Section 1: Introduction

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 Department of Language and Linguistics and the University.

Other helpful sources of information are available at [www.essex.ac.uk/myessex](http://www.essex.ac.uk/myessex) and [www.essex.ac.uk/students](http://www.essex.ac.uk/students). Our friendly departmental staff are also 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. At our three uniquely intimate campuses we celebrate diversity and challenge inequality. Whatever your background, race or sexual orientation, you’re part of a vibrant community that lives, learns and plays together.

Professor Monika Schmid
Head of Department
Department of Language and Linguistics
Postgraduate Departmental Handbooks 2017-18

Section 1: Introduction

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1.1 Term dates, calendar and academic week numbers

The Academic Year and Term Dates for 2018-19

Information relating to the University’s term dates for students can be found at https://www.essex.ac.uk/governance/key-dates

Academic Calendar and week numbers

The University uses a week numbering system that covers the 52 weeks of the calendar year, and starts on Monday 1st October (Week 1).

A table setting out the dates and corresponding week numbers is available at: http://www.essex.ac.uk/students/course-admin/timetables.aspx

Student Staff Liaison Committee Meetings

Autumn Term       Wednesday 28th November 2018
Spring Term        Wednesday 20th February 2019
Summer Term        Wednesday 2nd May 2019

1.2 Timetables

Information about teaching timetables and your individual timetable can be found at: http://www.essex.ac.uk/students/

The timetables are subject to change and will be updated on a regular basis. Please check regularly to ensure that you have the correct current information. There are likely to be continuing room changes throughout the year.

1.3 Study leave

If you plan to study away from campus please obtain a Study Away Request Form from the departmental office (Room 4.305). If you plan to study away for more than six weeks you will require a supervisor’s signature and contact plan on the form. Please also seek advice from Visa Compliance before travel if you hold a Visa – contact either Student Support or use the enquiry form available at: http://www.essex.ac.uk/immigration/

1.4 Link to MyEssex

MyEssex is your online account. Use it to see your timetable, keep your personal details up-to-date, see how you’re doing on your course, let us know if you will miss a lecture or class, contact the Student Services Hub and much more. Further details are available at: https://www.essex.ac.uk/myessex/
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>Title and Course/Role</th>
<th>Office</th>
<th>Extension</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
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<td>4.326</td>
<td>2089</td>
<td><a href="mailto:mschmid@essex.ac.uk">mschmid@essex.ac.uk</a></td>
</tr>
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<tr>
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<td><strong>Mrs Daniela Carboni</strong></td>
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<td>4835</td>
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<td>Office/Ext/Email</td>
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<tr>
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</tbody>
</table>
### Dr Laurel Lawyer
**Lecturer**
**Linguistics**
- Academic Offences Officer
- Disability Liaison and Evacuation Chair Coordinator

**Course Director:**
- BA English Language and Language Development

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### Ms Jessie Mallinson
**Senior Lecturer**
**Modern Languages (Spanish)**
- Director of Education

**Course Director:**
- MLang

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- Partnerships Coordinator
- Spicer Library Coordinator
- Library Link

**Course Director:**
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- MA Translation and Professional Practice

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### Dr Angel Osle
**Languages for All Coordinator**

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### Professor Peter Patrick
**Professor**
**Linguistics**
- Impact Coordinator

**Course Director:**
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- Graduate Research Assignment (LG699)

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<tr>
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<tbody>
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<td>Ms Sandrine Perrin</td>
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<td>Dr Laetitia Vedrenne</td>
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<td>2830</td>
<td><a href="mailto:nzhoao@essex.ac.uk">nzhoao@essex.ac.uk</a></td>
</tr>
</tbody>
</table>

University of Essex
### 2.2 Details of Professional Services staff

The professional services 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>Details</th>
<th>Office</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Samantha Durling</td>
<td>Department Manager</td>
<td>The Department Manager is accountable to the Head of Department and delivers strategic and leadership support. They are responsible for the management of academic quality assurance processes and the administrative structures in the department.</td>
<td>4.324A</td>
<td><a href="mailto:sdurling@essex.ac.uk">sdurling@essex.ac.uk</a></td>
</tr>
<tr>
<td>Jenny Upton</td>
<td>Deputy Department Manager</td>
<td>The Deputy Department Manager supports the Department Manager and deputises in their absence. They have specific responsibility for the student services function and are responsible for managing and developing the student administration team.</td>
<td>4.305</td>
<td><a href="mailto:jenny.upton@essex.ac.uk">jenny.upton@essex.ac.uk</a></td>
</tr>
<tr>
<td>Karolina Dylewska</td>
<td>Student Administrator</td>
<td>The Student Administrators are responsible for providing excellent customer service to students and visitors to the department, and high-quality professional support services to programme directors and other academic staff. Karolina specialises in Postgraduate administration.</td>
<td>4.305</td>
<td><a href="mailto:lalpgadmin@essex.ac.uk">lalpgadmin@essex.ac.uk</a></td>
</tr>
<tr>
<td>Hannah James</td>
<td>Student Administrator</td>
<td>The Student Administrators are responsible for providing excellent customer service to students and visitors to the department, and high-quality professional support services to programme directors and other academic staff. Hannah specialises in undergraduate administration.</td>
<td>4.305</td>
<td><a href="mailto:lalugadmin@essex.ac.uk">lalugadmin@essex.ac.uk</a></td>
</tr>
<tr>
<td>Victoria Mead</td>
<td>Operations Coordinator</td>
<td>The Operations Coordinator provides administrative and financial administration support to the department’s senior management team, and general support to facilitate the day-to-day operations, including facilities, equipment, web and social media.</td>
<td>4.305</td>
<td><a href="mailto:lalopc@essex.ac.uk">lalopc@essex.ac.uk</a></td>
</tr>
<tr>
<td>Marisa Bostock</td>
<td>Languages for All Administrator</td>
<td>The Languages for All Administrator is responsible for the administration of the Languages for All programme.</td>
<td>4.303A</td>
<td><a href="mailto:lfaadmin@essex.ac.uk">lfaadmin@essex.ac.uk</a></td>
</tr>
<tr>
<td>Lloyd Shankley</td>
<td>Project Workers (Student Transitions and Engagement)</td>
<td>The Project Worker role is designed to enhance student engagement within the department.</td>
<td>4.305</td>
<td><a href="mailto:Projectworkerlang_ling@essex.ac.uk">Projectworkerlang_ling@essex.ac.uk</a></td>
</tr>
</tbody>
</table>

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Office: 4.305 Email: lalugadmin@essex.ac.uk

Office: 4.305 Email: lalopc@essex.ac.uk

Office 4.303A Email: lfaadmin@essex.ac.uk

Office 4.305 Email: Projectworkerlang_ling@essex.ac.uk
Who to go to if you need help

If you have any queries relating to your department or course of study, please contact the Departmental Office (4.305) or send your enquiry to lalpgadmin@essex.ac.uk.

Need to talk to your tutor?
All teaching staff (except for those on study leave) hold weekly academic support hours during which they meet students. Academic support hours are normally posted on their office door. If you are unable to meet a member of staff during the stated academic support hours, you should make an appointment via email or telephone. 
https://www1.essex.ac.uk/langling/staff/academic.aspx

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
During your studies here, you register for a particular course (or course of study, e.g. MA TESOL), and as part of your course you will take a number of different modules (i.e. taught credits) each year. For example, an MA student on the MA TESOL would take four modules each term (eight in total) worth 15 credits each and a research-based dissertation worth 60 credits, 180 credits in total. Most modules are taught and supervised by a single member of staff who is the designated module supervisor, and who is responsible for drawing up a module description containing details of assessment, coursework deadlines etc. However, in some cases, the module supervisor may be different from the class teacher (e.g. where modules attract large numbers of students and are divided into several classes, or where a module is taught by more than one member of staff because it involves different areas of expertise).

Class teachers monitor the attendance and progress of students in their classes, and report on these to the module supervisor, who in turn reports to the Assistant Director of Education (see below). 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 Assistant Director of Education if necessary.

Deputy Director of Education
Dr Christina Gkonou is responsible for monitoring students’ progress on all postgraduate taught courses administered by the Department, for arranging special syllabuses and for matters relating to examinations. She is also responsible for co-ordinating and overseeing students’ progress on our postgraduate modules.

Course Directors
Each degree course has a Course Director (also known as your Adviser), who can answer academic queries about the course (syllabuses, options and so on). Course Directors will arrange to meet all new students on each degree course they direct at the beginning of the year, and talk to you about your studies and welfare. There will be a follow-up meeting with your Course Director around week 20, in which you will be asked to think of a dissertation topic.
2.3 Departmental Resources for Students

Photocopying facilities
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. It has a water cooler and there are foreign language newspapers and magazines. 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 for post.

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. It complements the main University library, the Albert Sloman Library. The library is located in room 3.115, near Computer Lab D. Opening hours vary each term, please check departmental notice boards and e-mails regularly for the latest information. Mrs Lexa Olivera-Smith is the Spicer Library supervisor. Please contact Lexa with any comments or suggestions about the library. We rely on student volunteers to help with the basic day-to-day running of the library. Please e-mail the Spicer Library volunteers at spicer (non-Essex users add @essex.ac.uk) if you would like to find out more about volunteering. The Spicer Library has served our postgraduate students since the mid 1980s, complementing and supplementing the services provided by the Albert Sloman library.

Digi recorders
Digi recorders are available for loan via the Departmental office, if you would like to book one please email the Operations Co-ordinator (lalopc@essex.ac.uk). 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: https://www.essexstudent.com/societies/

Seminars
The Department of Language and Linguistics offers a range of seminars on the weekly basis. More information about the upcoming events can be found at https://www.essex.ac.uk/events?page=1&organiser=language-and-linguistics,-department-of

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. Participation of MA students in these conferences is strongly recommended as they will give you an opportunity to benchmark your research. For more information about Postgraduate Conferences within the department, go to: https://www.essex.ac.uk/events?page=1&organiser=language-and-linguistics,-department-of&eventtype=conferences

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 studying:

MA Applied Linguistics
MA Psycholinguistics
MA TESOL
MSc Language and the Brain (taught jointly with the Department of Psychology)
2.4 Location of departmental office, opening hours, social space, noticeboards, and photocopying

Our location:
Colchester Campus
Department of Linguistics
University of Essex
Wivenhoe Park
Colchester CO4 3SQ

General enquiries: lalpgadmin@essex.ac.uk

Website: http://www.essex.ac.uk/langling/
Facebook: https://www.facebook.com/lalessex
Twitter: https://twitter.com/EssexLang_Ling

Departmental Office (4.305) Opening Hours
Term Time

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>09:30 – 12:30 14:00-16:15</td>
</tr>
<tr>
<td>Tuesday</td>
<td>09:30 – 12:30 14:00-16:15</td>
</tr>
<tr>
<td>Wednesday</td>
<td>09:30 – 12:30 CLOSED</td>
</tr>
<tr>
<td>Thursday</td>
<td>09:30 – 12:30 14:00-16:15</td>
</tr>
<tr>
<td>Friday</td>
<td>09:30 – 12:30 14:00-16:15</td>
</tr>
</tbody>
</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>Time</th>
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<tbody>
<tr>
<td>Monday</td>
<td>11:00 – 12:30 14:00-15:00</td>
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</tr>
<tr>
<td>Friday</td>
<td>11:00 – 12:30 14:00-15:00</td>
</tr>
</tbody>
</table>
2.5 Details of departmental support

Your personal tutor
All taught postgraduate students have a personal tutor who you meet soon after you’ve arrived, and who you meet regularly throughout your course. Your personal tutor is there to help you feel connected to your department, and is someone you can talk to if you have questions about your course or encounter any difficulties which affect your studies. Your personal tutor may also recommend other support services on campus that may be able to help. If you’re unsure who your personal tutor is, please ask a member of the administrative staff in your department.

2.6 Departmental policy on the use of smart phones, laptops and tablets
Please refer to your academic teacher in connection with the use of your mobile phone, other technology and dictionaries for teaching-related purposes in lectures and classes, and in-class tests. We respectfully ask you not to use them for personal calls, social networking and texting in classes or in the departmental office.

A student must not make a personal recording of a teaching event, supervisory meeting, oral examination or other formal meeting or committee which considers the student’s academic progress or performance without the permission of all other individuals present. If this permission is granted, the recording may be made for the personal use of the student only, in support of their studies and learning. The recording must not be made publicly available or shared for other purposes without the consent of all those present. Students with additional needs who have difficulty with note-taking are encouraged to contact Student Support for further information on when recording is permissible and other access strategies.
2.7 Details of how the department will communicate with students

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.

Social Media: To make sure you don’t miss any information, follow the department updates on Facebook and Twitter.

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.

2.8 Departmental Prizes

We have the following prize available to Postgraduate Taught Linguistics Students:

The Andrew Radford Prize is awarded annually to the MA student with the best overall performance in English Language and Linguistics. It is named in honour of a former member of staff who served for more than 25 years in the Department (three times acting as Head of Department), and who did a great deal to support the development of Linguistics.
Section 2: Academic Matters

3. Learning and Teaching

3.1 Department statement about learning, teaching and independent study

The Department aims to provide a flexible curriculum offering a wide choice of modules taught by eminent scholars which introduces students to contemporary linguistic approaches to the study of language and familiarises them with the results of the best research in relevant area(s) of linguistics; to develop knowledge and understanding of key concepts, issues, ideas, theories, styles of argumentation, evaluation criteria and research methods used in contemporary work in appropriate areas of linguistics, and of associated methodological, theoretical, descriptive and (where relevant) pedagogical issues; to train students to undertake a small-scale piece of independent research with minimal guidance; to equip students with a wide range of transferable cognitive, practical and key skills, and a foundation for further study, employment and lifelong learning; to provide a supportive environment within which students are offered academic and personal support whenever they ask for it; to employ a varied range of forms of assessment which provide a good test of (and enable students to demonstrate their level of) knowledge and understanding.

For further information about individual degree courses (including Learning Outcomes) please see the relevant programme specifications.

We employ a wide variety of teaching methods designed to help students attain the learning outcomes set for their degree programmes, including the following.

Lectures
These are designed to present students with an overview of key ideas in a given field; these ideas may be illustrated by audio-visual (e.g. PowerPoint) materials, whiteboard materials, or a handout. Some lecturers will make accompanying materials available on a website; however, since lectures are in part designed to develop note-taking skills, this is not always the case. Lectures generally run in parallel with classes.

Seminars
These are intended to have an interactive format in which students are usually given a set of materials to read in advance, and then invited to discuss them in the seminar, and to ask and answer questions on the relevant material. Discussion is normally led by module teacher, but sometimes one or more students may be invited to make presentations and/or to lead the discussion.

Classes
These typically run in parallel lectures and serve to give students an opportunity to seek clarification (or amplification) of points from lectures which they may not have understood, to ask questions, to work through practice exercise materials related to the topic of the lecture, or to go through additional materials relevant to the topic of a given lecture.
Laboratory Sessions
These are mainly used on modules which require students to acquire particular (e.g. statistical or computational) lab skills.

Tutorials
These are mainly used in the third term in relation to project/dissertations undertaken by students. The supervisor will generally arrange to see students working on projects/dissertations individually in his/her office, in order to advise on the organisation and contents of (and check on the progress of) the project.

Academic support hours
All staff have weekly academic support hours during which they are available to answer questions from individual students (or small groups of students) on any aspect of their teaching. These can be found on individual staff webpages (https://www.essex.ac.uk/departments/language-and-linguistics/people/academic) as well as on the office doors.

Independent Study
All module teachers expect students to undertake self-study work relating to e.g. library or internet materials, in order to deepen their knowledge of specialist topics covered in lectures, seminars or classes.

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

Students can expect the following from members of staff who teach lectures/seminars/classes:

- That staff do their best to convey ideas in a manner which is clear and comprehensible, and to cover the relevant material specified in the module description.
- That staff provide students with a module description at the beginning of each module (or module segment) which sets out the syllabus, learning outcomes, reading materials, assessment methods etc. for the (relevant part of the) module.
- That staff have regular weekly academic support hours in term time during which they are available to see students individually to answer questions about any part of any module which they have taught, or any assignment or project which they are doing. Details of staff academic support hours are generally posted on their office doors.
- That staff will answer any e-mail queries about any part of any module they have taught as promptly as possible (usually within a few working days, unless a staff member is absent)
- That staff will provide students with formative feedback (generally 50-100 words) on any assessed work that they formally submit through the Departmental Office.

Students cannot expect the following from staff:

- That staff will proof-read any draft of (part or all of) any piece of assessed work.
That staff will be available to see students individually outside their academic support hours, unless by prior arrangement.

That staff will provide undue assistance in the preparation of student assignments.

Staff have the following expectations of students:

- To attend prescribed forms of tuition (lectures, seminars, classes, lab sessions) regularly and let staff know in advance if they are going to be absent and to find out what work they have missed when they have been absent.
- To participate (when asked to do so) in class activities (e.g. group discussion), and to be polite, considerate and co-operative at all times.
- To undertake all work specified in relevant module descriptions/work programmes (whether assessed or un-assessed work), including self-study work, background reading, preparation of materials for seminars/classes etc.
- To let staff know if they are struggling to keep up with their academic work, or if there are major components of a module which they have been unable to follow, or if they are facing problems which are likely to materially affect their academic performance: in such cases, they should normally contact relevant staff by e-mail, or go to see them during their academic support hours. (For initial advice on who to talk to if you are having problems, see the Student Administrator in the Departmental Office, room 4.305).
- To acquaint themselves with (and abide by) departmental and university regulations and procedures (as specified in materials they receive at Registration, and in the Departmental Handbook).
3.3 Moodle and FASER

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 and wikis.

FASER is our online coursework submission and feedback system. Use it to check coursework deadlines, upload coursework and receive electronic feedback all in one place.

faser.essex.ac.uk
https://moodle.essex.ac.uk/
www.essex.ac.uk/it/services/learning-technology/
3.4 Course Structures and Learning Outcomes

MA Courses offered by your department:
- Applied Linguistics (AL)
- English Language and Linguistics (ELL)
- Language in Society (SOC)
- Linguistic Studies (LS)
- Linguistics (L)
- Psycholinguistics (PYL)
- Teaching English to Speakers of Other Languages (TESOL)

MRes Courses
- Linguistics
- Experimental Linguistics
- Analysing Language Use

The structure of MA/MRes Courses
Each MA or MRes course involves both a taught component (made up of a number of one-term modules, each module normally being 20 contact hours in length and assessed by one 3,000 word assignment or equivalent) and a research component (involving the preparation, completion and submission of a dissertation). The work normally done each term on different kinds of candidature is as specified below:

12-month full-time MA
Term 1 = 4 modules, term 2 = 4 modules, term 3 = 16,000-word dissertation

24-month part-time MA
Year 1
Term 1 = 2 modules, term 2 = 2 modules, term 3 = preparing for dissertation
Year 2
Term 1 = 2 modules, term 2 = 2 modules, term 3 = 16,000-word dissertation

12 month full-time MRes
Term 1 = 3 modules, term 2 = 3 modules, term 3 = 22,000 word dissertation

Modular Study – Credit Accumulation (only available for MA in Linguistic Studies – up to 6 years 8 modules and a 16,000-word dissertation)
It is also possible to achieve postgraduate awards via credit accumulation study, where you register on one or more stand-alone credit-bearing modules, and accumulate academic credit. Academic credit is awarded upon successful completion of each module. If you have been admitted to one or more individual modules, you may decide to use the credit towards a postgraduate award, such as a Postgraduate Certificate, a Postgraduate Diploma or a Masters. You could apply to register for the award provided the relevant set of modules for the award has been taken.
The maximum period for completion of studies using credit accumulation is six years (normally five years to complete all taught elements and a further one year to complete the dissertation (or equivalent)). The maximum period of study is measured from the point at which you first registered for a module that contributed to the award. Further information about study by credit accumulation can be found at: https://www1.essex.ac.uk/students/exams-and-coursework/ppg/pgt/modular.aspx

**4-year Integrated ‘New Route’ PhD**

Year 1
- Term 1 = 3 modules, professional development training and preparing dissertation
- Term 2 = 3 modules, professional development training and preparing dissertation
- Term 3 = preparatory dissertation

Years 2, 3, 4
- Professional development training and PhD thesis

**Programme Specifications:** The relevant Programme Specification for your course and stage of study will be available to you when you log onto either myEssex or eNROL. University of Essex awards are subject to a maximum period of study, within which an award must be achieved.
Graduate Course MA in Applied Linguistics (AL)
Course Director: Dr Adela Ganem Gutierrez (autumn)
Prof Florence Myles (spring/summer)

Aims
This course explores the results of recent empirical studies of second (L2) language acquisition, focusing on how learners develop L2 knowledge and what role classroom practice plays in that development. You learn to apply the insights of current linguistic theory in understanding and explaining non-native language acquisition. There are compulsory modules on language learning and research methods for studying language learning and teaching, with a wide range of options in applied linguistics for you to choose from (including second language vocabulary: teaching the four skills, second language acquisition, psychology for language learning and teaching, and language attrition, learning teaching and use, teaching and learning grammar, foundations of intercultural communication, the role of age in bilingual development, and individual differences in L2 learning).

Syllabus

<table>
<thead>
<tr>
<th>Comp</th>
<th>Module Code</th>
<th>Title</th>
<th>NQF Level</th>
<th>Comp Credits</th>
<th>Status in Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>LG981-7-FY</td>
<td>Dissertation</td>
<td>7</td>
<td>60</td>
<td>Core</td>
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<tr>
<td>02</td>
<td>LG522-7-AU</td>
<td>Language Learning and Teaching</td>
<td>7</td>
<td>15</td>
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<tr>
<td>03</td>
<td>LG575-7-AU</td>
<td>Research Methods I</td>
<td>7</td>
<td>15</td>
<td>Compulsory</td>
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<tr>
<td>04</td>
<td>LG options</td>
<td>Linguistics options (autumn term - 2 x 15 credits)</td>
<td>7</td>
<td>30</td>
<td>Optional LG 7 LING A</td>
</tr>
<tr>
<td>05</td>
<td>LG675-7-SP</td>
<td>Research Methods II</td>
<td>7</td>
<td>15</td>
<td>Compulsory</td>
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<tr>
<td>06</td>
<td>LG428-7-SP</td>
<td>Second Language Vocabulary: Learning Teaching &amp; Use</td>
<td>7</td>
<td>15</td>
<td>Compulsory with options</td>
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<tr>
<td></td>
<td>or LG438-7-SP</td>
<td>or Second Language Acquisition and Linguistics Theory</td>
<td></td>
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<tr>
<td></td>
<td>or LG638-7-SP</td>
<td>or The Role of Age in Bilingual Development</td>
<td></td>
<td></td>
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<tr>
<td>07</td>
<td>LG699-7-SP</td>
<td>Graduate Research Assignment and/or Linguistics option(s)</td>
<td>7</td>
<td>30</td>
<td>Optional LG 7 H LG A</td>
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<tr>
<td></td>
<td>and/or LG option(s)</td>
<td>(2 x 15 credits)</td>
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<tr>
<td>08</td>
<td>LG592-7-AP</td>
<td>Assignment Writing and Dissertation Preparation</td>
<td>7</td>
<td>0</td>
<td>Compulsory</td>
</tr>
</tbody>
</table>

Optional modules are listed within eNROL
Graduate Course MA in English Language and Linguistics (ELL)

Course Director: Dr Hannah Gibson

Aims
- To examine the phonological and grammatical structure of English from a descriptive perspective
- To relate descriptions to current approaches in linguistic theory
- To enable students to choose a variety of English Language topics for special study

Syllabus

<table>
<thead>
<tr>
<th>Comp</th>
<th>Module Code</th>
<th>Title</th>
<th>NQF Level</th>
<th>Comp Credits</th>
<th>Status in Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>LG981-7-FY</td>
<td>Dissertation</td>
<td>7</td>
<td>60</td>
<td>Core</td>
</tr>
<tr>
<td>02</td>
<td>LG404-7-AU</td>
<td>Phonology</td>
<td>7</td>
<td>15</td>
<td>Compulsory</td>
</tr>
<tr>
<td>03</td>
<td>LG553-7-AU or LG462-7-AU</td>
<td>English in the British Isles or Sentence Processing</td>
<td>7</td>
<td>15</td>
<td>Compulsory with options</td>
</tr>
</tbody>
</table>
| 04   | LG options | Linguistics option (autumn term - 2 x 15 credits) | 7         | 30           | Optional
|      |             |                   |           |              | **LG 7 LING B** |
| 05   | LG653-7-SP  | English Around the World | 7         | 15           | Compulsory     |
| 06   | LG606-7-SP  | English Syntax   | 7         | 15           | Compulsory     |
| 07   | LG699-7-SP or LG option | Graduate Research Assignment or Linguistics option(s) (spring term) (2 x 15 credits) | 7         | 30           | Optional
|      |             |                   |           |              | **LG 7 H LG B** |
| 08   | LG592-7-AP  | Assignment Writing and Dissertation Preparation | 7         | 0            | Compulsory     |

Optional modules are listed within eNROL.

Notes: The choice of Linguistics options should normally be consistent with the overall academic focus of the degree course, and must be agreed in advance with the Course Director.
**Graduate Course MA in Language in Society (formally Sociolinguistics)**

**Course Director:** Prof Peter Patrick

**Aims**
- To provide students with the theoretical and analytical tools to understand and evaluate current work in sociolinguistics, and prepare them to undertake original research;
- To familiarise students with the foundations of contemporary sociolinguistics (language variation and change, discourse analysis, multilingualism, ethnography of speaking etc.) and offer advanced courses in some of its most prominent subdisciplines (variation theory, language and dialect contact, conversation analysis).

Students will gain first-hand experience of data collection and both quantitative and qualitative methods of analysis.

**Syllabus**

<table>
<thead>
<tr>
<th>Comp</th>
<th>Module Code</th>
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<tr>
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<td>LG981-7-FY</td>
<td>Dissertation</td>
<td>7</td>
<td>60</td>
<td>Core</td>
</tr>
<tr>
<td>02</td>
<td>LG554-7-AU</td>
<td>Analysing Language in Society: Research Methods</td>
<td>7</td>
<td>15</td>
<td>Compulsory</td>
</tr>
<tr>
<td>03</td>
<td>LG532-7-AU</td>
<td>Approaches to Language in Society</td>
<td>7</td>
<td>15</td>
<td>Compulsory</td>
</tr>
<tr>
<td>04</td>
<td>LG553-7-AU</td>
<td>English in the British Isles or Language in Context: From Pragmatics to Conversation Analysis</td>
<td>7</td>
<td>15</td>
<td>Compulsory with options</td>
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<tr>
<td></td>
<td>or LG621-7-AU</td>
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<td>LG option</td>
<td>Linguistics option from list</td>
<td>7</td>
<td>15</td>
<td>Optional LG 7 LING B</td>
</tr>
<tr>
<td>06</td>
<td>LG653-7-SP</td>
<td>English around the World or Human and Language Rights</td>
<td>7</td>
<td>15</td>
<td>Compulsory with options</td>
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<tr>
<td></td>
<td>or LG674-7-SP</td>
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<tr>
<td>07</td>
<td>LG699-7-SP</td>
<td>Graduate Research Assignment or Linguistics option</td>
<td>7</td>
<td>15</td>
<td>Optional LG 7 H LG B</td>
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<td></td>
<td>or LG option</td>
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<td>08</td>
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<td>Linguistics option from list (2 x 15 credits)</td>
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<tr>
<td>09</td>
<td>LG592-7-AP</td>
<td>Assignment Writing and Dissertation Preparation</td>
<td>7</td>
<td>0</td>
<td>Compulsory</td>
</tr>
</tbody>
</table>

Optional modules are listed within eNROL

**Notes:** The Linguistics options include all other graduate modules on offer in the Department of Language and Linguistics. If students wish to take an option in the Department of Sociology, they should first consult the Course Director of the MA Language in Society to discuss the choice in depth. The choice of these options should normally be consistent with the overall focus of the course.
Graduate Course in Linguistic Studies (LS)

Course Director: Dr Yuni Kim (autumn)
Dr Karen Roehr-Brackin (spring/summer)

Aims

- To offer students postgraduate level training in Linguistics with a wide choice of postgraduate Linguistics modules from which to put together a Masters course suitable for their individual needs.
- To develop an understanding of the central issues in need of explanation within the domain.
- To examine appropriate theories and the relation between theories and data.
- To develop appropriate skills of argumentation and descriptive and analytic techniques.
- To carry out a piece of individual research.

The wide choice of modules on offer is intended to be particularly attractive to students needing to study on a CPD or a part-time basis and wishing to fit their module choices in with existing commitments.

Syllabus

<table>
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<tr>
<th>Comp</th>
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</tr>
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<td>02</td>
<td>LG option</td>
<td>Linguistics (autumn term 2 x 15 credits)</td>
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</tr>
<tr>
<td>03</td>
<td>LG option</td>
<td>Linguistics (autumn term 2 x 15 credits)</td>
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<tr>
<td>04</td>
<td>LG option</td>
<td>Linguistics (spring term 2 x 15 credits)</td>
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</tbody>
</table>

Optional modules are listed within eNROL

Notes: Students may take any postgraduate modules whose codes carry an LG- prefix, subject to fulfilment of any stated pre-requisites or co-requisites and also subject to approval in advance by the Course Director.
Graduate Course in Linguistics (LG)
Course Director: Dr Yuni Kim

Aims
- To provide a thorough grounding in current linguistic theory
- To present an overview of the state of the art in the core disciplines of syntax and phonology
- To make available as options a number of other areas central to linguistic research (e.g. semantics, language acquisition, computational linguistics, psycholinguistics)

Syllabus

<table>
<thead>
<tr>
<th>Comp</th>
<th>Module Code</th>
<th>Title</th>
<th>NQF Level</th>
<th>Comp Credits</th>
<th>Status in Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>LG981-7-FY</td>
<td>Dissertation</td>
<td>7</td>
<td>60</td>
<td>Core</td>
</tr>
<tr>
<td>02</td>
<td>LG404-7-AU</td>
<td>Phonology</td>
<td>7</td>
<td>15</td>
<td>Compulsory</td>
</tr>
<tr>
<td>03</td>
<td>LG514-7-AU</td>
<td>Syntactic Theory I</td>
<td>7</td>
<td>15</td>
<td>Compulsory</td>
</tr>
<tr>
<td>04</td>
<td>LG options</td>
<td>Linguistics options (autumn term 2 x 15 credits)</td>
<td>7</td>
<td>30</td>
<td>Optional LG 7 H LING B</td>
</tr>
<tr>
<td>05</td>
<td>LG614-7-SP</td>
<td>Syntactic Theory II</td>
<td>7</td>
<td>15</td>
<td>Compulsory</td>
</tr>
<tr>
<td>06</td>
<td>LG620-7-SP</td>
<td>Phonology II</td>
<td>7</td>
<td>15</td>
<td>Compulsory</td>
</tr>
<tr>
<td>07</td>
<td>LG472-7-SP or LG476-7-SP</td>
<td>Morphology or Semantics</td>
<td>7</td>
<td>15</td>
<td>Compulsory with options</td>
</tr>
<tr>
<td>08</td>
<td>LG options or LG699-7-SP</td>
<td>Linguistics options (spring term 1 x 15 credits) or Graduate Research Assignment</td>
<td>7</td>
<td>15</td>
<td>Optional LG 7 H LG B</td>
</tr>
<tr>
<td>08</td>
<td>LG592-7-AP</td>
<td>Assignment Writing and Dissertation Preparation</td>
<td>7</td>
<td>0</td>
<td>Compulsory</td>
</tr>
</tbody>
</table>

Optional modules are listed within eNROL

Notes: The choice of Linguistics options should normally be consistent with the overall academic focus of the degree course, and must be agreed in advance with the Course Director.
Graduate Course in Psycholinguistics (Psy)
Course Director: Dr Claire delle Luche

In addition to the general aims and objectives of our postgraduate degree courses, this course provides students with the opportunity to do the following:

- To acquire a thorough grounding in research on human language processing and the representation of language in the brain, as well as its acquisition and disorders
- To become familiar with similarities and differences in the processing and acquisition of sounds, words and sentences
- To develop a critical appreciation of the relevance of data from human language processing and acquisition for linguistic theories of the nature of language, for example for issues of modularity
- To acquire training in a range of experimental techniques for testing and critically evaluating research hypotheses about human language processing and acquisition.

Syllabus

<table>
<thead>
<tr>
<th>Comp</th>
<th>Module Code</th>
<th>Title</th>
<th>NQF Level</th>
<th>Comp Credits</th>
<th>Status in Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>LG981-7-FY</td>
<td>Dissertation</td>
<td>7</td>
<td>60</td>
<td>Core</td>
</tr>
<tr>
<td>02</td>
<td>LG575-7-AU</td>
<td>Research Methods I</td>
<td>7</td>
<td>15</td>
<td>Compulsory</td>
</tr>
<tr>
<td>03</td>
<td>LG462-7-AU</td>
<td>Sentence Processing</td>
<td>7</td>
<td>15</td>
<td>Compulsory</td>
</tr>
<tr>
<td>04</td>
<td>LG option</td>
<td>Linguistics option (2 x 15 credits)</td>
<td>7</td>
<td>30</td>
<td>Optional</td>
</tr>
<tr>
<td>05</td>
<td>LG421-7-SP</td>
<td>Phonological Development</td>
<td>7</td>
<td>15</td>
<td>Compulsory</td>
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<tr>
<td>06</td>
<td>LG533-7-SP</td>
<td>Experimental Analysis</td>
<td>7</td>
<td>15</td>
<td>Compulsory</td>
</tr>
<tr>
<td>07</td>
<td>LG699-7-SP or LG option</td>
<td>Graduate Research Assignment or Linguistics options (2 x 15 credits)</td>
<td>7</td>
<td>30</td>
<td>Optional</td>
</tr>
<tr>
<td>08</td>
<td>LG592-7-AP</td>
<td>Assignment Writing and Dissertation Preparation</td>
<td>7</td>
<td>0</td>
<td>Compulsory</td>
</tr>
</tbody>
</table>

Optional modules are listed within eNROL

Notes:
The choice of Linguistics options should normally be consistent with the overall academic focus of the degree course, and must be agreed in advance with the Course Director.
Graduate Course in Teaching English To Speakers Of Other Languages (TESOL)

Course Director: Dr Christina Gkonou (autumn)
Dr Tracey Costley (spring/summer)

Aims
Whether you have little or no prior teaching experience, or are already an English language teacher, our Teaching English To Speakers of Other Languages (TESOL) offers you vocationally-relevant training, with real teaching practice if you need it. The MA develops your ability to reflect on, plan and execute teaching of the highest quality. In addition to compulsory modules in the description of English, language learning, and research methods, you choose options for special study from around 18 available, including second language vocabulary: teaching the four skills, second language acquisition, psychology for language learning and teaching, and language attrition, learning, teaching and use, teaching and learning grammar, teaching listening and speaking, teaching writing in EFL/ESL, foundations of English for specific purposes, foundations of intercultural communication, and materials design and evaluation.

Syllabus

<table>
<thead>
<tr>
<th>Comp</th>
<th>Module Code</th>
<th>Title</th>
<th>NQF Level</th>
<th>Comp Credits</th>
<th>Status in Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>LG981-7-FY</td>
<td>Dissertation</td>
<td>7</td>
<td>60</td>
<td>Core</td>
</tr>
<tr>
<td>02</td>
<td>LG575-7-AU</td>
<td>Research Methods I</td>
<td>7</td>
<td>15</td>
<td>Compulsory</td>
</tr>
<tr>
<td>03</td>
<td>LG521-7-AU</td>
<td>Teaching Practice I</td>
<td>7</td>
<td>15</td>
<td>Compulsory</td>
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<tr>
<td>04</td>
<td>LG522-7-AU</td>
<td>Language Learning and Teaching</td>
<td>7</td>
<td>15</td>
<td>Compulsory</td>
</tr>
<tr>
<td>05</td>
<td>LG option</td>
<td>Linguistics option (1 x 15 credits)</td>
<td>7</td>
<td>15</td>
<td>Optional</td>
</tr>
<tr>
<td>06</td>
<td>LG675-7-SP</td>
<td>Research Methods II</td>
<td>7</td>
<td>15</td>
<td>Compulsory</td>
</tr>
<tr>
<td>07</td>
<td>LG655-7-SP or LG656-7-SP</td>
<td>Teaching Practice II or Reflective Practitioner</td>
<td>7</td>
<td>15</td>
<td>Compulsory with options</td>
</tr>
<tr>
<td>08</td>
<td>LG428-7-SP or LG438-7-SP or LG622-7-SP or LG636-7-SP</td>
<td>Second Language Vocabulary: Learning, Teaching and Use or Second Language Acquisition and Linguistics Theory or Teaching Reading, Writing, Speaking and Listening or Teaching and Learning Grammar (2 x 15 credits)</td>
<td>7</td>
<td>30</td>
<td>Compulsory with options</td>
</tr>
<tr>
<td>09</td>
<td>LG512-7-AU</td>
<td>Description of Language for TEFL/ELT and Applied Linguistics</td>
<td>7</td>
<td>0</td>
<td>Compulsory</td>
</tr>
<tr>
<td>10</td>
<td>LG592-7-AP</td>
<td>Assignment Writing and Dissertation Preparation</td>
<td>7</td>
<td>0</td>
<td>Compulsory</td>
</tr>
</tbody>
</table>

Notes: Students on the MA TESOL with at least two years full-time teaching experience will normally be exempt from LG655 Teaching Practice II and will choose LG656 Reflective Practitioner.
MRes Courses

- MRes Linguistics
- MRes Experimental Linguistics
- MRes Analysing Language Use

Aims

- These graduate courses provide students with the opportunity to:
- Become familiar with contemporary approaches to the study of language
- Develop a critical, in-depth comprehension of one or more theoretical and/or descriptive sub-disciplines of linguistics (e.g. Minimalist syntax; Child Language Acquisition; Morphology; Language Processing; Conversation Analysis; Geolinguistics; Language Testing; Teaching English for Specific Purposes; Learner Strategies; Computer-Assisted Language Learning).
- Undertake an original and advanced piece of individual research in linguistics

There are a total of six assessed modules in the course, plus a 22,000-word dissertation*. Students take two subject specific modules, one research support module, and departmental professional development training modules in each term, as well as embarking on research for their dissertation from the beginning.

* Please note: dissertation module on MRes courses is worth 90 credits.

Syllabus

Autumn term
- Subject specific module 1
- Subject specific module 2
- Research support module 1
- Departmental Professional Development Training modules
- Dissertation

Spring term
- Subject specific module 3
- Subject specific module 4
- Research support module 2
- Departmental Professional Development Training modules
- Dissertation

Summer term
- Dissertation
3.5 Changing your Degree

Changing your course

If you are thinking about changing course, we recommend that you speak to someone in your school/department as soon as possible. They will be able to advise you if there are any specific requirements for the course you are looking to change to. If the course you are looking to change to is within a different school/department, then you should also speak to someone in that department.

There are deadlines in place for when you need to change course by, so please make sure you are aware of these deadlines before requesting to change. Further details on changing course and the relevant deadlines can be found at www.essex.ac.uk/students/course-admin/changing-course.aspx or by visiting your Student Services Hub.

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/

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

Please read carefully our guidance on visas and course changes here: www.essex.ac.uk/immigration/studies/changes

If you want to make a formal request for a course change, you should do so via the online Course Change form available here: www.essex.ac.uk/esf/
3.6 Information about modules including: choices, core, optional, enrolling for modules, the location of the directory, reading lists, changing modules, changing your class

What is a module?
The definition of our module codes, for example LG675-7-AU

<table>
<thead>
<tr>
<th>LA</th>
<th>= Language module</th>
</tr>
</thead>
<tbody>
<tr>
<td>LG</td>
<td>= Linguistics module</td>
</tr>
<tr>
<td>675</td>
<td>= The code of the module.</td>
</tr>
<tr>
<td>7</td>
<td>= GRADUATE LEVEL. (3-4-5-6 is UG level)</td>
</tr>
<tr>
<td>AU</td>
<td>= The term it is running could be AU (Autumn), SP (Spring), FY (Full year).</td>
</tr>
</tbody>
</table>

For an MA you should take **4 modules** each term (2 if you are a part time student) and you are **recommended** to do **3 modules** per term if you are an Integrated PhD student.

**Module directory and module enrolment**
The Module Directory is a useful tool that is available on the University website. You can find it here: [http://www.essex.ac.uk/modules/](http://www.essex.ac.uk/modules/).

By selecting Language and Linguistics from the drop down list and pressing ‘Go’, you will be able to see all of the modules that are offered by the department. You can also set a filter to include only undergraduate, postgraduate or outside options. This gives you full access to the teaching and assessment information as well as the full module description.

Students can only choose modules from the list specified on the drop-down list in **eNROL**.

Please note: If you are a part time, MRes or integrated student, please contact Student Administrator with your module choices via lalpgadmin@essex.ac.uk.

When you arrive at the University, you may request changes until the end of week 3. No changes will be considered after this date.

**Withdrawal of Modules**
Any optional module which attracts fewer than 5 students will normally be withdrawn (though obligatory modules will normally run irrespective of how few students take them).

**Taking Alternative Modules**
It may be that you are unable to take a particular autumn term module as one of your first-term modules because the format of the Course you are registered on doesn't allow you to. If you nonetheless would like to follow the module concerned, there are two ways out of this problem. One is to ask the relevant module teacher whether you can simply ‘audit’ the module (i.e. attend it as an observer, without doing the relevant coursework assignment). The second is to ask the relevant module teacher (and the relevant Course director) whether
you can take the module as an additional first-term module, in lieu of one of your second-term options (so that e.g. someone on an 8-module candidature would then take 5 modules in the first term and 3 in the second). However, please note that if you do so, you will be required to hand in the relevant coursework at the same time as other students taking the module (so that you may end up with more coursework assignments to write in the first term than other students on an 8-module Course: but in compensation, you have fewer assignments to write in the second term). For obvious reasons, any such arrangement requires the agreement both of the relevant module teacher and of the Assistant Director of Education.

**Special Syllabus**
If you subsequently wish to change one of your modules, either because you have missed the enrol deadline, or you want to take a module that is not available in the list of options for your degree, you should speak to your Course Director in the first instance. If the Course Director agrees, you should complete the relevant Special Syllabus request form via ESF (Electronic Student Files https://www.essex.ac.uk/esf/). Once submitted the request will need to be approved by the department before being passed to the Academic Section for approval. The final decision rests with the Dean. Please note that it is not normally possible to change modules once we are more than a couple of weeks into the first term. Please remember that these types of requests are not always automatically approved.

**Changing optional modules**
You will already have made an initial choice of modules. If you are in any doubt as to whether you have made the right choice, try to talk it over with your Course Director(s). It is usually possible to change modules up to the end of the second week of the Autumn or Spring Term. If you are not sure which modules to take you could attend lectures for several different modules before making your final choice. If you do decide to change, this is what you have to do within the first two weeks of the Autumn Term or the Spring Term.

**Training in Empirical Research Methods and Statistics (SPSS)** Several modules are available which provide training in different aspects of research methods and/or statistics. Regardless of whether any of them are obligatory for your MA or Diploma Course, you should take advantage of whatever is going that might be relevant to your future dissertation or thesis work at the time it is available, so that you are well prepared in advance. In many TESOL, Applied Linguistics, Sociolinguistics, Psycholinguistics and Acquisition projects, the use of proper research methods and statistics is a vital component of any research or project work which you undertake. If you do not attend an appropriate training module in advance of collecting your data, you may find that you have collected the wrong kind of data in the wrong way, and that your data are unsuitable for research purposes. It is therefore vital for anyone undertaking any kind of empirical research to audit (or even better, take for credit) appropriate training modules well in advance of planning what kind of data to collect and how. The Department has a statistics adviser, who is available during term time to offer advice on statistical matters. Please contact the department for more details.
3.7 Listen Again
Did you miss something? Our Listen Again digital recording service lets you listen again to lectures so you grasp every detail. Available in teaching rooms or lecture theatres where you see the sign.
listenagain.essex.ac.uk/

3.8 Supervision of PG Student Research and Projects

Supervision of Dissertations
It is your responsibility to find a suitable dissertation topic and secure the agreement of a member of staff to supervise it, aided by your Course Director. You should begin discussing ideas with staff members and the Course Director as soon as possible, and at the very latest by the beginning of the second term. In general, topics grow out of modules that you have taken or are taking. It is not a good idea to try to write a dissertation on a topic that features in a module which you have not taken, since you will be lacking in the background which you will need. As noted earlier, you provide a detailed proposal in the relevant proposal form in week 22. Once you have filled in your part of the form you must meet both your potential supervisor and your Course Director and secure their signature on the form. In a few cases, Assistant Director of Education will intervene to suggest a different supervisor, where, for example, a particular supervisor has already taken on an excessive number of students compared to the average supervisory load. However, these adjustments should be made soon after the forms are collected and we can see the whole picture, so there will be no loss of time. The majority of MA supervision will take place in the third term. However, it is a good idea to meet with your supervisor once before the end of the second term (despite the deadlines for your second term coursework crowding in), in order to obtain their suggestions for a bibliography relevant to your topic to get started on during the Easter vacation.

Many members of staff will also agree to be available at specific dates during the summer vacation, or subject to other conditions (e.g. having a draft to read and comment on, or after you have completed a certain task like data collection or analysis). Their time is limited during the vacation by the demands of their own research work, attendance at conferences, teaching and course directing responsibilities, PhD supervision and holidays, so in most cases you should **not** expect to see them more than once or twice during this period. Each staff member will make their own personal 'supervision policy' clear on their individual profiles which gives the topics and areas of research they are willing to supervise, and individually to their supervisees.

In the departmental *workload model*, it is assumed that staff will spend around 15 working hours on each dissertation they supervise. How this time is spent will vary from one member of staff to another, but a typical pattern might be that 4 hours are spent on individual face-to-face supervision, and the remainder on reading and commenting on draft material produced by the student. The precise form that supervisions take (e.g. general discussion, feedback on a draft submitted by you) is a matter to be agreed between you and your supervisor. However, your supervisor will not normally read any given draft section of your dissertation more than once, and cannot be expected to proof-read or ghost-write the final version (for which you alone carry responsibility). The whole point of a dissertation is to give you the chance to demonstrate that you are capable of independent work - hence, do not rely too
much on your supervisor! Dissertations should be handed in by 16:00 on Friday week 30. If you are unfortunate enough to fail a Master’s dissertation and are given permission to resubmit it, you will be entitled to receive a set of comments from one or more of the examiners on aspects of your work which need to be revised, and your supervisor will read and comment on one draft of the revised sections of your work before it is resubmitted.

Research Assignment
MA candidates may submit a 3,000 word research assignment (LG699) as one of their pieces of assessed coursework for the second term, instead of an option module, in cases where MA students wish to display their research-worthiness for possible PhD work. LG699 cannot substitute for a compulsory module. A research assignment is intended to be preparation for the dissertation, and should be supervised and marked by the intended dissertation supervisor. Students are expected to follow an eighth module even if they are not writing an assignment for it. This should also be discussed early with your Course Director, preferably in week 9 or 10 when you are considering module choices for term 2. You will be required to produce a written report on your progress by week 20.

3.9 Careers, Employability and Experience
During your time as a student it is important to start preparing for your future, and there are many services at Essex to help you – from identifying skills which can be developed within your course, to job hunting and professional development workshops, and activities and experience, including work placements, internships, volunteering and studying abroad. Careers advisors and specialists are available to give you valuable advice throughout your time at Essex and beyond – so make the most of this excellent service. We offer one-to-one advice and guidance, job-hunting workshops and online access to graduate job vacancies and part-time and temporary jobs – and local newspapers. We also offer employer presentations, careers fairs, placement and internship schemes, dedicated international careers advisors, help with work-related issues, information on rights within the workplace and the JobsOnline web search:
https://www.essex.ac.uk/life/student-services/careers

www.essex.prospects.ac.uk

3.10 The department offers an inclusive learning experience and ensures the quality of opportunities and responds to the diverse needs of students.

In line with the University’s purpose to contribute to society through excellence in education, the Department of Language and Linguistics aims to offer our students a transformational educational experience. We achieve this through high quality teaching in the curriculum and through providing all of our students with a range of extra-curricular workshops, mock conferences and activities that give them the opportunity to fulfil their potential as individuals. We encourage students, as members of our academic community, to become independent learners who are able to take responsibility for their personal and professional development throughout their lives. Our academic community is diverse, and we celebrate and promote this diversity as an important part of the student learning experience, allowing them to
develop a genuine world view, inter-cultural awareness and inter-cultural agility, through shared curricula and extra-curricular learning experiences.

3.10.1 Disability and emotional wellbeing
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 Student Services Hub so that we can plan how best to support you in your studies.

You can find out about the support we offer here: www.essex.ac.uk/students/contact/help.aspx

UK students may be eligible for a Disabled Students’ Allowance grant. See our webpages for more information, including application forms and key changes: www.essex.ac.uk/students/disability/funding.aspx

3.10.2 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, give advice 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 8.4 Tier 4 Information of this handbook which has further information and links.

3.10.3 Mature and part-time 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/students/groups/mature-students.aspx

3.11 Student representation, Student Staff Liaison Committees, 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 therefore important that you are given the opportunity to feedback and that you take time to feedback to the University. You can do this in a number of ways:

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

www.essexstudent.com/representation/coursereps/
www.essex.ac.uk/quality/student_representation/student_rep.asp
Every year, we will ask you to complete the **Student Assessment of Module and Teaching (SAMT)**. This survey will be summarised and discussed by SSLCs and will inform reports written by us for central University committees as part of our quality assurance processes.

**Student satisfaction surveys** enable the University to gauge overall satisfaction amongst students. When the results have been reviewed and analysed, the University can then enhance your experience of learning at Essex. The National Student Survey (NSS) for final year students feeds into university league tables. NSS also lets us know how we’re doing and where we can make improvements. The survey is run online and you will receive a link to the survey via email. Students not eligible for NSS will be invited to complete the UK Engagement Survey (UKES) which asks about how you spend your time on your course, what kind of learning you’ve taken part in and your views on your teaching and learning experience.

**3.12 Library Services**
At our Colchester Campus, the **Albert Sloman Library** on Square 5 has a variety of study spaces over six floors, including 24/7 facilities and group work areas. The Library offers a wide range of learning resources, online and in print, with a dedicated Helpdesk, overnight chat service and the opportunity to book appointments with your Subject Librarian to help you through your studies and beyond.

The library has a team of Subject Librarians who can help you to find appropriate resources for your assignments and show you how to search effectively. They can also provide advice on referencing and how to avoid plagiarism, using reference management software, and evaluating sources. Your Subject Librarian is Esther Wilkinson – contact her ewilkin@essex.ac.uk or use the Book a librarian form on the Library website to get in touch.

For guidance in relation to third-party proofreading of student work: www.essex.ac.uk/proofreading

**3.13 Attendance monitoring (Count-me-in) and absence from sessions**
Your attendance at lectures and classes has a significant impact on how successful you are in your studies. At Essex, we monitor attendance so we can identify students who may need guidance and support.

You’ll need to **record your attendance** at teaching events using the electronic reader in the teaching room. Just ‘tap in’ for every timetabled teaching event you attend.

**You should not tap in for someone who is not attending the class; and also you should not tap in if you then immediately leave the teaching event.** This may result in disciplinary action being taken against you.

If you **lose your card** or it is **faulty**, go to the Student Services Hub to get a new card (a fee may be applicable). If you attend a teaching event but are unable to record your attendance as you don’t have your registration card, you should speak to a member of administrative staff in your department. In the case of a lost card, your department will normally record you as present for up to seven days.
For more information on attendance, and for links to forms and guidelines visit:  www.essex.ac.uk/students/course-admin/attendance.aspx

If you need to report an absence from a teaching event, test or exam due to medical reasons, representing the University in British Universities and Colleges Sport (BUCS) competitions, or in regional, national or international competitions; being selected or training for a national sports team e.g. Home Nationals or Great Britain, on a University organised placement, or other circumstances you should do so by completing the relevant form in myEssex for a notified absence. Your department consider the reasons and may record it as an authorised absence. Be aware that you may need to provide evidence, including medical evidence if relevant.

Please contact your Personal Tutor, department staff or the Student Services Hub for advice and support, particularly if you are going to be absent for several weeks.
4. Assessment

4.1 Rules of Assessment and Credit Accumulation

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

The Rules of Assessment are the rules, principles and frameworks which the University uses to calculate your course progression and final results. Some departments also have variations to the main rules, which you can find listed on our website above. If you have questions about whether a variation applies to you, contact your department.

Each module you will take will have a credit value which you are awarded if you successfully complete the module. You need to obtain a certain amount of credits to be awarded your degree, and the Rules of Assessment give you more information about this.

These decisions are made by the Board of Examiners who use the Rules of Assessment to decide:

- you can be awarded credit for the modules you have studied
- you have done enough to move on to the next stage of your course (if you are on a course which lasts more than one year)
- you need reassessment
- whether you have done enough to pass your course
- whether you are eligible to receive a merit or distinction

The following is only a summary of the key points. You should read the rules and make sure you understand them. If you need advice, ask your personal tutor, departmental administrator, or SU Advice.

If you fail your course you are not able to repeat it. The Rules of Assessment for Postgraduate Taught Awards only allow reassessment for up to a maximum of 60 credits worth of modules for taught masters degrees. The Board of Examiners will inform you if you are eligible for reassessment once it has considered your marks.

If you fail your dissertation you may be permitted by the Board of Examiners to resubmit your work, provided you meet the criteria as set out in the Rules of Assessment for Postgraduate Taught Awards. Alternatively, if you have obtained enough credits in your taught modules, you may be eligible for another award such as a postgraduate diploma or certificate.

You can decide if you want to accumulate credit by taking individual modules with the aim of achieving a postgraduate award; this is called Modular study. There are opportunities to achieve postgraduate awards through credit accumulation study in an increasing number of departments, as an alternative to standard full or part-time study. You can find more information on the ‘Study by credit accumulation’ webpages: www1.essex.ac.uk/quality/university_policies/credit-accumulation.asp

Individual modules can yield 15, 20, 30 or 40 credits depending upon which department you are studying in. Each award has a defined structure, normally consisting of a combination of core, compulsory and optional modules, and requires a specific volume of credit to be achieved:

- Graduate/Postgraduate Certificates - 60 credits (all taught module credits)
- Graduate/Postgraduate Diplomas - 120 credits (all taught module credits)
Masters Courses - 180 credits (normally 120 credits of taught module credits and a 60 credit dissertation or equivalent)

Credit is awarded for successful completion of individual modules. Students taking a credit-accumulation route of study register for the separate modules individually and accumulate the required volume of credit for the relevant award, including the dissertation if necessary. You will be given a different registration number for each module.

The Rules of Assessment are different when you study individual modules; make sure you check the relevant Rules of Assessment for the award you’re studying towards.

**You will have a maximum of six years to study** (this is usually five years with a sixth year for a dissertation). We measure the six years from the first module you register on towards the award.

You can find out more information here: [www.essex.ac.uk/students/exams-and-coursework/ppg/pgt/modular](http://www.essex.ac.uk/students/exams-and-coursework/ppg/pgt/modular) and you should talk to your tutors about fees, and applying accumulated credit towards an award.

### 4.2 Extenuating Circumstances, withdrawing and intermitting
[www.essex.ac.uk/students/exams-and-coursework/ext-circ.aspx](http://www.essex.ac.uk/students/exams-and-coursework/ext-circ.aspx)

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

You need to submit your form by the deadline given here – [https://www1.essex.ac.uk/students/exams-and-coursework/ext-circ.aspx](https://www1.essex.ac.uk/students/exams-and-coursework/ext-circ.aspx)

You will **not** get extra marks if you submit an extenuating circumstances form. Boards of Examiners use other methods to take into account extenuating circumstances, such as permitting further reassessment opportunities for uncapped marks.

You should read the guidance on extenuating circumstances very carefully before submitting your form and evidence. Seek advice from Students’ Union Advice ([www.essex.su/advice](http://www.essex.su/advice)) or the Student Services Hub ([www.essex.ac.uk/students/contact/default.aspx](http://www.essex.ac.uk/students/contact/default.aspx)).

**Thinking of leaving or taking a break from your studies?**
You may experience doubts at some point during your studies, if you’re thinking about leaving Essex, we’re here to support you and give you the advice you need to help you make an informed choice.

**Intermission** is a temporary withdrawal or leave of absence from the University and provides you with the opportunity to take a break from your studies. Normally, this is for reasons beyond your control (e.g. health or personal problems) although other reasons are permitted. Intermission must be approved by the University first, so if you are thinking about intermitting, we strongly advise you to contact your department and your Student Services Hub to talk to one of our advisers.

You should also read our guidance on intermitting very carefully at [www.essex.ac.uk/see/intermit](http://www.essex.ac.uk/see/intermit). If your intermission is agreed to, we will also give you the advice and support you need to help you carry on with your studies.

**Withdrawing** is the formal process for permanently leaving your programme of study and the University. If you are thinking of withdrawing, you should seek advice from your Department or the Student Services Hub at the earliest opportunity. It is very important that
you discuss your circumstances with the University and follow the formal procedure for withdrawing. If the university is not formally notified, then you may risk continuing to incur further tuition or accommodation fees. More advice and information is available at www.essex.ac.uk/see/withdraw.

4.3 The Marking Policy and requests for re-marking of coursework and essays
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: www.essex.ac.uk/quality/university_policies/examination_and_assessment/marketing_policy. You will need to complete a form and be aware that marks can go down as well as up.

4.4 Moderation, second marking policies and External Examiners
The University policy on moderation can be found as part of the Marking Policy. When work is moderated, it means that a second member of academic staff takes a random sample of the work for a particular assessment and reviews the marks given. A moderator would not change the individual marks for the work, but would liaise with the first marker to agree whether marks should be reviewed across the particular piece of assessment or module, which may lead to marks being adjusted.

Second marking is where a second marker marks the work but has access to the first marker’s marks and/or comments.

External Examiners are usually academics from other universities but may be from industry, business or the profession depending on the requirements of the course. They give an impartial view of the course and independent advice to ensure that courses at the University meet the academic standards expected across UK higher education. External Examiners write reports on the courses and modules they are responsible for which are made available to you via your department. You can find the name and institution of the External Examiner for your course and modules by looking on the Programme Specifications Catalogue and the Module Directory. You can find out more about how the University uses External Examiners by following this link: www.essex.ac.uk/quality/external_examiners

Please note: you may not contact External Examiners directly under any circumstances. If you have any concerns about the quality and standards of your course, please contact your student rep, your Head of Department or the Students’ Union.

4.5 Appeals, complaints, and fitness to practise
Appeals on academic grounds can be made following the meeting of the Board of Examiners and the publication of your results. Be aware that there are strict deadlines for the submission of the appeal form and your evidence.

We strongly advise all students thinking about making an appeal to contact Students’ Union Advice

You may not appeal against academic judgement. This means that you can’t appeal against the marks you have been given by a Board of Examiners without evidence of extenuating circumstances or procedural irregularity.

More information about appeals, including the deadlines and forms to complete, can be found online at: www.essex.ac.uk/see/appeals

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
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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.

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.

You can find the complaints procedure and the forms here: [www.essex.ac.uk/see/complaints](http://www.essex.ac.uk/see/complaints)

**Fitness to practise** is only applicable to students on certain professional courses (such as nursing or social work). If this applies to you, you will have been told by your department. You can find the full Fitness to Practise procedure online at: [www.essex.ac.uk/students/exams-and-coursework/ppg](http://www.essex.ac.uk/students/exams-and-coursework/ppg)

4.6 Academic Integrity and Academic Offences

The University expects students to act with honesty and integrity in relation to coursework, examinations and other assessed work, and to follow our conventions for academic writing (including appropriate referencing of sources) and ethical considerations. If you don’t meet these expectations, then you may be charged with having committed an academic offence, a matter the University takes very seriously.

It is your responsibility to make yourself aware of the regulations governing examinations and how to correctly prepare your coursework. An academic offence can take place even if you didn’t mean to commit one, and examples include plagiarism, falsifying data or evidence, and communicating with another candidate in an examination.

If you aren’t sure what the conventions are, particularly in relation to referencing, you should ask your department, contact the Talent Development Centre, and also refer to 7: **Referencing and good academic practice** in this handbook.

More information about academic offences and getting support can be found at: [www.essex.ac.uk/see/academic-offence](http://www.essex.ac.uk/see/academic-offence)

4.7 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 - [www.essex.ac.uk/reo/governance/human.aspx](http://www.essex.ac.uk/reo/governance/human.aspx) - along with the 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.'
5. Coursework

5.1 Assignment and essay length

The coursework component of full Linguistics (LG) modules typically involves an assignment or more than one assignment.

The length of coursework assignments is specified in number of words for each module that uses this method of assessment. Part of the art of writing assignments lies in the discipline of producing a specific piece of work, of a specific length, by a specific deadline. Coursework must follow the specified length, plus/minus 10%. Any work that falls below or above the 10% margin will be penalised by 1 mark per 100 words or part thereof. For linguistics assignments, you should indicate the length of the main text of each assignment you produce (excluding bibliography and appendices) at the end of your assignment.

5.2 Coursework submission

Each module director will, at the start of the module, specify a deadline date by which each assessed piece of coursework must be submitted: All coursework assignments (whether a compulsory module or an option) must be submitted on-line through FASer (Feedback, Assessment, Submission electronic repository) by 16:00hrs on the day in question.

Any essays or assignments submitted via email or hard copy to a class teacher, lecturer or administrator will not be accepted as a submission.

You will be able to access FASer via your myEssex student portal or via:
https://www.essex.ac.uk/e-learning/tools/faser/

Deadlines for the submission of assessed work are absolute. NO EXTENSIONS ARE GIVEN FOR THE SUBMISSION OF WORK BEYOND THE DEADLINE, WHATEVER THE CIRCUMSTANCES. See section 5.5 for late coursework policy.

Please note that for the most part we will operate via online submission only but it will be made clear by your module director how they require the coursework/assignment to be submitted.

Any essays or assignments submitted via email or hard copy to a class teacher, lecturer or administrator will not be accepted as a submission if FASER submission is required.

Remember that it is always useful to keep a copy of work that you submit for assessment, where this is possible.

How to submit your essay online

You will be able to access FASer via your myEssex student portal or via
https://www.essex.ac.uk/e-learning/tools/faser/
Dissertations: Submission date and late submission

Please note that the below deadline dates may be subject to change – please ensure that you check FASER and refer to the departmental office or your supervisor to confirm if in doubt

The departmental deadline for submission of Masters Dissertations is 16:00 Friday of Week 50 via FASER for the electronic copy. Failure to submit the dissertation by the dissertation deadline will result in a mark of zero. If students are unable to meet the deadline, for example due to health problems, they must contact their department before the submission deadline to discuss the possibility of getting a short extension.

The department can grant an extension of up to four weeks – depending on the circumstances presented by the student; you should speak with your supervisor and have a supporting statement from them and medical documentation if applicable (if you have extenuating circumstances as well you may want to speak to the Student Administrator).

Extensions beyond four weeks must go to the Dean for approval of a formal extension of their candidature (Please come and discuss this with the Student Administrator in the departmental office, 4.305, an electronic form would need to be completed via your ‘MyEssex’ student portal), but you should be aware that if extensions beyond a month apply, students may become liable for additional fees and would not have their degree confirmed at the Exam Board in November. This is because if you submit later than October you will need to obtain a partial registration via the Registry.

5.3 Details of samples of coursework

All work which counts towards assessment at Essex must be made available for inspection by the External Examiners (expert academic staff who work in other universities) whose function is to ensure that all students are assessed fairly and that marking standards at Essex are comparable with those of other universities. For each module, we routinely send a representative sample of coursework and exam scripts to the relevant external examiners so that they can assess how fair our marking standards are. External Examiners also have the right to look at any other work which contributes to the final award.

The student administrator will send you an email when coursework is required to be re-submitted, so please ensure that you do not destroy any coursework that is not uploaded via FASER. When the work has been returned by the External Examiners you will be notified by email that your coursework is ready for collection from the departmental office (Room 4.305). If you are unable to collect your coursework in person you will need to provide a stamped addressed envelope to the departmental office in order for it to be sent back to you (Please check with the post office that the correct postage is on the envelope to return the work) If the stamped addressed envelope does not have enough postage paid the coursework will not be posted.

You should note that all coursework marks that you receive are provisional until the marks have been ratified by the External Examiner.
5.4 Return of coursework policy

Coursework is normally marked by the module teacher or supervisor, but may in exceptional circumstances be marked by someone else under the supervision of the module teacher or supervisor. As an integral part of the marking process, members of staff are expected to give you written feedback on each coursework assignment you submit. The feedback will be provided to you via FASer within 20 working days (or 28 calendar days not counting days that the university is officially closed). No norm is prescribed for the length of this general feedback, but 50-100 words is what you might expect to receive for a major assignment (proportionately less for minor assignments). More specific feedback (relating to particular parts of your assignment) is usually given in the form of notes on relevant parts of the text of your assignment, but may alternatively be given in a separate comments sheet uploaded to FASer.

5.5. Late Submission of Coursework Policy

Each module teacher will, at the start of the module, specify coursework submission deadlines by which pieces of assessed work for that module must be submitted. Coursework submission deadlines will be part of the written information supplied to students by the module supervisor. The University expects you to plan and organise your work carefully and sensibly, and to schedule your time so that coursework is completed safely in advance of its deadline. You should note that the Department WILL NOT give extensions to coursework deadlines for any reason.

There is a single policy across the University for the late submission of coursework for both undergraduate and postgraduate taught programmes of study (https://www1.essex.ac.uk/students/exams-and-coursework/late-submission.aspx ). The policy is designed to help you develop your study skills and, importantly, to prevent you from suffering a work overload because, through no fault of your own, you are unable to complete a piece of coursework within the time given.

The policy states that all assessment submitted after the deadline will receive a mark of zero, unless there are extenuating circumstances. This means that you can still submit work late (up to seven days after the relevant deadline) if you have evidence of extenuating circumstances in relation to the late submission of coursework.

Extenuating circumstances are defined as the inability to submit work by the deadline due to reasons beyond your control, of a medical, practical or personal nature which affects you in the period immediately preceding the time of the deadline. Genuine emergencies which could not reasonably have been expected will be accepted as extenuating.
Late submission requests for coursework will be accepted for consideration by the departmental Assessment Committee up to seven days after the relevant deadline, including weekends and/or bank holidays, unless model answers have been released.

Postgraduate taught dissertations are not counted as coursework and are therefore not covered by the policy on the late submission of coursework. Students can request an extension for their postgraduate dissertation from the relevant Deputy Dean (Education) if they find that, due to extenuating circumstances, they will be unable to submit the dissertation by the published deadline. Applications for an extension to a postgraduate taught dissertation can be completed via MyEssex. Please see section 5.2 for further details.

5.6 Essay writing support

All taught Course students will benefit from attending LG592-7-AP Assignment writing and Dissertation Preparation (a non-assessed module) offered by the department. Also a guide to Writing Coursework Assignments is available in the Appendix of this Handbook.

If you need advice in tackling essay-style assignments, consult the Talent Development Centre’s webpage for information about online help and writing workshops: https://www.essex.ac.uk/students/study-resources/tdc/default.aspx

5.7 Anonymous marking in coursework policy

All coursework which contributes to your final module mark should be marked anonymously where it is practical to do so, where this is not possible, departments will inform you in advance of the assessment task. www.essex.ac.uk/quality/university_policies/default.asp

Please see section 5.2 of this handbook on coursework submission for details of how to submit your coursework.

If you take optional modules outside your home department, you should make sure you are aware of the policy on whether coursework is marked anonymously or not and how to submit your coursework.

5.8 Reassessment in coursework

If the Board of Examiners has required you to undertake a reassessment in August, the Department will send you a letter by email. Please check your Essex email account regularly once your results have been published.

Exam boards

All MA/MRes students will go through at least two exam boards during their time at Essex, an interim board in June which will decide if they can proceed with the dissertation and a final board in November which will confirm the mark of the dissertation and the overall classification of the degree.

PG Diploma students will be awarded their degree at the Interim Board which will be their “final board”.

5.9 Referencing in coursework

Please see Section 6 for information on referencing your coursework correctly.
6. Referencing and Good Academic Practice

6.1 Why good academic practice is part of scholarship and why it is important at Essex

Respecting authorship through good academic practice is one of the key values of higher education in the UK.

The University takes academic offences very seriously. You should read the sections of this handbook which refer to referencing, coursework and examinations very carefully.

Referencing is a key academic/scientific skill. It is how you will acknowledge all sources used within a piece of work. You must reference all works used directly (quotes) and indirectly (paraphrasing and summarising).

Referencing allows you to give credit to authors’/researchers’ concepts and ideas/ideas and results, demonstrate your breadth of reading and knowledge on a subject, direct readers to your sources, and avoid plagiarism.

You should always use the best available sources of evidence, such as peer reviewed journals and recognised books.

To find out about your departmental referencing style; (please insert department variation here) and for help with referencing, visit the library website: libwww.essex.ac.uk/referencing.htm

6.2 Referencing

Referencing Style

Referencing (both in the text and at the end of your paper) needs to follow a consistent style within your coursework submissions. 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). If your assignment does not specify a particular referencing style, 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 your paper uses 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 example (where the superscript number in the main text refers to a footnote at the bottom of the page):

There is a considerable body of evidence from recent research⁵ 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 format:

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 assignment, you should have a section titled References in which you list the works cited in your assignment 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. If your assignment directs you to follow a specific style, use that one. If not, 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.

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 The University Academic Offences Procedure

Please see section 4.6 and remember that the Academic Offences Procedure applies to all students: www.essex.ac.uk/about/governance/policies/academic-offences.aspx.

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 6.2 “Referencing”.

Consequences of Confirmed Plagiarism
One of the most serious of all academic offences is to pass off others’ work, writing, ideas, and findings as your own. 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).
Guidelines for Avoiding Plagiarism-Related Academic Offences in Assessed Work

- Do not copy content—in structure or in wording—without proper acknowledgment.
- Fully cite all references used, both in text and at the end of your assignment in a reference list.
- Acknowledge outside assistance (e.g. groupwork, copyediting help, etc.)
- Ignorance of the rules is not an excuse—you can still be found guilty of plagiarism even if it was unintentional.

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.

It is important to use and cite references carefully and at an academic level consistent with the expectations of your assignment. The first question to ask is: ‘What works should I refer to?’ You should use the assignment, and the larger module syllabus as a guide: if the assignment asks you to focus on specific reference works (e.g. books, articles, manuscripts, e-materials, module handouts), then you should draw on those. If your assignment directs you to find and discuss reference works beyond suggested/provided readings, then you need to independently find additional materials, using library resources. You need to learn to distinguish between primary and secondary sources, and when they are appropriate for you to use. Primary sources are original content, e.g. a journal article or book within which an author introduces novel theories and/or findings. Secondary sources, e.g. textbooks, meanwhile, summarize, and analyse primary sources—they do not introduce novel research findings. When you are expected to find additional academic work to support your essay, the references need to be at the appropriate level: within first year assignments, it may be appropriate to use a mixture of primary and secondary sources, while within third year modules, an overreliance on secondary sources suggests that you are not able to engage with primary literature of the field, and is likely to affect your marks.
Section 3: You Matter

7. Practicalities: Getting started and IT matters

7.1 Registration
All new and returning students are required to register at the start of each academic year. The process for new students includes activating an IT account, completing Pre-Arrival Online, and attending the University’s main registration event. New students: www.essex.ac.uk/students/new/registration.aspx

Returning students are required to complete Online Registration. In addition to this, returning students who hold Tier 4 visas are required to complete a document check in person at the University’s main registration event. Returning students: www.essex.ac.uk/students/course-admin/registration.aspx

7.1.1 Module enrolment
Students registered on programmes of study leading to a degree may have options to select as part of their course structure. The eNROL system is an online tool to review and select available modules specific to a particular course and year of study. All new and returning students should use the online system prior to the start of each academic year. Returning students will access the system from the April preceding the next academic year. New students will access the system from the end of August. Departments will approve student selections within a few weeks of eNROL use and timetables will take module enrolment into account when planning for the next academic year. Early module enrolment will ensure students know which modules to attend and where the lectures and classes are held.

Please note: if you are a part time, integrated, or MRes student you may need to email the Student Administrator with your module choices via lalpgadmin@essex.ac.uk.

7.1.2 Award documents
As your studies draw to a close, and once your exam board has met, it takes up to five working days for your results to be confirmed. You will be sent an email to inform you when the results are live on a password protected web page. Graduating students will receive a degree certificate at Graduation.

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 - https://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.

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, register an external email address and passphrase and request a reminder for a forgotten passphrase: www.essex.ac.uk/it/getaccount.

You must change your password within four weeks of your account being created, and then once every four months after that. The easiest way to **change your password** is online at: www.essex.ac.uk/password.

Once you’re set up, you can access email, log on to lab computers, connect to eduroam wi-fi and much more.

As part of your Office 365 email account you get 1TB 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

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.

TF.2.03, Info Point, Learning Hub in Southend. Open Monday to Friday 8.30am – 6.00pm

Library, Main House, Hatfields, Loughton. Open Monday to Friday 10.30am – 5.30pm

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. Information on computer lab locations, opening hours, real-time availability, study group pods, software, computer servers and assistive technology please view: www.essex.ac.uk/it/services/computers-and-software/default.aspx

7.4 Immigration 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 University must ensure all students hold the right to study in the UK throughout their studies and there are regulations regarding your Immigration status. For Tier 4 students, the Home Office attach conditions to your Tier 4 leave that restrict study, work and access to state benefits, some nationals have to register with the Police. The University has many duties as
a Tier 4 sponsor and must ensure we remain compliant in order to retain our Tier 4 licence. Find out more on the University's website: www.essex.ac.uk/immigration/ and www.essex.ac.uk/about/governance/regulations.

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, launderettes, 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 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
8. Skills, Employability and Experience

8.1 Employability and Careers Centre
Get valuable, one-to-one advice from careers specialists throughout your time at Essex and beyond. Come and see us or log in to CareerHub+ whether you have one hundred questions or just don’t know where to start! We offer one-to-one advice and guidance, job-hunting workshops, CV and job application reviews, and online services for creating CVs, interview preparation and 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.

www.essex.ac.uk/study/why/languages

English classes for the dependants of international students and staff (ECDIS)
The Department of Language and Linguistics offers dependants of international students and staff at the Colchester Campus, the chance to improve their English language, through our ECDIS programme, at no extra cost. Classes are taught at three basic levels: Elementary (A1/A2), Intermediate (B1/B2) and Advanced (C1/C2) and will focus on listening, speaking, reading and writing.

www.essex.ac.uk/departments/language-and-linguistics
ecdis@essex.ac.uk

8.3 Talent Development Centre
Operating on Colchester and Southend campus, the TDC offers a range of ways to help you realise your potential and improve your academic performance. Our tutors provide expert guidance on study skills; mathematics and statistics; assignment writing and English for academic purposes. Look online to find out more about our classes, workshops, drop-in clinics and on-line resources.

www.essex.ac.uk/students/study-resources/tdc/

8.4 CareerHub+
Find hundreds of part-time jobs, internships and graduate vacancies, book on to careers events and workshops, take career assessments, practice your interview skills, build your CV, and connect with employers on CareerHub+, the online Essex careers and jobs portal. Login with your Essex IT ID and password.

//careerhub.essex.ac.uk/students

8.5 Frontrunners
Challenge yourself. Frontrunners is Essex's unique on-campus work placement scheme for students. You'll get the chance to work on real projects in real workplaces and develop real skills for you to brag about on your CV. You'll get fully trained in your role and you'll get paid for it.

www.essex.ac.uk/frontrunners/

8.6 Student Ambassadors
Be a Student Ambassador and make a difference to others and make a difference on your CV! Student Ambassadors help to promote the University and higher education. You’ll be a valued part of the Student Recruitment and Outreach teams. Keep an eye out for Student Ambassador vacancies on CareerHub+ in January.

www.essex.ac.uk/careers/job_hunting/on_campus
8.7 Volunteering
Join the vTeam and be the difference. There are plenty of opportunities to volunteer during your time at Essex. The vTeam, run by the Students Union, 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
The University’s employability award is a guaranteed way to help you stand out from the crowd, get recognition for all your extra-curricular activities and help you to identify and evidence your skills and experience to employers. Over 100 activities are included, so sign up and get started!
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. Sign up for Essex Interns to kick-start your career.
www.essex.ac.uk/careers/internships

9.1 Student Services Hub, including contacts for disability/SpLD
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. Ask us about health and well-being, accommodation, money matters and much more. Your questions matter and you’ll get answers from our team of experts.

Colchester: askthehub@essex.ac.uk / 01206 874000
www.essex.ac.uk/students/contact/

9.2 Wellbeing, counselling and confidential issues
Your Student Services Hub provides advice, information and support on a range of health and wellbeing issues.
www.essex.ac.uk/students/health-and-wellbeing

Money matters
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/

9.3 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.essexstudent.com/advice/harassment/
www.essex.ac.uk/students/new

9.4 Religion, faith and beliefs
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

9.5 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

9.6 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.
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.essexstudent.com/safetybus
www.essex.ac.uk/students/campus/emergency
www.essex.ac.uk/health-safety/fire/peep

9.7 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

9.8 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

9.9 Students’ Union Advice Centre
Our SU Advice service offers free, confidential, independent and impartial advice on many issues that might be affecting you. Our friendly, trained staff are on hand to support you throughout your time at Essex. You can speak to us about Academic processes and procedures, representation at University meetings, Tier 4 UK visa extensions, housing, complaints, welfare and consumer issues.

www.essex.su/advice
Colchester students - suadvice@essex.ac.uk, 01206 874034

9.10 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/website-privacy
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 Code of Conduct
For regulations relating to the Code of Student Conduct, see the University’s website: www.essex.ac.uk/students/study-resources/handbooks/default.aspx https://www.essex.ac.uk/governance/regulations

10.3 Essex Spirit, social media and other channels of communication with students
Keep up-to-date with important news, events and offers from across the University with our Essex Spirit blog. Go to our email lists to subscribe to the fortnightly e-bulletin. http://blogs.essex.ac.uk/essexspirit/ www.essex.ac.uk/students/new/

We have more than 60 Facebook pages, including one for each department. We’re also on Twitter. www.facebook.com/uniofessex/ https://twitter.com/Uni_of_Essex

Our ‘What’s on?’ calendar brings together all the events happening across our three campuses, so you can make the most of your time at Essex. http://www.essex.ac.uk/events

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. The Students’ Union is run by students for students, and you have the ability to shape what we do. From suggesting what we serve in our venues, to changing aspects of your course, we are here to represent you and work with you to make amazing things happen. There are opportunities to join 45 different Sports Clubs, to get involved with our BUCS teams which offer a wide individual championships programme of activities taking place across the year and lots of competitions take place on Wednesdays and weekends, or if you don’t want to commit to a regular team check out our Just Play programme of activities.
We have 120 existing Societies where you can meet people with similar interests, challenge yourself with something new or, if you can’t find what you’re looking for, start your own society!
Furthermore, we have our very own letting agency SU Homes designed to offer help and support for students to find off campus accommodation.
Say hello and find out more at essex.su
10.5 Alumni
Essex is forever and although your time here will fly by, you’ll be part of this place for life. When you graduate, you’ll get an alumni card and join a community of 100,000 fellow graduates around the world. We’d love to keep in touch and invite you to our alumni events, networking and volunteering opportunities, as well as offer you special alumni benefits.

alumni.essex.ac.uk/home

10.6 What comes next?
Choosing to be a postgraduate research student at Essex is one of the few decisions in life that’s black and white. Our research degrees include PhD, MPhil, MSc, MA and MD, and our culture of world-class research provides an outstanding and supportive environment in which to undertake your research study. If you decide to stay on for further study with us, you’ll have a great opportunity to study a challenging course within a research-intensive and supportive environment. You’ll develop knowledge in your chosen area and learn from some of the top academics in the field, while becoming a valued member of our postgraduate community. Explore our courses on our coursefinder, and find out more about the value of being a postgrad.

www.essex.ac.uk/phd
www.essex.ac.uk/coursefinder
11. Appendix

Advice on Writing Coursework Assignments

The advice given below relates to tackling essay-style assignments. Although different types of coursework assignment test different skills (so that it is difficult to give any general advice which is applicable to the full range of modules which we offer), there are standard criteria by which we judge the level of an assignment for a linguistics course. These include:

Contents  Linguistic Awareness
Organisation  Originality
Presentation and Style  Bibliographical Informedness
Balance  Discrimination
Relevance  References
Exemplification

Brief notes on what is meant by each of these terms follow.

Contents

A substantial proportion of the marks for an assignment will go on contents. There are three main aspects to contents - namely coverage, argumentation, and evaluation. In the case of an essay-style assignment, coverage means: ‘Have you covered all the main points relating to the relevant topic, without digression or irrelevance?’

Argumentation means ‘Have you presented a properly argued case, using the accepted canons and style of argumentation in the relevant field?’ Arguments should be based on objective rather than subjective evidence, and show evidence of a clear understanding of each of the relevant arguments, rather than simply regurgitating arguments from lectures or published works without any apparent understanding of their true nature or significance. Subjective evidence is evidence based on personal opinion; objective evidence is evidence based on experimentation, or observation: a subjective (non) argument against a particular theory would be e.g.

‘Theory X is obviously too complex to be a plausible model of human behaviour.’
An experimental objective argument would be e.g.
‘Theory X is falsified by the experiment by Smith (2009), which showed that...’
An objective observational argument would be:
‘Theory X cannot account for the following range of observed phenomena...’

Evaluation means: ‘Have you shown clear evidence of the ability to make a reasoned evaluation of particular claims, ideas, hypotheses or theories, and the ability to identify their relative strengths and weaknesses?’ This is important when putting forward an argument, but particularly so when reporting other people’s work. You will need to show that you can critically evaluate the work, ideas, argument, research and theory you wish to use to support your own argument. Sometimes assignments are set inviting critical evaluation of a particular article or piece of research; it is not sufficient just to report what was said and done.

Linguistics assignment and dissertation writing
Organisation

Two assignments which cover more or less the same ground can be awarded very different marks, depending on the degree of internal organisation of the material being presented. What we are assessing (in part) is the ability to see the relevant issues clearly, and a well-structured essay suggests a higher level of understanding of the complex inter-relations between key issues. Hence, it makes sense to try and structure your assignment into separate sections. Indeed, you can make the organisation into sections clearer visually, e.g. by using underlined/italicised/CAPITALISED numbered section headings, and leaving a couple of lines blank between the end of one section and the start of the next. Include a brief (5-10 lines) introduction at the beginning of your assignment, setting out clearly the approach you are going to adopt to the assignment topic, e.g.

‘In the first half of my assignment I shall give a brief outline of the X theory, and then present a number of arguments which appear to lend support to X; in the second half, I shall present a detailed critique of these arguments in the light of more recent research, concluding that X may not be as convincing as was once thought.’

The main body of your assignment should be clearly structured into paragraphs of roughly equal length; each paragraph should contain one and only one argument/point expounded clearly and concisely. In order to provide essential continuity in your assignment, you should link each paragraph both to the preceding one and to the following one, making the relation between adjacent paragraphs totally explicit. In other words, don’t leave the internal and external examiners to try and work out just how paragraph 3 links to paragraph 4 - assume that they won’t be able to work out the link for themselves unless you tell them directly. This is particularly important at major turning points in your assignment, e.g. where you turn from exposition of some idea to criticism of it. You must make it obvious to the examiners that you yourself realise that there is now a major change in the direction of your argument, e.g.

‘Hitherto I have presented three arguments which appear to lend support to X, namely (i) A, (ii) B, and (iii) C; now I turn from exposition to criticism, and attempt to assess the validity of this type of argumentation by presenting an in-depth critique of just one of these arguments, viz. B. I shall attempt to show that B contains 3 major deficiencies relating to (i) P, (ii) Q, and (iii) R. I shall look at each of these deficiencies in turn...’

You should end your assignment with a brief conclusion (5-10 lines), summarising the main points you have made (in case the examiners forget any of them), the overall conclusion(s) which you have drawn, and the implications of your work for future research (e.g. If some issue is left unresolved, you might suggest a future line of research which could help to resolve the issue).

Presentation and Style

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 assignment 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.).
Balance

Try and see both sides of the question - i.e. points in favour of and points against whatever idea(s) you are discussing. Uncritical regurgitation of Bloggs' book/article/lecture (or part of it) will be heavily penalised. Don’t spend 3 pages making one point and 3 lines making another: rather, spend about 200 words on each of the major points you are making. Any argument which is so contorted that it needs to be spread over 3 pages is probably best avoided, since it will doubtless confuse both you and the examiners, and produce an unwelcome imbalance in your assignment.

Conciseness

Present your ideas clearly and concisely. We give you recommended word limits for assignments in order to encourage you to be concise. A good assignment 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). Conversely, the more you write, the greater the danger that eventually you will say something totally inept, and thereby lose marks. A marks penalty will be imposed on work which is substantially longer than the recommended word-limit.

Relevance

Everything you write must be demonstrably relevant to the title of the assignment you have been set. The guiding principle is that you gain marks for relevant observations, but lose marks for irrelevant observations. With every argument you present, you must say exactly how the point you are making relates to the assignment 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 set topic. They may simply assume that if you don’t say how and why some observation is relevant, it’s because you don’t really know whether it is, but decided to include it just in case it was. It may help to include a paragraph at the beginning, announcing how you interpret the question set, and flagging how the essay is going to deal with that interpretation, so that the reader knows why you are taking a particular line of argument and referring to the particular pieces of work you choose to in support of it.

Exemplification

Wherever possible, always give an example to illustrate the point you are making. For example, if you are talking about a type of error made by second language learners, give one or more typical examples of the relevant type of error (and give a full reference to the book or article that you pinched the examples from!). This is particularly important where you are dealing with abstract hypotheses, simply to show to examiners in practical terms that you understand what the hypothesis is really about. Ideally, each paragraph should deal with a separate point, illustrated by a single (good) set of examples: but don’t waste time giving 20 examples when a couple of good ones will make the same point just as effectively.
Linguistic Awareness

Remember that your work is being assessed by examiners whose professional training is in some area of linguistics, and that your degree 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. You can demonstrate your 'linguistic awareness' in a number of ways - for example, by the organisation of your assignment. So, for instance, in an essay dealing with (e.g.) pronunciation errors, it is obviously better to divide the essay into sections on the basis of a phonetic classification of the sounds (e.g. dealing with plosives in one section, fricatives in another, etc.) than to do so on the basis of some non-linguistic criterion (e.g. alphabetical order).

Originality

Originality is an elusive quality: much of what you say in your assignments will inevitably be based on ideas which you have gleaned from books, articles, lectures, or classes. Indeed there is no harm in that, provided that you present the relevant ideas in your own words (though being careful to use technical terminology where appropriate), and provided that you properly acknowledge the source of your inspiration in each case. 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).

Bibliographical Informedness

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 assignment) 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. A good assignment would normally be expected to contain a dozen or so references to relevant primary literature (though to some extent this depends on the field concerned). Be professional in the way you set out references in your assignments. Use the author-date system widely adopted in the published literature. Why? Because to do so suggests a familiarity with the literature and its conventions which will move you up a few points in the examiners’ estimation (assuming that you haven’t already sunk so low as to be irredeemable!).

**Discrimination**

You should write in a style which does not discriminate against (or give offence to) any individual or group of individuals. For example, you should be sensitive to gender issues, and try and avoid (e.g.) using masculine pronouns to refer to expressions denoting mixed gender groups. Hence, rather than say ‘10 months after he is born, a child will generally produce his first word’, say ‘Ten months after they are born, children produce their first word.’ You are responsible for the contents of everything you write, and hence must ensure that nothing you write is libellous, prejudiced or offensive.

**References**

Please see section 6 on Referencing and Good Academic Practice.
Your Dissertation – please see MA Dissertation Handbook for more detailed information.

Quick calendar

- Submit a Dissertation Proposal Form by 3pm on Friday of Week 23. This form is available from the departmental office.
- Meet your supervisor before Easter vacation to discuss your dissertation plan.
- Complete data collection by the end of the Summer Term.
- Make arrangements with your supervisor if you require any supervision over the Summer vacation as staff usually work on their own research over this period.
- Dissertations should be handed in by 4pm on Friday of Week 50.
- If you find that you are not on track to meet your deadline please discuss this well in advance with your supervisor or the student administrator and it may be possible to arrange a short extension for you. You will be required to complete a form (available from the departmental office) which also needs a brief statement of support from your supervisor. The deadline will be circulated via email later in the year.
- Please note that a dissertation is not counted as coursework and therefore not covered by the departmental policy on late submission of coursework. If you fail to submit your dissertation by the deadline (and do not have a pre agreed deadline extension) you will receive a mark of ZERO.

Procedure and Presentation

Length

- MA Dissertation - 16,000 words (13,000 minimum – 19,000 maximum)
- MRES Dissertation - 22,000 words (19,000 minimum – 25,000 maximum)

Please note there are penalties for over or under length.

Format

The dissertation is submitted online only via FASer.

Presentation Style

You should set out your assignment in exactly the same way as a published article in the relevant field would be. You should always use appropriate technical terms and phraseology in discussion and avoid folk terminology. See Appendix 1 for more detail.

Assessment

The dissertation will be marked by two members of staff, your supervisor and a second internal examiner. They will agree a provisional mark. An external examiner will then validate the mark. This will then be considered by the Graduate Board of Examiners in November and your final MA grade awarded.
The abstract should be around 250 words long. You should consider a second draft at the start of writing the dissertation, and a third and final draft after you have completed the dissertation, because in the course of writing, you may well end up changing the arguments you began with.

**Introduction**

A short Introduction or Preface is expected. This should say what the topic is and why it is of value; it might, for example, include a brief account of a teaching or other context where the research was conducted and which might benefit from it. It is also useful to include a general outline of what each chapter includes or addresses.

**The Literature Review**

The literature review chapter (or chapters) must include a critical review of the literature pertaining to your topic. This serves as the research context for your own work, indicating what has been done, as well as what has not been done in the area you are investigating. It is the springboard for your work. The quality of your work will, to a large extent, depend on how extensive and how focused this review is; also note that the literature review for an empirical investigation normally requires ‘focus’ rather than ‘breadth’. The work for this should already have been started well before the beginning of the dissertation proper and this is why it is important to think about a topic linked to the modules you have taken or are taking. At this stage, the survey of the critical literature would have allowed you to do the following:

- to decide on the issues you wished to address;
- to become aware of appropriate research methodologies;
- to see how research on your topic fitted into a broader framework;
- to prepare you for approaching the literature review.

You will inevitably need to extend this work for the literature review proper.

**The Chapters**

Dissertations based on empirical/practical work are normally structured as follows: Introduction, Literature review, Methodology, Results, Discussion, Conclusion. Other types of dissertation might have a series of chapters on different theoretical issues, or theories about the same issue, different related syntactic structures, different linguistic analyses of the same phenomenon, and so on...before the Conclusion.

Each chapter, however, should end with a reference to what will be covered in the following chapter and how it relates to your general focus. Similarly, each chapter should begin with a more extended version of exactly the same kind of reminder. This is called ‘flagging’ or ‘signposting’, and is even more crucial for longer pieces of work than it might be for essays. You do not want your dissertation to appear to the reader as a haphazard collection of mini-essays.
Conclusion

Your dissertation must have a conclusion. Do not just stop abruptly after the last chapter. The point of the conclusion, just like for an essay, is to ensure that your readers understand where you have taken them. You therefore need to remind them about your ‘research questions’ and the framework in which these questions operate, as well as what your investigations have revealed. A good way to complete the conclusion is to suggest ‘ways forward’, or aspects that you are well aware that you have not been able to cover given the restricted scope of your work. Such ‘where now’ statements are not easy to write; they can often sound rather banal, or seemingly state the obvious, so be prepared to try out several drafts before committing yourself. Shortcomings and implications (e.g., pedagogical) should also be mentioned if relevant.

Further advice on dissertation structure and content can be found at the links listed below. However, you should bear in mind that various ways of structuring your dissertation may be more or less appropriate, so you should consult your supervisor about the advice provided in this document.

A useful link is:

http://linguistlist.org/studentportal/presentwork.cfm

A useful book you might want to consult is:


Ethical Approval and Data Collection

All students planning to undertake a research project involving human participants (e.g. a project involving tests, questionnaires, interviews, reaction time experiments, etc.) must obtain ethical approval BEFORE STARTING data collection.

Please refer to the below link to see how to complete the application process:

http://www.essex.ac.uk/langling/current/default.aspx

The Ethics Co-ordinator for the Linguistics Department is to be confirmed.

If you have any further questions please consult your supervisor or the Student Administrator.
Marking Criteria for Linguistics Modules

In marking your coursework and examination scripts, examiners are assessing the extent to which you have demonstrated achievement of the learning outcomes appropriate to your year of study (specified above). The qualities we are looking for in your work may include those listed below. (The extent to which each criterion is relevant will depend on the module and type of assessment task. Module descriptions will specify the criteria that apply).

Knowledge
The accuracy, breadth and depth of the information you present. This includes: linguistic data, specialist terminology, representational systems (e.g. phonetic transcription, syntactic trees), summary of theoretical perspectives or the findings of others.

😊 Strategies which demonstrate your knowledge and understanding:

- summarising or paraphrasing in your own words, illustrating with examples of your own.

😊 Excessive use of direct quotations. Factual errors. Vague or superficial discussion.

Critical thinking
Your ability to build on your knowledge and understanding of the topic, to develop insights of your own and to discover things for yourself (beyond what you have been taught or have read). Also your ability to develop an informed and coherent point of view on general issues.

😊 Critical evaluation of the work of others. Assessing and testing competing hypotheses. Marshalling relevant evidence and assessing its significance. Applying appropriate methods or analytical procedures to new data. Drawing generalisations from sets of facts. Identifying questions and problems arising from your discussion.

😊 Subjective opinions not supported by evidence or argument. Purely factual presentation (e.g. data with little or no analysis, simply repeating what you have been taught or have read). False/illogical argumentation. Blind acceptance of 'received wisdom'.

External sources
Evidence of appropriate reading (or other sources of information) in the preparation of your assignment or, more generally, in developing your expertise in the area.

Effective integration of these sources in your discussion. Proper acknowledgment of sources.

😊 Evidence of extensive reading relevant to the topic. Selection of sources which are appropriate to your level of study and the specialisation of the topic (e.g. at more advanced levels, references to the research literature rather than introductory textbooks).

😊 Little or no evidence of relevant reading. Reliance on unauthoritative sources (e.g. websites such as Wikipedia) or elementary, non-specialist works. Superfluous references intended solely to extend the number of works you cite. Sloppy referencing (inconsistent or unorthodox conventions, confusing the author with editor or publisher, incomplete bibliographical information). Mismatch between references given in the text (or footnotes) and those listed at the end of the assignment.
Coverage & balance
Your ability to address the topic as thoroughly and as comprehensively as the word-limit allows, measuring the amount of space or detail devoted to each aspect of the topic in proportion to its importance.

😊 Identifying the main aspects of the topic clearly and addressing them directly. Detailed discussion of the important issues. Succinct discussion of subsidiary matters, background information, etc. Efficient use of language and organisation of the material to maximise the amount of information you can convey within the word-limit (see also ‘Expression’ and ‘Organisation’)

😊 Failure to discuss important aspects of the topic or task. Answering a question which is different from the one that has been set. In exercises, not attempting all of the questions. Lengthy discussion of peripheral or irrelevant issues. Work which is significantly under-length and does not address the topic adequately. Resorting to ‘waffle’ or repetition to make up the word-length. Using ‘lack of space’ as an excuse for not discussing important matters (especially if accompanied by any of the preceding defects). Exceeding the word-limit.

Expression
Your ability to communicate your ideas clearly, principally through effective use of language, but also by means of diagrams, tables, figures etc. This also includes use of standard conventions:- for presenting examples (e.g. italics for examples given in-text); diacritics indicating acceptability-judgements; glossing, transliteration and translation of data from other languages; use of phonetic transcription (not ‘phonetic spelling’) to indicate pronunciation, etc.

😊 Professional academic style. Effective use of linguistic strategies to indicate connections between sentences, paragraphs and sections. Appropriate use of diagrams, tables, etc. to supplement your discussion. In oral presentations: confident, articulate delivery; ability to engage the audience and keep their attention; good use of visual-aids.

😊 Poor grammar or spelling. Inappropriate style (too informal or too convoluted). Use of ‘erudite’ language as a substitute for clear thinking or exposition. Superfluous or unclear use of diagrams, tables etc. (e.g. without analysis or explanation). Inconsistent or unorthodox conventions for presenting examples, etc. In oral presentations: mumbling, frequent hesitations, excessive use of conversational fillers (e.g. ‘like’, ‘sort of’, ...); monotonous style (e.g. reading from a script).

Organisation
The way in which you structure your material and the order in which you present it; to ensure development of ideas from one part to the next; to guide the reader; to minimise the need for repetition or digression.

😊 Evidence of clear planning. A succinct introduction which provides essential background and brief statement of objectives – body, which addresses these objectives in detail – a succinct conclusion which brings together the principal findings, showing how they relate to each other and to the initial objectives. Division of the text into coherent Sections (and/or Chapters in longer pieces of work) with appropriate headings. Clear progression from one section to the next. Explicit guidance to the reader. Use of cross references (with page or section numbers) where appropriate.

😊 Discussion which wanders aimlessly from one topic to another. Frequent repetitions and/or long digressions. Illogical order of presentation (conclusions
before evidence, discussion which presupposes information which you present later on).

The marking scale we employ is summarised below.

<table>
<thead>
<tr>
<th>Level</th>
<th>Assessment Criteria Levels</th>
<th>Internals Should Use This Mark Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Outstanding work which would be considered competent or beyond at a more advanced stage of study</td>
<td>90-100</td>
</tr>
<tr>
<td>2</td>
<td>Work which is outstanding in some respects, demonstrating qualities appropriate at a more advanced stage of study</td>
<td>80-89</td>
</tr>
<tr>
<td>3</td>
<td>Very good or excellent in most respects; work of the standard which can be expected of competent students</td>
<td>70-79</td>
</tr>
<tr>
<td>4</td>
<td>Work which shows a competent level of understanding overall, but with some minor shortcomings</td>
<td>60-69</td>
</tr>
<tr>
<td>5</td>
<td>Work which shows an adequate understanding, but with some significant shortcomings</td>
<td>50-59</td>
</tr>
<tr>
<td>6</td>
<td>Work which shows a basic level of understanding</td>
<td>40-49</td>
</tr>
<tr>
<td>7</td>
<td>Work of an unsatisfactory standard but which shows a partial and/or superficial understanding</td>
<td>30-39</td>
</tr>
<tr>
<td>8</td>
<td>Work which shows little or no understanding and/or only a partial attempt at the task(s)</td>
<td>15-29</td>
</tr>
<tr>
<td>9</td>
<td>Work which does not represent a genuine attempt at the task; 0 reserved for non-submission or penalty for a proven academic offence; 10 reserved for empty submission (e.g. exam blank besides name).</td>
<td>0-14</td>
</tr>
</tbody>
</table>