book.

### Some additional elements to keep in mind

Electronic resources are increasingly common as references, be they webpages, e-books, electronic versions of journal articles, or other electronic materials. You need to ensure that you are only using appropriate ones (e.g. Wikipedia is never an appropriate reference for academic work), and need to provide specific information within the reference for electronic materials—all popular referencing styles have online manuals explaining how various electronic references should be presented.

For websites, you must including the date you accessed the website (e.g. Date accessed: 11/11/14), and the full direct URL (not, e.g. the lengthy google link available from google search). Not all websites will have an author listed: in such cases, you need to use the title of the webpage in place of an author (and alphabetize it within your references following the first word of the title).

For electronic books or articles, if they also exist in print form then you use the standard print format for your references. Do not also include the URL or date of access. If they do not also exist in print form, then use the DOI (digital object identifier), not the URL, and again do not provide the date of access, as these are stable documents which will not change.

Occasionally you will want to reference unpublished works (e.g. a finding from your own previous coursework, module handouts, lecture notes). These still need to be referenced appropriately: simply follow the formats for citing unpublished works within the style you are using.

### 6.3 Information relating to the University’s procedure on academic offences

Respecting authorship through good academic practice is one of the keys to academic integrity, and a key value of higher education in the United Kingdom.

The Talent Development Centre provides online courses and guides to help you fully understand what is required from you. You can find out about the full range of workshops and resources that are available to you by visiting [www.essex.ac.uk/see/tdc](http://www.essex.ac.uk/see/tdc). You can also complete the online Academic Integrity course at [https://moodle.essex.ac.uk/course/view.php?id=5844](https://moodle.essex.ac.uk/course/view.php?id=5844).

You should read the sections of this handbook which refer to referencing, coursework and examinations very carefully. Failure to understand the academic conventions may result in you being found to have committed an academic offence (see section 5.6 Academic Offences Procedure).

Remember, if you have any questions about referencing you can ask our academic staff, or staff in the Talent Development Centre.
What is plagiarism?

In the academic setting, it is the failure to acknowledge the original source of ideas, wording, arguments, examples, or audio/visual material within your work. Essentially, plagiarism is when something is inappropriately passed off as your own original work, be it deliberate or accidental. This, and any other form of cheating, is taken very seriously by the University and the penalties are severe (in some cases students are required to withdraw from the University).

Therefore, you need to ensure that you understand the University regulations on academic offences, and what constitutes plagiarism. Please see https://www.essex.ac.uk/plagiarism/ for details.

How to avoid plagiarism

• Give yourself enough time to plan, draft, write, edit and proof-read your work prior to the submission deadline.
• Make sure you save full details of all references, so that you can cite them easily when you use them within your coursework.
• Try not to include large chunks of text from the internet, or any source, even if you cite them appropriately, because extended quotes do not demonstrate your understanding of the material. Instead, read the source material critically, identify the main themes, arguments and/or findings, and take detailed notes in your own words.
• Once you have taken notes, close the original source and use your notes to develop your arguments and supporting evidence in your own words, citing all ideas that are not your original ideas.
• This process of paraphrasing does not mean changing the odd word within a sentence, or simply reorganizing the quote syntactically. You need to rephrase the entire segment in your own words, thus demonstrating your understanding of the material.
• While you can use direct quotes (again requiring proper attribution, in addition to providing the page where the original quote can be found), this is a less effective way of demonstrating your command of the material, and should be used sparingly.
• Finally, you need to have an end-of-paper reference list (sometimes called a “bibliography”) which provides full reference details for all of the references used within your thesis, presented in alphabetical order.

Details on how to properly cite works in the text, and how to organise an end-of-paper reference list, are given in section 6.4.

6.4 Departmental Style Guide

It is important that your work shows clear evidence that you are familiar with the typographical conventions and style of presentation used in the relevant technical or professional literature. This means that you should set out your work in exactly the same way as a published article in the relevant field would be set out. As far as style is concerned, you should always use the appropriate technical terms and phraseology in discussion and avoid folk terminology (hence, talk about ‘segments’ not ‘sounds’, ‘graphemes’ not ‘letters’, ‘morphemes’, not ‘parts of words’, etc.).

Present your ideas clearly and concisely. A good piece of work can often be ruined simply because the writer felt the misplaced urge to pad it out with one or more paragraphs of self-opinionated, ill-informed waffle, in the mistaken belief that the more you write, the more marks you get. In fact, the converse is generally true: the more concisely you make a point, the more credit you are likely to get (provided, of course, that it is properly substantiated).
Everything you write must be demonstrably relevant to the title of your thesis. With every argument you present, you must say exactly how the point you are making relates to the title (Does it support it, or go against it, and how?). Never assume that the examiners will be able to work out for themselves how what you are saying relates to the area of research. Wherever possible, always give an example to illustrate the point you are making.

Remember that your work is being assessed by examiners whose professional training is in some area of linguistics, and that your PhD is being awarded by a (Language and) Linguistics department. It must therefore be linguistically informed - i.e. it must show clear awareness of the linguistic techniques relevant to the topic you are tackling. If the topic is an experimental one, then awareness of empirical research methods is expected. If the topic is a theoretical one, then an appropriate level of mastery of the relevant theoretical apparatus is expected. If the topic is a pedagogical one, then awareness of the appropriate pedagogical concepts must be demonstrated.

To show originality, you do not need to invent a new theory (and it is unrealistic to expect to do so). On the contrary, it is more realistic to try and show originality in terms of description, (e.g. by using an existing theory to arrive at an insightful description of some phenomenon not previously described in those terms), experimentation, (devising a new experiment to test a particular hypothesis), evaluation, (coming up with new insights or perspectives on existing work), or synthesis (in writing a novel review of existing research in some complex domain, where the originality may relate in part to the selection and presentation of the material, and the particular perspective which you adopt).

Examiners want to see clear evidence that you have read and understood the key works in the relevant field. They expect to find (at the end of your thesis) a section entitled References which lists all and only the works which you have cited in the text of your assignment. Examiners expect to find clear evidence that the material you cite has actually been read by you, and that you have understood its relevance to the point(s) you are discussing. They want evidence that you’ve read the relevant primary literature (i.e. original articles in their original form), not just secondary literature (e.g. a simplified summary of the primary literature in an elementary textbook). It is therefore important to include precise page references to specific points made in primary articles, or short quotes from one or two such articles. Be professional in the way you set out references in your assignments. Use the author-date system widely adopted in the published literature.

Each item included in your bibliography should be listed alphabetically by author, providing (for each entry) the following information:

i. surname and initials of the author(s)

ii. publication date. (For material on the Internet, you do not usually have access to the publication date, but should cite the date you read it (the access date) - subsequent users can find out if the version they read is the same as the version you read)

iii. title (Titles of articles or chapters are enclosed in single inverted commas; titles of books or monographs are underlined or italicised)

iv. for journal articles: title of the journal (underlined/italicised), volume number and page references

v. for book chapters: name and initials of the editor(s), title of the book (underlined/italicised), publisher, place of publication, and page references

vi. for whole books: publisher and place of publication
vii. for Internet material: the website (enclosed with <>) address, length of material, access date

viii. for online journal material: the website address (enclosed with <>), access date

6.5 Proof reading Policy
If your work has been proof read by a professional proof reader or informally by a friend, you must declare this officially. This is good academic conduct and if you are suspected of not declaring this, it could be considered that your work is not entirely your own.

6.6 Information about being published
Information about being published will be provided in one of the workshops in LG595.
Section 3: You Matter

7. Practicalities: Getting started and IT matters

7.1 Registration, enrolling and transcripts
All new and returning students must register at the start of each academic year. The full process for new students includes activating your student record for the academic year – which is held by our Postgraduate Research Education Team– getting your email account, gaining access to IT and library services, and enrolment on modules and confirming your contact details. As your studies draw to a close, once your exam board has met, it takes up to five working days for your results to be confirmed. The Postgraduate Research Education Team will publish your results, close your record and send you an award confirmation letter. Your award certificate and academic transcript cannot be produced until the Postgraduate Research Education Team has completed the above step so if you have not received your award confirmation letter, the Graduation Office cannot produce your documents. For more about registration and the Postgraduate Research Education Team, visit our student webpages.
www.essex.ac.uk/students/new/registration
www.essex.ac.uk/students/graduation/award-documents

7.2 Find Your Way and room numbering system
Find Your Way is our interactive campus map app. Download it to help you find any location on campus and get directions quickly and easily. There’s also a handy web version - findyourway.essex.ac.uk/

If you’re looking for a specific room, follow these rules.

If the room number has three parts and the first is alphabetical eg TC.1.20 then the room is in one of the outer buildings. The format is building.floor.room. The first part indicates the building - "TC" is the Teaching Centre and "LH" is the Ivor Crewe Lecture Hall. The second part tells you the floor and the third the room number. For example, LH.1.12 is Ivor Crewe Lecture Hall, floor 1, room 12.

If the number has three parts and the first contains numbers and letters eg 5N.7.16, then the room is in square 4 or 5. The format is entrance.floor.room. The first part tells you the square and corner (eg 4S is the south corner of square 4), which matches the labels on the entrances (eg door 4NW is next to The Store). The second part is the floor and the third part the room. For example, 5NW.6.12 is in the north-west (NW) corner of Square 5 (entrance "5NW"), floor 6, room 12.

If the number has two elements and the second element has three digits eg 4.722, the room is in the Maths/Social Studies/Rab Butler/Square 1 building area. The first number shows the floor and the last three digits show the room number.

Also... if the last three digits are 700-799 the room is off Square 1, and if the last three digits are 500-599 the room is in the Square 2 area (Computer Science). For example, 5.512 is room 512, floor 5.

www.essex.ac.uk/about/colchester/documents/location_of_teaching_rooms.pdf
7.3 IT support, wifi, email account, free MS office, computer labs, m:drive

Visit our website to set up your **IT account and password**. Once you're set up, you can access email, log on to lab computers, connect to eduroam wi-fi and much more. [www.essex.ac.uk/it/getaccount](http://www.essex.ac.uk/it/getaccount)

You must change your password within four weeks of starting, and then once every four months after that. The easiest way to **change your password** is online at: [www.essex.ac.uk/password](http://www.essex.ac.uk/password)

As part of your Office 365 email account you get unlimited cloud storage space for all your documents with OneDrive. OneDrive lets you create, edit, and share documents online. You also get at least 300 MB of local storage, known as your M: drive. You can access this by going to 'My Documents' on any lab computer.

Visit the IT Services website for helpful information, including how-to guides, answers to frequently asked questions, and links to video screencasts. [www.essex.ac.uk/it](http://www.essex.ac.uk/it)

If you can't find what you're looking for, or if you need to talk to someone, then you can get help from the IT Helpdesk in the Silberrad Student Centre. Open Monday to Thursday 8.30am to 6.00pm, and Friday 8.30am to 5.45pm.

You can also download Microsoft Office 365, for free. You can install it for free on up to five computers, and up to five mobile devices. [www.essex.ac.uk/see/software](http://www.essex.ac.uk/see/software)

If you need to use a **computer on campus** our computer labs are the perfect place to study or work. Many labs stay open until late and some are open 24/7. For computer lab locations, opening hours and real-time availability visit: [www.essex.ac.uk/it/computers/labs](http://www.essex.ac.uk/it/computers/labs)

7.4 Tier 4 information

If you are a citizen of a country that is not part of the European Economic Area or Switzerland it is likely that you will require a **visa** to enter or remain in the UK to study. The type of visa you need to apply for will depend on your personal circumstances, proposed study and where you are applying from. Find out more on the University’s website at: [www.essex.ac.uk/immigration/](http://www.essex.ac.uk/immigration/)

7.5 On-campus facilities

There is a broad range of **facilities** to support your living and learning experience at our Colchester Campus – including study-based services like the IT helpdesk and group study pods, but also various food and drink venues, three banks, a general store run by the Students’ Union, a printing and copy centre, market stalls each Thursday, a Post Office, laundrettes, and much, much more. Full details on all on-campus facilities feature on our student webpages and in the campus guide you received with your welcome information when you joined us as a student member.

[www.essex.ac.uk/students](http://www.essex.ac.uk/students)
[www.essex.ac.uk/welcome](http://www.essex.ac.uk/welcome)
7.6 Graduation
The culmination of all your hard work, Graduation ceremonies take place at our Colchester Campus each July in the Ivor Crewe Lecture Hall. All eligible students studying at our Colchester, Loughton and Southend Campuses will be invited to attend. For more information visit our graduation pages:
www.essex.ac.uk/students/graduation/default.aspx
8. Skills, Employability and Experience

8.1 Employability and Careers Centre
Our careers specialists can give you valuable advice throughout your time at Essex and beyond. We offer one-to-one advice and guidance, job-hunting workshops, CV and job application reviews, and online access to graduate and part-time job vacancies.
www.essex.ac.uk/careers

8.2 Learning Languages at Essex
Learn a language at Essex to increase your global and cultural awareness. Language learning can give you the confidence to work and travel internationally, expand your options for studying abroad, and get a competitive edge when you’re looking for a job. There are a number of ways to do it, so look online to discover the best option for you.
http://www.essex.ac.uk/study/why/languages.aspx

8.3 Talent Development Centre
Unleash your potential and visit our Talent Development Centre. Providing support on academic literacy, numeracy, English language, employability and IT to help you be the best you can be.
www.essex.ac.uk/students/study-resources/tdc/

8.4 Career Hub
Browse hundreds of top jobs and graduate vacancies, sign up to exclusive careers events, book CV reviews and one-to-one careers advice, and connect with employers on CareerHub, our online jobs portal.
www.essex.ac.uk/welcome/careerhub

8.5 Frontrunners
Frontrunners is the on-campus work placement scheme, and one of the best ways to enrich Frontrunners is our unique placement scheme for students. We’ll give you challenging employment opportunities on campus and help you develop the skills you need to compete for the best jobs. We’ll even give you on-the-job training and pay you, too.
www.essex.ac.uk/welcome/frontrunners

8.6 Student Ambassadors
Student Ambassadors are current students who help to promote the University and higher education. As a Student Ambassador you can get involved in a whole range of opportunities, in particular helping our Student Recruitment and Outreach teams. Student Ambassadors are normally recruited at the start of the Autumn Term.
www.essex.ac.uk/careers/job_hunting/on_campus
8.7 Volunteering
There are plenty of opportunities to volunteer during your time at Essex. The Students’ Union runs the vTeam, which is a fantastic opportunity to meet new people, make friends, give something to the local community, and gain valuable skills.
www.essex.su/vteam

8.8 Big Essex Award
This is the University’s employability award and will help you stand out from the crowd and get University recognition for all your extra-curricular experience.
www.essex.ac.uk/careers/bige

8.9 Essex Interns
Essex interns create paid internships exclusively for you as an Essex student. They’re flexible too; part time during term time or full time in vacations. You can even take part up to three years after you graduate, as part of our Essex graduates support package.
www.essex.ac.uk/careers/internships

9.1 Student Services Hub, including contacts for disability, wellbeing, counselling and confidential issues
If you need practical advice, a confidential conversation, or general information and guidance on University life, no matter what the issue is, the Student Services Hub is the place to go.
Want to know how and when to apply for accommodation? Having problems with your funding? Struggling with exam stress? Your questions matter and you’ll get answers from our team of experts.

Colchester email: askthehub@essex.ac.uk
Southend email: askthehub-sc@essex.ac.uk
Loughton email: askthehub-lc@essex.ac.uk
www.essex.ac.uk/students/health-and-wellbeing

If you get into financial difficulty get help and talk to someone as soon as possible. The sooner your problem is identified, the sooner it can be solved. Advisers in our Student Services Hub and our independent SU Advice Centre can listen and talk you through the issues.
http://www.essex.ac.uk/fees-and-funding/money/
http://www.essexstudent.com/advice/money/

9.2 Harassment advisory network, dignity and respect
We are Essex. We encourage a culture of dignity and respect. We’re committed to upholding an environment that’s free from any form of harassment or bullying. Though rare, these incidents can occur and if they do our network of trained harassment advisors are on hand to help.

www.essex.ac.uk/equality
www.essex.ac.uk/equality/harassment
www.essex.ac.uk/students/new

9.3 Faith groups
We’re proud of our vibrant and diverse multicultural community and we recognise and support the many different religions and beliefs on campus. The calm, friendly and supportive atmosphere in our Multi-Faith Chaplaincy is a welcoming place for staff, students and the wider community to meet, interact and engage with each other.

www.essex.ac.uk/students/experience/mfc

9.4 Nightline
Established at Essex in 1970, Nightline is a friendly help and support service run by students, for students. We work under strict confidentiality ensuring complete anonymity, and we’re always willing to listen. From tea and toast to campbeds, whether you’re waiting for a taxi, need a revision break, or just want to chat, pop in or call us.

www.essex.ac.uk/students/health-and-wellbeing/nightline
9.5 Health and safety on campus
Our campuses are generally very safe environments. We want to ensure that things stay this way. In order to achieve this we work closely with local agencies including the police and borough councils. Take a look at our website for general advice and information.
http://www.essex.ac.uk/students/experience/safety

Please read the emergency evacuation notice in your accommodation, work or study location for fire safety procedures. If you have a permanent or temporary disabilities that may mean you have difficulty in evacuating one or more areas, you can arrange for a Personal Emergency Evacuation Plan (PEEP).
www.essex.ac.uk/students/experience/safety.aspx
www.essexstudent.com/services/safety_bus
www.essex.ac.uk/students/campus/emergency.aspx
www.essex.ac.uk/ohsas/fireSafety/peep.htm

9.6 Residence Life
Our Residence Life team is here to help you settle in and support you during your time living on campus. Each residents’ assistant (RA) is assigned an area and will aim to get to know you and organise a range of social activities. Plus they can help if you’ve got any concerns or complaints. Residence Life operates outside of office hours when other University support services are closed.
www.essex.ac.uk/accommodation/support/reslife

9.7 Health Centre
If you’re studying on a course for more than six months, you’re required to register with a local doctor. Our Colchester Campus has its own health centre or you can use the NHS Choices postcode finder to find your nearest doctor.
www.rowhedgesurgery.co.uk
www.nhs.uk

9.8 Students’ Union Advice Centre
Our SU advice centre offers free, confidential, independent and impartial advice on any issue that might be affecting you. Our friendly, trained staff are on hand to support you throughout your time at Essex.
www.essex.su/advice
suadvice@essex.ac.uk
Tel: 01206 874034

9.9 University Privacy Statement
Under the Data Protection Act 1998, any individuals about whom the University may be holding personal data have the right to access the data that is being held about them. Full details about how this works, and how to request such information are available on the Records Management web pages, see: ‘How to access your personal data’.
www.essex.ac.uk/site/privacy_policy
www.essex.ac.uk/records_management/request
Section 4: Essex Matters

10. The Essex Experience

10.1 The Essex Student Charter
Our Student Charter is developed by the University of Essex and our Students’ Union as a part of our ongoing commitment to create an outstanding environment that offers the highest standards of teaching, research and support in an international and multi-cultural community. www.essex.ac.uk/students/experience/charter

10.2 Freedom of speech policy and the Code of Conduct – Terms and Conditions
Apply booklet for 2015
For regulations relating to the Code of Student Conduct; procedures for investigating breaches; appeals process please refer to the Terms and Conditions apply booklet all new students receive with welcome information, previously known as the Code of Student Conduct and The Rulebook. This information is on the University’s website and is updated annually.
www.essex.ac.uk/students/study-resources/handbooks
www.essex.ac.uk/about/governance/regulations/code-conduct.aspx#current

10.3 Essex Spirit, social media and other channels of communication with students
Keep up-to-date with important news, events and offers from our student communications team with our Essex Spirit blog, and go to our email lists to subscribe to the fortnightly e-bulletin. We have more than 60 Facebook pages – including one for each department, and we love Twitter. Join the conversation.
http://blogs.essex.ac.uk/essexspirit
https://www.essex.ac.uk/it/groups-lists
www.facebook.com/uniofessex
twitter.com/Uni_of_Essex

10.4 Students’ Union
We’re famous for our Students’ Union at Essex, and for good reason. Here you’re not just a member of a normal Students’ Union, you’re part of a family. We’re here to cheer you on as you walk into exams and to help you absolutely destroy the competition in interviews and land your dream job. We’ve given students the tools to set up over 100 societies for anything they want. And if you’re into sport – we run more than 40 sports teams and unlike other Universities ours are free to join. You choose what drinks we serve in our bar and what products we stock in our shops, just write it on the wall and we’ll do our absolute best to get it in stock for you ASAP. Say hello at essex.su

10.5 Alumni
Your time will fly by. But Essex is forever, not just for a few years, and you’ll be part of this place for life. When you graduate, you’ll get an alumni card, which gets you access to all alumni events, like our popular Sports Weekend, and allows you to keep using the gym and the library, so stay in touch.
alumni.essex.ac.uk/home
10.6 What comes next?

Some of our overseas research students have academic posts to return to once they have completed their degree. If you are not in this position and are hoping to find either a research post or a teaching post after you finish, you need to be aware that the field is very competitive. This means that you need to ensure that you have the best possible CV. You can strengthen your CV in various ways. Any teaching that you can do while in the Department will help. So obviously will conference presentations, and especially publications, either in conference proceedings or a journal. You can also strengthen your CV by helping to organize the Department’s postgraduate conferences (see p.33). You should also make sure that you know as much as possible about your area of Linguistics and that you are not just an expert in whatever you are doing your dissertation on. The Departmental Seminar, which features talks various by experts from other institutions in various areas of the subject, can help you here. Whatever your hopes for the next stage in your career, you may find that the Employability and Careers Centre is helpful (see 8.1).
Appendix

1. Course structures and learning outcomes

Minimum and maximum periods
Whichever research degree you are registered for, it will have a minimum period and a maximum period of registration as outlined below:

<table>
<thead>
<tr>
<th></th>
<th>Full-time</th>
<th>Minimum Period</th>
<th>Maximum Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated M/PhD</td>
<td>4 years</td>
<td></td>
<td>5 years</td>
</tr>
<tr>
<td>M/PhD (SR)</td>
<td>3 years</td>
<td></td>
<td>4 years</td>
</tr>
<tr>
<td>MPhil</td>
<td>2 years</td>
<td></td>
<td>3 years</td>
</tr>
<tr>
<td>MA (by research)</td>
<td>1 year</td>
<td></td>
<td>2 years</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Part-time/Distance</th>
<th>Minimum Period</th>
<th>Maximum Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>M/PhD (SR)</td>
<td>6 years</td>
<td></td>
<td>7 years</td>
</tr>
<tr>
<td>MPhil</td>
<td>4 years</td>
<td></td>
<td>5 years</td>
</tr>
<tr>
<td>MA (by research)</td>
<td>2 years</td>
<td></td>
<td>3 years</td>
</tr>
</tbody>
</table>

The minimum period represents the normal minimum length of time that the University deems necessary for a student to successfully write a thesis for the relevant degree. The maximum period represents a final deadline beyond which a student would not normally be allowed to be examined for the relevant degree. It is extremely important, therefore, that from the outset you aim to have written your thesis as close to the end of the minimum period of registration as possible.

Initial registration of PhD students as M/PhD students
Students who are admitted for PhD study are registered initially for a standard minimum period (three years for full-time students; six years for part-time students) with an initial registration status as an M/PhD student. Students will be supervised as PhD students, but PhD status will need to be confirmed at the second supervisory board meeting in their first year (or the second year for Integrated M/PhD students and part-time students).

The Confirmation Board can make the following recommendations to the Research Student’s Progress Committee:

- Confirm PhD status
- Defer a decision to the next Board
- Downgrade to MPhil
- Discontinue studies

Confirmation of PhD status
To be confirmed as a PhD student, by the time of your second (confirmation) supervisory board meeting you will have:

- attended or be attending training modules in the Department that will assist you in completing the writing up of your thesis by the end of your minimum period;
- attended appropriate Proficio training courses and have a plan of any further training you might need;
- defined a research question (or questions) that can be practically tested and results written up by the end of your minimum period, in a PhD thesis that makes a significant contribution to knowledge;
- identified any ethical considerations that need to be addressed;
• attended regularly the research group to which you were assigned at the beginning of your first year;
• demonstrated that you have undertaken substantial reading and that you are familiar with the existing research literature relevant to your topic, e.g. through writing a draft literature review chapter;
• drafted a provisional thesis outline and a clear plan of how you will effectively manage your project through the setting of research goals and prioritisation of activities;
• begun to collect and analyse evidence for application to your research questions;
• shown that your project will have a scope in quantity, depth and originality which is consistent with PhD research.

When PhD status has been confirmed by the Research Students Progress Committee, the student will be sent a letter indicating that their formal registration status has been changed to PhD instead of M/PhD. The minimum period will be unchanged. Students will continue to have two Supervisory Boards each year (one for part-timers) and the full range of decisions regarding progress will remain open to the Board; i.e. Confirmation is not a guarantee that a student will be permitted to enter the Completion Year at the end of their minimum period or that a subsequent recommendation of downgrading or discontinuation could not be made if good progress did not continue.

Non-confirmation of PhD status at the second supervisory board meeting
If the first Confirmation Board does not recommend that a student’s PhD status should be confirmed, the student will automatically have the right to continue as an M/PhD student until the next Supervisory Board. If, however, a student accepts the assessment that their status be downgraded or discontinued, then this change will take place immediately. In such cases, the student does not have a right of appeal. A student who is downgraded to MPhil will have revised minimum and maximum dates.

If, following the second Confirmation Board, PhD status is not confirmed, then the Board will recommend to the Research Students’ Progress Committee either downgrading to MPhil or discontinuation of studies. At this point, a student has a right of appeal against that decision. The Research Students’ Progress Committee’s recommendation is made to the Dean of Postgraduate Research Students.

Where the Supervisory Board cannot recommend that a student proceeds to a PhD but can proceed to an MPhil, the following will normally be expected:

There will be evidence that you are familiar with key studies in the existing relevant research literature. You will have defined a research question or questions that can be practically tested and results written up by the end of the completion year in an MPhil thesis that will make a contribution to knowledge. The scope and originality of the work, however, is not at the same level as that required at PhD level.

Thesis based on articles
Exceptionally good students may be considered for a thesis based on articles. This consists of at least three research papers which are suitable for publication in an academic journal or other collection of academic papers (e.g. conference proceedings, collected volume) and of which at least two are single-authored. In addition to the research papers, you will write an introduction and conclusion to frame your overall project.

If you would like to do a thesis based on articles, this will be considered at your Confirmation Board. You will need to discuss the possibility with your supervisor well before the Board.
To be accepted to undertake a thesis based on articles you will need (a) to have a clear plan for the articles that you will be writing (b) to have demonstrated through written work of an appropriate quality and quantity that you have the ability to carry it out.

All articles in the thesis must be concerned with a set of related problems.

The introductory chapter of the thesis should explain the theme of the thesis and locate it in the literature, and show why the questions asked are significant in relation to that literature. Where the main papers use a common approach or methodology, you will need to discuss this in each of the papers as in a journal article. You might also have a more extended discussion either in the introduction or in a separate chapter on methodology.

The concluding chapter should at least draw together what has been learned from the main papers, pointing out interconnections, contradictions, and aspects that require further research. You should consult your supervisor on what else might appropriately go in it. The thesis cannot include material submitted previously for a degree. If it includes material that has been co-authored, for instance with your supervisor, this must be acknowledged. If any of the papers are published before you are examined, you should acknowledge this in references, even if the form of the submitted thesis is somewhat different.

The submitted version of the thesis must use a common referencing system across all papers and a consolidated bibliography.

**Thesis length**

There is no minimum word length for theses, just a maximum word length of 80,000. If the guidelines above are followed, it is unlikely that your PhD will be under 50,000 words. The appropriate length should be discussed with your supervisor.

**Progress to a completion year**

At the end of your minimum period, your Supervisory Board and the Research Students Progress Committee will consider whether you can enter a one-year completion period. This will be recommended if it is judged that your thesis will be ready after one more year. If this is judged not to be the case, your minimum period may be extended. See **Third year milestones for PhD students** in section 3.7 for more information about where you need to be to go into completion.

When you enter a completion period, it is expected that you will present the thesis for examination by the end of the final term of the period. A request for an extension of up to two weeks to the submission deadline may be made in advance of the deadline. If granted, an extension, you will not be expected to register or pay the prescribed fee for that two week period.
2. Students on the Integrated M/PhD programme

Students doing a four-year Integrated MPhil/PhD begin work under the supervision of a member of staff in year one, and are required to write a preparatory 22,000 word dissertation as well as take subject-specific, professional development and research support training courses. By the end of year one, all students must have taken at least 90 coursework credits (this could be six taught modules) and 90 research credits. Successful students have the option of being awarded a Master’s in Research Methods (MRes). Students in their first year will be asked by the Graduate Administrator before the November meeting of the Board of Examiners for postgraduate taught degrees whether they wish to accept the MRes qualification or not. If they do, they cannot subsequently incorporate the work submitted for the MRes dissertation into their PhD thesis (although the MRes dissertation may be referred to in the PhD thesis).

To proceed to year 2 of the Integrated M/PhD, students must meet a number of performance criteria in the first year. They must obtain an average mark of 65 in their assessed coursework; they must achieve a mark of at least 65 in the 22,000-word dissertation; and they must have a proposal for a research project that can reasonably be completed and written up within the minimum period.

In year two, students begin supervised research for the M/PhD and are then subject to the same requirements as students on the M/PhD (SR) programme. Key progress stages in the first two years of the Integrated MPhil/PhD are summarised in the following table.

<table>
<thead>
<tr>
<th>Month</th>
<th>First year</th>
</tr>
</thead>
<tbody>
<tr>
<td>October</td>
<td>Student and supervisor decide which assessed taught modules totalling 90 credits will be taken. (These may include one or two ‘research projects’, each counting for 30 credits)</td>
</tr>
<tr>
<td>February</td>
<td>Student and supervisor agree on proposal for the 22,000-word dissertation</td>
</tr>
</tbody>
</table>
| June    | - Student must notify the Graduate Administrator whether MRes qualification will be accepted or not  
          - Student’s marks are confirmed by the June Board of Examiners  
          - Departmental Research Students’ Progress Committee decides whether student can provisionally proceed to the second year of the M/PhD |
| September| Student submits 22,000-word dissertation                                    |

**Second year**

<table>
<thead>
<tr>
<th>Month</th>
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</table>
| October | - A student who has provisionally been allowed to proceed to the second year registers, and the supervisor arranges for a chair and an adviser for the student’s Supervisory Board  
          - Student and supervisor determine the professional and skills development programme the student will follow in the second year. This includes the obligatory ‘Doctoral Welcome Conference’. |
| November| - Dissertation marks are confirmed by the November Board of Examiners  
          - Departmental Research Students’ Progress Committee decides whether the student has met the criteria to continue in the second year. If the criteria have not been met, a student’s registration status will be changed to MRes, and any fees paid for the second year will be refunded. |
| December| Integrated M/PhD students have their first Supervisory Board.  |
| June    | The second Supervisory Board is held at which confirmation of a student’s PhD status is considered |