University of Reading

Department of English Language and Applied Linguistics

Part 3 Handbook

2015/16

Aim of the Programme Handbooks

The aim of the Programme Handbook is to provide specific information on the School of Literature and Languages and how it supports its degree programmes as well as other important information about the day to day running of the programmes.

More general information about the University and key academic policies and procedures can be found in the Online Student Handbook, www.reading.ac.uk/internal/student/OnlineStudentHandbook/std-serv-osh-index.aspx.

The online student handbook serves as a repository of information for students. It provides a wealth of information in relation to:

- The Reading Student Charter;
- policies, procedures and regulations (including a guide to exams and assessment, academic misconduct, extenuating circumstances, the student maternity policy, and health and safety information);
- academic opportunities and support (including developing effective learning practices and avoiding accidental plagiarism, opportunities for study abroad and placements, and withdrawals/transfers between degree programmes);
- student advice and support including Counselling and Wellbeing, support for students with disabilities and specific learning difficulties, information for visa national students, personal development and the Reading Experience and Development (RED) Award;
- services and facilities available to students including Reading University Students' Union, the Library and IT Services, and the Careers, Placement and Experience Centre).

It is the responsibility of students to familiarise themselves with the Programme Handbook and with the content of the Online Student Handbook, and to use them as a reference when required. The information provided governs important aspects of your programme and may therefore have a significant impact on your studies and the successful completion of your degree.

October 2015

Disclaimer

This is a guide for the convenience of students and staff. Formal Ordinances and Regulations are given in the University Calendar (http://www.reading.ac.uk/calendar), in the Programme Specifications (available at http://www.reading.ac.uk/progspecs) and in the relevant module descriptions (http://www.info.reading.ac.uk/module). Should there be, or appear to be, any conflict between statements in this handbook and the full Ordinances, Regulations, Programme Specifications or module descriptions, the latter shall prevail.

Although the information in this Handbook is accurate at the time of publication, aspects of the programme and of School practice may be subject to modification and revision. The University reserves the right to modify the programme in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources such as professional bodies, require a change to be made. In such circumstances, revised information will be issued. Information provided by the School or the Department in the course of the year should therefore be regarded, where appropriate, as superseding the information contained in the handbook.

The material in this handbook can be provided in alternative formats (such as large print, Braille, tape and cd) on request to the Acting School Manager, Diane Watts. (Email: d.e.watts@reading.ac.uk)

Please keep this handbook in a safe place.
You will need to refer to it through the year.

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INTRODUCTION

On behalf of all the staff, I would like to welcome you to Part 3 of your modular BA Programme in the Department of English Language and Applied Linguistics (School of Literature and Languages). We hope that you find your final year stimulating and enjoyable. For our part, we will endeavour to continue to provide a friendly and supportive atmosphere for our students.

The person who is responsible for all BA programme matters in English Language is the BA Programme Director, Dr Christiana Themistocleous. General information and help can also be obtained from the Departmental Administrator responsible for Part 3 of the programme: Mrs Lesley Hammond – Room 214, HumSS.

Some of the information you will need to know about the course we shall announce from time to time in lectures and much of it we shall issue through:

- the e-mail system;
- the University's Blackboard software; or
- via the relevant notice board in the department.

We will assume that you consult your University e-mail, Blackboard and the notice boards regularly.

(NB: Students must use their official University email address when communicating with the University. Email sent from non-University mail accounts could be classified as SPAM and not be read.)

The organisation of this Handbook

The Handbook contains in Sections A and B the essential information about your degree programmes and the modules that are offered at Part 3. Section C gives guidance on how to manage your studies and handle any problems which may arise and Section D provides useful details about departmental staff. Section E has QR weblinks which may be useful for those of you with the appropriate smart phones and Section F gives some brief details about the Careers Service and the Red Award Scheme. Finally, in Section G, there is information about the activities of the Student's Union – RUSU.

If you find any mistakes, or what look like inconsistencies, or cannot find the information that you need, please let the Departmental Administrator know, so that we can improve next year's handbook.

Finally, much of the material in the handbook is part of the formal and necessary procedures of the University. These are important, and need to be observed. However, you should keep them in perspective; they exist to make possible the most important process of all – your individual efforts to engage in the excitements and challenges of the study of language and linguistics. We welcome you to the final stage of this learning process, with our best wishes.

Professor Alison Donnell
Head of School of Literature and Languages
October 2015

The Reading Student Charter

Partners in Learning

Staff and students have worked together to develop this charter that clearly sets out what we all expect of each other. It recognises the importance of an effective partnership commitment, in which the University and its staff have professional obligations but where students are also responsible for themselves as learners and individuals.

Students expect the University:

- to provide an excellent and varied learning experience;
- to deliver degrees with relevant content informed by the latest research;
- to provide access to learning resources and facilities that allow you to excel;
- to offer opportunities to gain knowledge and skills useful for life beyond University;
- to support students' professional development and access to career information, advice and guidance;
- to provide a broad range of social, cultural, sporting and co-curricular activities;
- to facilitate opportunities to express views which are considered and responded to.

Students expect staff

- to teach in an engaging and varied manner that inspires learning;
- to give timely and constructive feedback on work;
- to provide effective pastoral and learning support when needed;
- to respond, communicate and consult in a timely and effective manner;
- to recognize the student body to be a diverse collection of adults who are partners with an equally important voice in their learning.

The University expects students

- to work hard at their studies and to be active partners in shaping their experience of HE;
- to seek out opportunities to enhance their understanding and to develop practical and intellectual skills;
- to take advantage of the wealth of activities (social and developmental) provided by the University and the Students Union;
- to be aware that their conduct affects other students and reflects on the University, and to act accordingly;
- to provide constructive feedback on their time at Reading through the Students Union and directly to the University.

Staff expect students

- to be pro-active in managing their learning and in seeking help when needed;
- to be enquiring in their thinking;
- to manage their time to fulfil academic and other commitments;
- to engage fully with all academic commitments;
- to conduct themselves and to engage in their studies with honesty;
- to keep appointments and to communicate with staff in a timely and courteous manner;
- to take ownership of their own health and well being.

We all expect each other

- to treat one another with respect, tolerance and courtesy, regardless of identity, background or belief, both in person and online;
- to show responsible stewardship of the university environment, facilities and resources;
- to challenge one another intellectually and to contribute to the advancement of knowledge;
- to work fairly and effectively with one another both inside and outside the academic context;
- to be accountable for our actions and conduct;
- to recognize and value positive contributions from others.

The University's modular system

The University's undergraduate modular system is intended to give greater flexibility in student choice, in the provision of teaching and assessment, and in the construction of programmes. Each programme has an associated Programme Specification, which is a document that sets out the requirements for each programme in terms of compulsory modules, optional modules, pre-requisites, co-requisites etc. At the beginning of each part of their programme students will register for specific modules, each of which carries a credit-weighting. Assessment may take place within a module, or a module may be assessed at the end of Part 1, Part 2 or Part 3 (or Part 4 where appropriate) of the degree programme. Assessment may be based on submitted work, or on an examination, or on a combination of the two. At the end of the programme students will receive a transcript of the modules taken and the marks obtained.

As part of this Handbook, you will find a summary of the Programme Specification for your programme. You will find the full Programme Specification on the website at: www.reading.ac.uk/progspecs. The details within the Programme Specification are correct at the time of publication, but may change during your period of study here at Reading. The Programme Specification lists the 'core' and, where appropriate, the 'optional' modules that it is intended will make up the Programme. This Handbook also includes Module Descriptions, which give details of the teaching and assessment for particular modules. You will see that **each module has a code** which comprises three elements:

(i) a two letter code, which indicates the subject area to which the 'module' belongs – (for English Language modules this will normally be LS);

(ii) a single digit indicating the 'Part' at which the module is placed. In general these usually correspond to the years of your programme, so that Part 1 modules are taught in the first year, Part 2 modules are taught in the second year and Part 3 modules are taught in the third year.

[You may also sometimes find that Part 1 modules are referred to as Level 4, Part 2 modules as Level 5, and Part 3 modules as Level 6. This is because the University has to comply with a framework for degree qualifications which uses this terminology set down by the Quality Assurance Agency, the body which regulates standards in UK Higher Education.]

(iii) one, two or three alpha-numeric characters which designate a single module within the subject area. These often have mnemonic significance – so, for example, the code for the **English Language Part 3 module in Language and Gender is LS3LAG.**

Each module is assigned a credit value. The majority of modules are worth 10 or 20 credits, although it is likely that some projects or dissertations may have a higher credit value. Each credit equates approximately to 10 hours of work for the average student (including all contact hours such as lectures or classes, as well as further reading and any assessments). Normally, each Part of a programme has a total of 120 credits and each programme has 360 credits in total for a three-year degree.

Students should note that in order to qualify as full-time, they must be registered for 120 credits at the beginning of the academic year. Students will normally only be allowed to change their choice of option modules until the end of the third week of the relevant term.

We would particularly like to draw your attention to the following statement in the Programme Specifications regarding your final degree assessment:

'it should be noted that the weighting between Part 2 and Part 3 for classification purposes is 33% and 67%'.
(i.e. - the module marks at Part 3 count for twice those at Part 2).

Whilst the University hopes that all undergraduate students complete their programmes, in order to allow students greater flexibility and to reward achievement, it has built in two 'stopping-off points' so that students successfully completing Part 1 and/or Part 2, who leave the University for whatever reason, may gain a qualification. Therefore, students who successfully complete modules totalling 120 credits (normally equating to Part 1) are eligible for the award of a Certificate in Higher Education, whilst those who successfully complete modules totalling 240 credits (which normally equates to completing Parts 1 and 2) are eligible for the award of a Diploma in Higher Education in the subject that they have been studying.

Board of Studies

The BA Board of Studies is responsible for all the programmes referred to in this Handbook. The Board usually meets once a term and a representative of the student body is invited to attend.

The full list of BA programmes covered is as follows:

Single-subject English Language
- 3 year programme
  - BA English Language
- 4 year programme
  - BA English Language (including a year abroad)

Joint programmes
- 3 year programme
  - English Language and Literature

- 4 year programmes (including a year abroad)
  - BA French Studies and English Language
  - BA German Studies and English Language
  - BA Italian Studies and English Language

Student Representation

The University actively encourages students to provide feedback on their degree programme and their experiences at Reading, through formal evaluation processes such as module and programme review, and through informal channels such as via Personal Tutors and Programme Directors. In addition, there is a well-established framework for student representation, where student views help to inform the services provided at School, Faculty and University level.

Each School or subject area across the University has a Student-Staff Committee, whose role is to:

- provide a formal channel for students to meet with staff in order to discuss the operation of their degree programme(s);
- keep under review the aims and objectives of the degree programmes;
- review issues relating to teaching and learning and student support;
- consider other matters affecting students, including health and safety and resources such as equipment and library provision.

The University works closely with Reading Students Union (RUSU), who provide advice and training to student representatives.

In addition, Faculty Reps for each Faculty are elected each year to provide student representation on a number of Faculty and University-level committees, including the Faculty Boards for Teaching and Learning, the Sub-Committee on Student Development and Employability, the Faculty Boards for Research, the Faculty Postgraduate Research Studies Committees, and the University Senate.

Personal Tutors

As you know, all students are allocated a Personal Tutor when they join the University. The role of the Personal Tutor is essentially twofold: academic development and pastoral care.

Academic development

Tutors can help students to reflect on their skills and experience, both within and outside of the curriculum, and, where appropriate, use this reflection to assist the student to formulate action plans. Tutors are the main contact within the academic discipline, helping students to maximise their academic opportunities. Tutors will also direct students to other sources of academic guidance within or beyond the School.

Pastoral care

Tutors are there to listen to students, providing encouragement and support as appropriate. Tutors can also offer guidance on the availability of appropriate support within the University for issues concerning study, financial and other matters where these are affecting the student's ability to complete their studies successfully.

SECTION A:

Part 3 - Programme Specifications

This handbook deals with the content and structure of Part 3 of the BA degrees in English Language, English Language and Literature, and French/German/Italian Studies and English Language.

PROGRAMME AIMS

In these programmes, the School aims:

(1) to enable students to reach their full intellectual potential by means of the rigorous and critical study of the field of Applied Linguistics;
(2) to provide students with a foundation for further study and research;
(3) to equip students with a range of transferable skills of potential value to future employers, by providing a variety of learning experiences.

PROGRAMME OBJECTIVES

On completion of their course, students should have:

(1) mastery of contemporary methodology for the study of language in use;
(2) a broad knowledge of the nature of language, and an understanding of the role and significance of language in society;
(3) practical skills in the analysis of language;
(4) a range of transferable intellectual skills including the ability to synthesize, analyse, and evaluate information and theoretical claims, and to communicate effectively through written and oral reports to varied audiences;
(5) the ability to work individually and co-operatively;
(6) awareness of the application of information technology to language studies, and skills in using various computer packages.

PROGRESSION REQUIREMENTS

BA English Language

To proceed from Part 1 to Part 2, a student must achieve:

(i) a mark of at least 40% in each of the compulsory modules, and
(ii) an overall average of at least 40% in 120 credits taken in the examination.

To proceed from Part 2 to Part 3, a student must achieve:

(i) an overall average of 40% over 120 credits taken in Part 2, and
(ii) marks of at least 40% in individual modules amounting to not less than 80 credits, and
(iii) marks of at least 30% in individual modules amounting to not less than 120 credits taken in Part 2.

BA English Language and Literature

To proceed from Part 1 to Part 2, a Joint Honours student must:
(i) obtain a mark of at least 40% in each of the compulsory modules, and
(ii) achieve an overall average of at least 40% in 120 credits taken in the examination.

To proceed from Part 2 to Part 3, students must obtain:
(i) an overall average of 40% over 120 credits taken in Part 2, and
(ii) a mark of at least 40% in individual modules amounting to not less than 80 credits, and
(iii) a mark of at least 30% in individual modules amounting to not less than 120 credits taken in Part 2.

BA French Studies and English Language

To proceed from Part 1 to Part 2, a student must obtain:
(i) an average of at least 40% in each of the compulsory Part 1 modules in English Language,
(ii) an average of at least 40% across the compulsory modules in French and
(iii) an overall average of at least 40% in 120 credits taken in the examination.
The student must have no module mark less than 30%, except that marks of less than 30% in a total of 20 credits may be condoned, provided that the candidate has pursued the course for the module(s) with reasonable diligence and has not been absent from the examination without reasonable cause.

To proceed from Part 2 to the Year Abroad, a student must achieve:
(i) an overall average of 40% over 120 credits taken in Part 2, and
(ii) a mark of at least 40% in individual modules amounting to not less than 80 credits; and
(iii) a mark of at least 30% in individual modules amounting to not less than 120 credits taken in Part 2.

To proceed from the Year Abroad to Part 3, a student must satisfy the Examiners that they have completed an approved programme of study or employment in a French-speaking country.

BA German Studies and English Language

To proceed from Part 1 to Part 2, a student must obtain:
(i) an average of at least 40% in each of the compulsory Part 1 modules in English Language,
(ii) an average of at least 40% across the compulsory modules in German and
(iii) an overall average of at least 40% in 120 credits taken in the examination.
The student must have at least 30% in individual modules representing a total of at least 100 credits.

To proceed from Part 2 to the Year Abroad, a student must achieve:
(i) an overall average of 40% over 120 credits taken in Part 2, and
(ii) a mark of at least 40% in individual modules amounting to not less than 80 credits; and
(iii) a mark of at least 30% in individual modules amounting to not less than 120 credits taken in Part 2.

To proceed from the Year Abroad to Part 3, a student must satisfy the Examiners that they have completed an approved programme of study or employment in a German-speaking country.

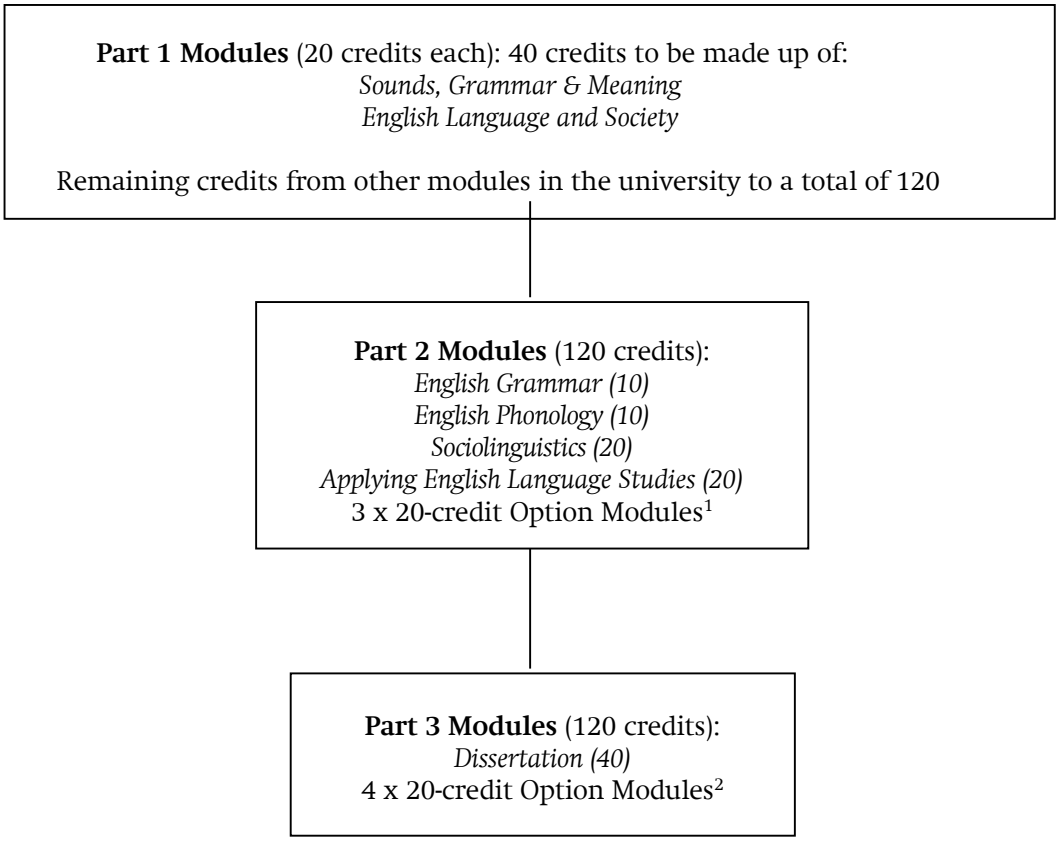
BA Italian Studies and English Language

To proceed from Part 1 to Part 2, a student must obtain:
(i) a mark of at least 40% in each of the compulsory Part 1 modules in English Language, and
(ii) a mark of at least 40% in each of the compulsory Part 1 modules in Italian and
(iii) an overall average of at least 40% in 120 credits taken in the examination.
The student must have no module mark less than 30%, except that marks of less than 30% in a total of 20 credits may be condoned, provided that the candidate has pursued the course for the module(s) with reasonable diligence and has not been absent from the examination without reasonable cause.

To proceed from Part 2 to the Year Abroad, a student must achieve:
(i) an overall average of 40% over 120 credits taken in Part 2, and
(ii) a mark of at least 40% in individual modules amounting to not less than 80 credits; and
(iii) a mark of at least 30% in individual modules amounting to not less than 120 credits taken in Part 2.

To proceed from the Year Abroad to Part 3, a student must satisfy the Examiners that they have completed an approved programme of study or employment in a Italian-speaking country and have handed in the work and assignments required by the programme.

BA English Language Degree Programme Chart

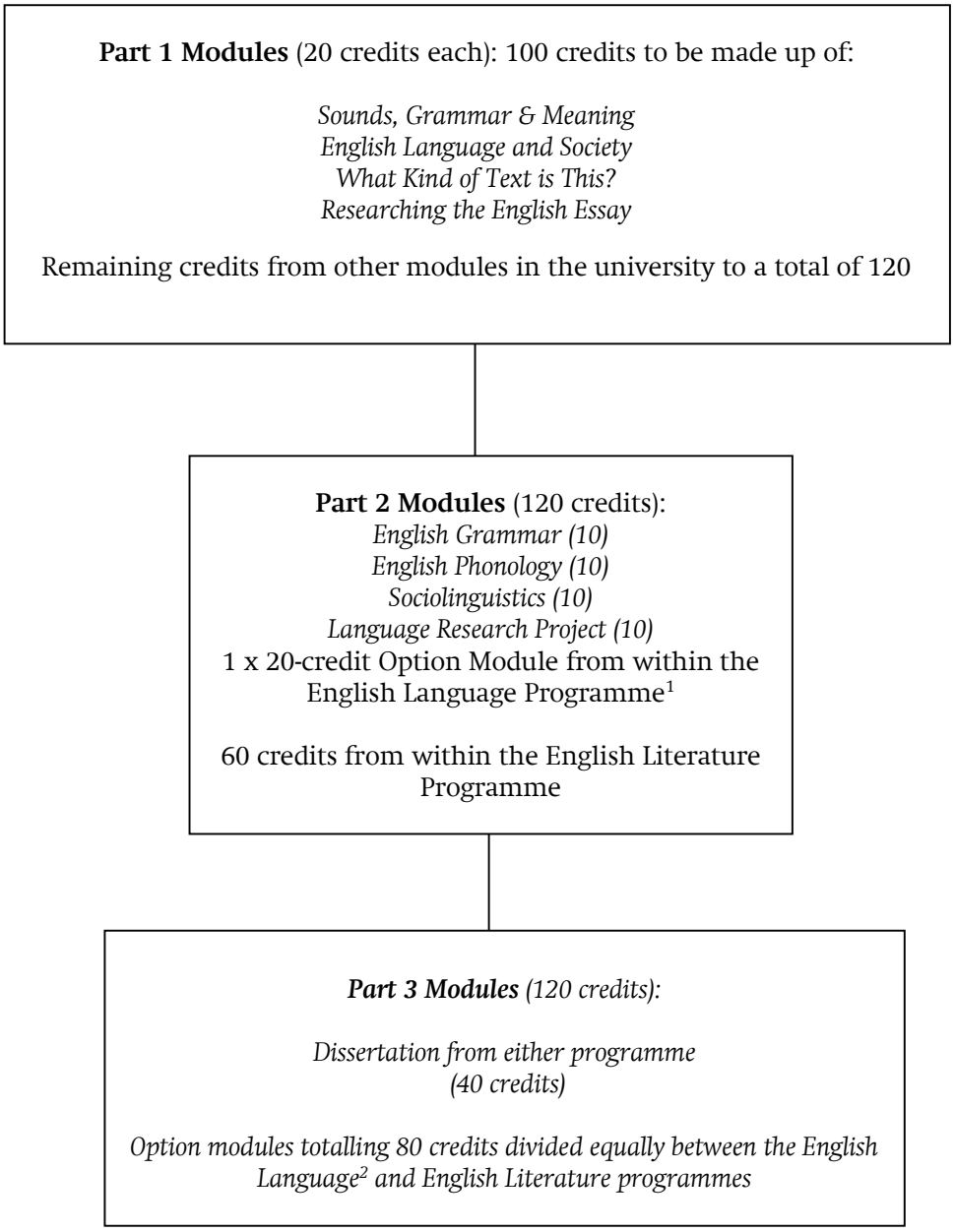


Notes on degree programme chart:

1. **Part 2 English Language Option Modules:** students choose from the list of 20-credit modules which includes the following (subject to availability and any pre-requisites):
Analysing Speech; Approaches to Discourse; Child Language Development; Communications at Work; Core Issues in English Language Teaching; Corpus-based Approaches to Language Description; Critical Issues; English in the World; Introductory Logic; Issues in Bilingualism; Language and Gender; Language and the Mind; Literacy: Social, Educational and Cognitive Perspectives; Teaching the Language Skills.

2. **Part 3 English Language Option Modules:** students choose further options from the list above or from those listed below (again subject to availability and pre-requisites):
English Grammar & Lexis; Introduction to Speech and Language Pathology; Multilingualism and Impairment across the lifespan; Philosophy of Language; Saxons to Shakespeare;.

BA English Language and Literature
Degree Programme Chart

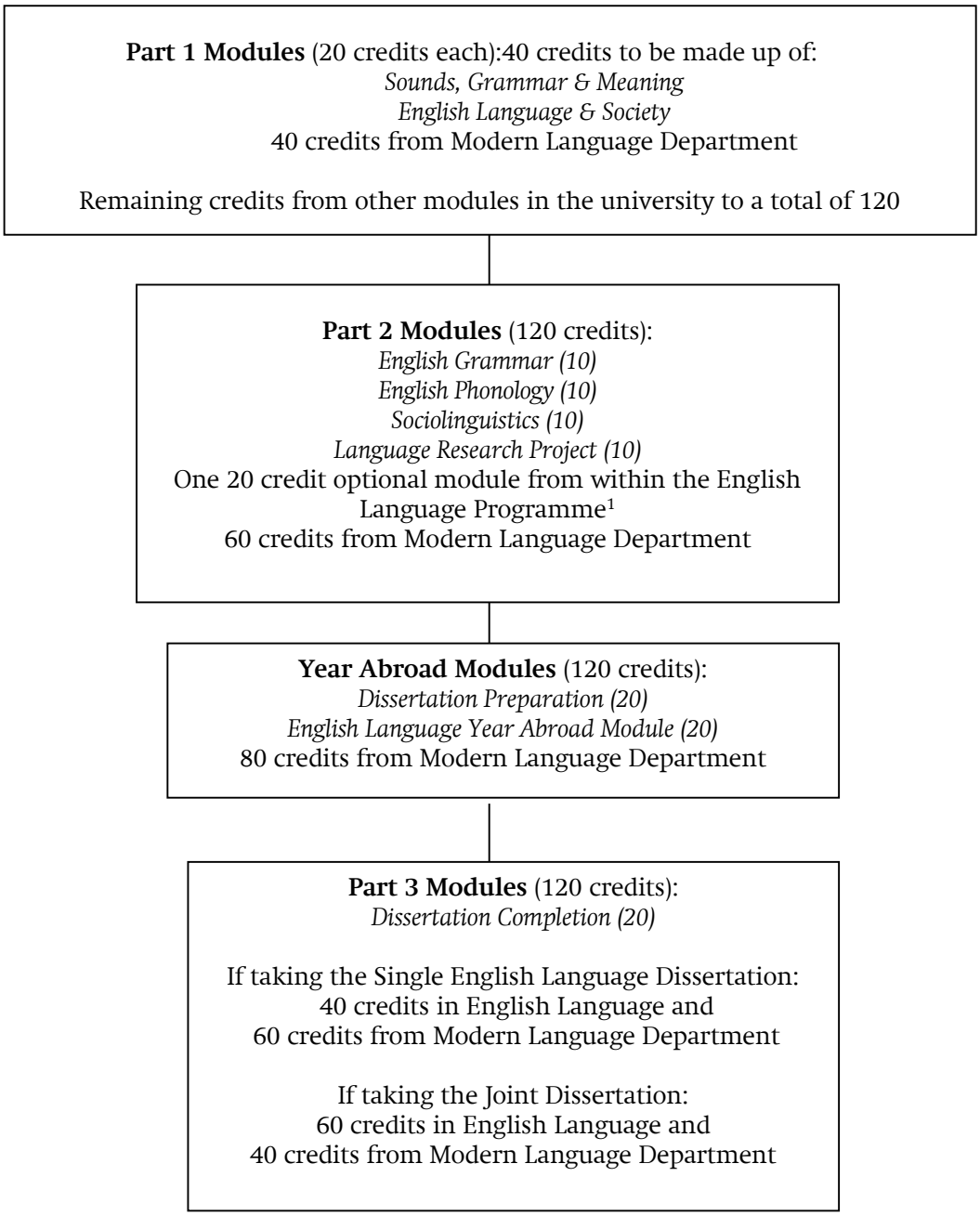


Notes on degree programme chart:

1. **Part 2 English Language Option Modules:** students choose from the list of 20-credit modules which includes the following (subject to availability and any pre-requisites): *Analysing Speech; Approaches to Discourse; Child Language Development; Core Issues in English Language Teaching; Corpus-based Approaches to Language Description; English in the World; Issues in Bilingualism; Language and Gender; Language and the Mind; Literacy: Social, Educational and Cognitive Perspectives; Teaching the Language Skills.*

2. **Part 3 English Language Option Modules:** students choose further options from the list above or from those listed below (again subject to availability and pre-requisites): *English Grammar & Lexis; Saxons to Shakespeare.*

BA French, German or Italian Studies and English Language Degree Programme Chart



Notes on degree programme chart:

1. **Part 2 English Language Option Modules:** students choose from the list of 20-credit modules which includes the following (subject to availability and any pre-requisites): *Analysing Speech; Approaches to Discourse; Child Language Development; Core Issues in English Language Teaching; Corpus-based Approaches to Language Description; English in the World; Issues in Bilingualism; Language and Gender; Language and the Mind; Literacy: Social, Educational and Cognitive Perspectives; Teaching the Language Skills.*

2. **Part 3 English Language Option Modules:** students choose further options from the list above or from those listed below (again subject to availability and pre-requisites): *English Grammar & Lexis; Saxons to Shakespeare.*

PART 3 PROGRAMME SPECIFICATION

Single Honours Programme: English Language

The following is based on the Programme Specification for Part 3 of the BA English Language by full time study:

Part 3 (three terms) Level 6
Students take 120 credits in Part 3, made up as indicated.
The maximum number of credits which may be taken from modules available elsewhere in the University is 40, with no more than 20 credits in any one subject area as follows:

- Up to 40 credits may be taken elsewhere in the University where modules are indicated on the list of options.
- Up to 20 credits may be taken from unlisted modules available elsewhere in the University, subject to the agreement of the Programme Director.

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

Compulsory Modules		*Credits*	*Level*
LS3DI	*Dissertation*	40	6
Optional modules totalling 60 credits (subject to availability):			
LS3AD	*Approaches to Discourse*	20	6
LS3DCL	*Child Language Development*	20	6
LS3CIE	*Core Issues in English Language Teaching*	20	6
LS3CBL	*Corpus-based Approaches to Language Description*	20	6
LS3GRL	*English Grammar and Lexis*	20	6
LS3EIW	*English in the World*	20	6
LS3LAG	*Language and Gender*	20	6
LS3LAM	*Language and the Mind*	20	6
LS3LTR	*Literacy: Social, Educational and Cognitive Perspectives*	20	6
LS3SXS	*Saxons to Shakespeare*	20	6
LS3LST	*Teaching the Language Skills*	20	6
PL3ISL	*Introduction to Speech and Language Pathology*	20	6
PL3ML	*Multilingualism and Impairment across the Lifespan*	20	6
PP3LAN	*Philosophy of Language*	20	6

Modules taken outside English Language will be subject in each case to a cap of 5 students from the programme in English Language, whose programme director will administer the capping process.
Students may substitute up to 20 option credits with courses from the Institution-Wide Language Programme.

PART 3 PROGRAMME SPECIFICATION

English Language and Literature

The following is based on the Programme Specification for Part 3 of the BA English Language and Literature by full-time study.

Part 3 (three terms) Level 6

Compulsory module:

			Credits	*Level*
	LS3DI	*Dissertation (English Language)*	40	6
Or	EN3DIS	*Dissertation (English Literature)*	40	6

English Language

Optional modules totalling 40 credits (subject to availability and pre-requisites):

LS3AD	*Approaches to Discourse*	20	6
LS3DCL	*Child Language Development*	20	6
LS3CIE	*Core Issues in English Language Teaching*	20	6
LS3CBL	*Corpus-based Approaches to Language Descriptions*	20	6
LS3GRL	*English Grammar and Lexis*	20	6
LS3EIW	*English in the World*	20	6
LS3LAG	*Language and Gender*	20	6
LS3LAM	*Language and the Mind*	20	6
LS3LTR	*Literacy: Social, Educational and Cognitive Perspectives*	20	6
LS3SXS	*Saxons to Shakespeare*	20	6
LS2LST	*Teaching the Language Skills*	20	6

English Literature (40 credits)
Students take optional modules amounting to 40 credits. Options vary from year to year. A complete list is available from the Programme Adviser in English Literature and in the Part 3 Module Supplement. Admission to optional modules will be at the discretion of the Programme Director.

PART 2 PROGRAMME SPECIFICATION

French Studies and English Language

The following is based on the Programme Specification for Part 3 of the BA French Studies and English Language by full-time study.

Part 3 (three terms) Level 6

Compulsory modules:

			Credits	*Level*
	FR303	*Advanced French Language Skills*	20	6
And				
	LS3DIC	*English Language Dissertation (Completion)*	20	6
Or	FR3LSC	*Joint Dissertation (Completion)*	20	6

English Language

Optional modules totalling 40 – 60 credits (subject to availability and pre-requisites):

LS3AD	*Approaches to Discourse*	20	6
LS3DCL	*Child Language Development*	20	6
LS3CIE	*Core Issues in English Language Teaching*	20	6
LS3CBL	*Corpus-based Approaches to Language Descriptions*	20	6
LS3GRL	*English Grammar and Lexis*	20	6
LS3EIW	*English in the World*	20	6
LS3LAG	*Language and Gender*	20	6
LS3LAM	*Language and the Mind*	20	6
LS3LTR	*Literacy: Social, Educational and Cognitive Perspectives*	20	6
LS3SXS	*Saxons to Shakespeare*	20	6
LS3LST	*Teaching the Language Skills*	20	6

French

Students take optional modules amounting to 20 – 40 credits. Options vary from year to year. A complete list is available from the French advisor in the Department of Modern Languages. Admission to optional modules will be at the discretion of the Programme Director.

N.B. The number of option modules chosen from each department depends on the choice of Dissertation Completion module (see Programme Specification on the website for further details.)

German Studies and English Language

The following is based on the Programme Specification for Part 3 of the BA German Studies and English Language by full-time study.

Part 3 (three terms) Level 6

Compulsory modules:

Either	GM3GSC	*German Structure and Composition*	20	6
Or	GM3GPT	*Translation into German and English*	20	6
AND				
	LS3DIC	*English Language Dissertation (Completion)*	20	6
Or	GM3LSC	*Joint Dissertation (Completion)*	20	6

English Language

Optional modules totalling 40 – 60 credits (subject to availability and pre-requisites):

LS3AD	*Approaches to Discourse*	20	6
LS3DCL	*Child Language Development*	20	6
LS3CIE	*Core Issues in English Language Teaching*	20	6
LS3CBL	*Corpus-based Approaches to Language Descriptions*	20	6
LS3GRL	*English Grammar and Lexis*	20	6
LS3EIW	*English in the World*	20	6
LS3LAG	*Language and Gender*	20	6
LS3LAM	*Language and the Mind*	20	6
LS3LTR	*Literacy: Social, Educational and Cognitive Perspectives*	20	6
LS3SXS	*Saxons to Shakespeare*	20	6
LS3LST	*Teaching the Language Skills*	20	6

German

Students take optional modules amounting to 20 – 40 credits. Options vary from year to year. A complete list is available from the German advisor in the Department of Modern Languages. Admission to optional modules will be at the discretion of the Programme Director.

N.B. The number of option modules chosen from each department depends on the choice of Dissertation Completion module (see Programme Specification on the website for further details.)

Italian Studies and English Language

The following is based on the Programme Specification for Part 3 of the BA French Studies and English Language by full-time study.

Part 3 (three terms) Level 6

Compulsory modules:

			Credits	*Level*
	IT301	*Advanced Italian Language II*	20	6
And				
	LS3DIC	*English Language Dissertation (Completion)*	20	6
Or	IT3LS	*Joint Dissertation (Completion)*	20	6
Or	IT3C3	*Italian Dissertation (Completion)*	20	6

English Language

Optional modules totalling 40 – 60 credits (subject to availability and pre-requisites):

LS3AD	*Approaches to Discourse*	20	6
LS3DCL	*Child Language Development*	20	6
LS3CIE	*Core Issues in English Language Teaching*	20	6
LS3CBL	*Corpus-based Approaches to Language Descriptions*	20	6
LS3GRL	*English Grammar and Lexis*	20	6
LS3EIW	*English in the World*	20	6
LS3LAG	*Language and Gender*	20	6
LS3LAM	*Language and the Mind*	20	6
LS3LTR	*Literacy: Social, Educational and Cognitive Perspectives*	20	6
LS3SXS	*Saxons to Shakespeare*	20	6
LS3LST	*Teaching the Language Skills*	20	6

Italian

Students take optional modules amounting to 20 – 40 credits. Options vary from year to year. A complete list is available from the Italian advisor in the Department of Modern Languages. Admission to optional modules will be at the discretion of the Programme Director.

N.B. The number of option modules chosen from each department depends on the choice of Dissertation Completion module (see Programme Specification on the website for further details.)

In Section B you will find detailed descriptions of each module set out in these programme specifications for Part 3.

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SECTION B:

MODULE DESCRIPTIONS

In this Section compulsory modules precede optional modules. Compulsory and optional modules provided by other Schools are not included here but details can be found on the University's website via the link given below.

Most optional modules are taught within a single term (placement modules would be one exception to this). The format of the Module Descriptions is that prescribed by the University and provides information on their credit weighting, the timing, the member of staff who acts as convenor for the module, the aims and outcomes, the indicative content, the general schedule of lectures and seminars involved, and details of the assessment. A full list of the University's Module Descriptions can be found at:
http://www.reading.ac.uk/module

Module Descriptions		
LS3DI	Dissertation	B2
LS3AD	Approaches to Discourse	B5
LS3DCL	Child Language Development	B8
LS3CIE	Core Issues in English Language Teaching	B11
LS3CBL	Corpus-based Approaches to Language Description	B13
LS3GRL	English Grammar and Lexis	B16
LS3EIW	English in the World	B18
LS3LAG	Language and Gender	B21
LS3LAM	Language and the Mind	B23
LS3LTR	Literacy: Social, Educational and Cognitive Perspectives	B25
LS3SXS	Saxons to Shakespeare	B27
LS3LST	Teaching the Language Skills	B29
PL3ISL	Introduction to Speech and Language Pathology	B31
PL3ML	Multilingualism and Impairment Across the Lifespan	B33
PPLAN	Philosophy of Language	B36

Module title: **Dissertation**

Module code: **LS3DI** Providing Department: **DELAL**
Level **6** Number of credits: **40**
Terms in which taught: **Summer, Autumn and Spring**

Module convenor: **Dr Sylvia Jaworska**

Pre-requisites: **LS2AEL** Co-requisites: **None**
Modules excluded: **None** Current from: **2004-05**

Aims:
This module aims to build on LS2AEL, Applying English Language Studies (or LS2LRP, Language Research Project) at Part 2, and to provide students with an understanding of how to engage in an extended piece of original research, with an opportunity to explore further an area of their own interest, and a broader appreciation of the procedures involved in the development of knowledge.

Intended learning outcomes:
Assessable outcomes
By the end of the module it is expected that the student will be able to:

- identify and explain the main stages in the development of an original idea into a formulated piece of linguistic research;
- locate and assemble sources of information on suitable topics for research, including bibliographical and human resources;
- appraise critically the evidence for different views and approaches on the selected topic, and to generalise from this to other topics;
- organise their knowledge and articulate their arguments effectively in an extended piece of writing.

Additional outcomes
This module also aims to encourage the development of oral communication skills through one-to-one supervision sessions. Students will develop their IT skills by use of relevant web resources and the creation, development and management of databases, and the use of computer resources for presentation of their dissertation, and their numeracy by quantitative treatment of empirical evidence, where applicable.

Outline content:
Plenary sessions cover data collection procedures, issues of interpretation of language data, ethical considerations, especially the concept of informed consent, and formats for presentation. Supervision sessions vary in content detail, but provide guidance on the conduct of the research at all stages, on an individual basis, paying particular attention to the criteria of: originality and imagination in the selection and treatment of the topic; intelligent collection, organisation and use of the data; intelligent and critical use of secondary sources (books and articles); clear, reasoned argumentation and discussion; organisation and clarity of presentation.

Brief description of teaching and learning methods
Spring and Summer terms, 2nd Year, are used for plenary sessions on research strategy, and individual supervision for beginning the conduct of the research and identification of a suitable topic involving language issues that will be subjected to linguistic treatment, and organisation of a research proposal. Final Year, Autumn and Spring terms: individual supervision and formative assessment.

Contact hours

	Spring Year 2	Summer Year 2	Autumn Year 3	Spring Year 3
Lectures	1			
Project supervision		3	3	3
Guided independent study	10	86	147	147
Total hours	11	89	150	150
Grand total hours	400			
Submission of preliminary ideas and dissertation drafts	Dissertation idea (Week 10)	Dissertation proposal (formative) (Week 5)	Draft 1: Introduction, literature review and methodology, (formative) (Week 7)	Draft 2: Results/ analysis, discussion and conclusion (formative) (Week 5)

Formative Assessment - work which provides opportunities to improve performance (e.g. through feedback provided) but which does not necessarily always contribute towards the overall module mark:

Submit your dissertation drafts as follows:

- Dissertation Proposal: Monday, Wk 5, Summer Term, 12 noon (Year 2);
- Draft 1: Introduction, Literature Review, Methodology: Monday, Wk 7, Autumn Term, 12 noon (Year 3);
- Draft 2: Results/Analysis: Discussion, Conclusion: Monday, Week 5, Spring Term, 12 noon (Year 3).

Summative Assessment Methods (%) - work which always contributes towards the overall module mark:

	%
Dissertation	100

Assessment:

Coursework
Students will write a dissertation of 9,700 – 10,300 words.
Deadline for submission **Thursday, Week 11, Spring Term, 12 noon.**
Submit TWO TYPED and BOUND copies to Lesley Hammond.

Relative percentage of coursework: 100%

Examinations:
None

Requirements for a pass: A mark of 40% overall.

Reassessment arrangements: Re-examination by coursework to be submitted by 22 August.

Module title: **Approaches to Discourse**

Module code: **LS3AD** Providing School/Department: **DELAL**
Level **6** Number of credits: **20**
Terms in which taught: **Autumn**

Module convenor: **Dr Sylvia Jaworska**

Pre-requisites: **LS1SG: LS1ELS** Co-requisites: **None**
Modules excluded: **None** Current from: **2012/13**

Maximum number of students: **30**

Aims:
This module aims to introduce and apply the key methodological frameworks for the description and analysis of discourse, including spoken and written language in use. We will consider a range of analytical approaches in the description of authentic language, relating features of text to the context in which the language is produced and understood. We will also consider the applicability of these approaches to study discourse in a variety of social and political contexts.

The module aims to:
- familiarize students with a range of approaches used in the description of discourse, and the terms and concepts used in each;
- give students experience of applying the approaches covered to samples of authentic language;
- help students to appreciate the relevance of different approaches to different kinds of discourse analytic problems.

Intended learning outcomes:

Assessable outcomes

By the end of the module it is expected that the student will be able to demonstrate:
- awareness of the principles underlying key models of discourse analysis represented in the literature;
- awareness of the differing perspectives offered by these approaches and an ability to synthesise these models;
- an ability to select appropriate approaches in accordance with specific goals of analysis and consider their applicability to data;
- familiarity with some of the conventions for the transcription of spoken interaction.

Additional outcomes

The module aims to encourage the development of students' critical and evaluative skills. Through group-work and individual workshop tasks students will be encouraged to develop independent thinking and teamwork.

Outline content:

The following topics will be introduced and discussed: pragmatics, speech-act theory, politeness, conversation analysis, interactional sociolinguistics, notions of coherence and cohesion, genre, critical discourse analysis and multimodal discourse analysis. Issues will be introduced with reference mainly to English discourse. The data for analysis will be drawn from such sources as spontaneous informal conversations, media interviews, newspaper articles and academic texts.

Brief description of teaching and learning methods:
This module consists of a weekly 1 hour lecture and a 1 hour seminar dedicated to practical exercises, group work and discussions.

Contact hours

	Autumn	Spring	Summer
Lecture	10		
Seminar	10		
Guided independent study	180		
Total hours	200		

Summative Assessment Methods (%) – work which always contributes towards the overall module mark:

	%
Written assignment, including essay	70 (essay)
Practical skills assessment	20 (recording and transcription)
Set exercise	10 (MC test)

Coursework

- Recording of an informal conversation and transcription of a short passage (20%);
- One essay of 2,000-2,500 (70%);
- Three online multiple choice tests on Blackboard (10%).

Relative percentage of coursework: 100%

Examinations: *None*

Requirements for a pass: A mark of 40%

Reassessment arrangements
Re-examination by coursework to be submitted by 22 August.

Module title: **Child Language Development**

Module code: **LS3DCL** Providing Department: **DELAL**
Level: **6** Number of credits: **20**
Terms in which taught: **Autumn**

Module Convenor: **Fraibet Aveledo**

Pre-requisites: **LS1SG; LS1ELS** Co-requisites: **None**
Modules excluded: **None** Current from: **2009/10**
Maximum number of students: **30**

Aims:
This module aims to provide students with an understanding of language development in typical healthy children, together with the experience of encoding child language data and using a computer program to analyse it. It thus affords a benchmark and a system of analysis for interpreting abnormal language development.

Intended learning outcomes:
Assessable outcomes
By the end of the module it is expected that the student will be able to:

- identify and describe the main stages of early language development in the phonology, grammar, lexis and morphology of English,
- identify evidence of these stages in transcript data and discuss the chief characteristics of speech directed at infants by adults;
- describe and evaluate some of one of the commonly used measures of language development;
- code children's transcripts in accordance with given conventions
- analyse child language data through a set of computational resources;
- describe the patterns of child language development based upon transcript evidence.

Additional outcomes
The module develops general analytic skills. It extends the students' ability to undertake linguistic analysis of various kinds (syntactic, morphological, lexical, and phonetic) by comparing data at different stages of development. It develops the ability to carry out computer-aided analysis and interpretation. It also exposes the students to the type of descriptive statistical analysis used in empirical measures of language performance.

Outline content:
The first half of the module focuses on the documented grammatical development of one child, and students will learn to transcribe and analyse child data, and to understand the phases of early development of lexicon, morphology and syntax. The difficulties of encoding certain linguistic features will be discussed. Students will be introduced to current

computational resources; hands-on practice in the transcription and analysis of child data is an important element of this part of the course.

The second part of the module continues the data-driven approach but links it to other, more general issues, such as neural development, bilingualism and atypical language development. There will also be an analysis of the speech directed at children by their carers. Emphasis will be laid throughout on using child language data to apply linguistic concepts from core modules; there will be set reading each week.

Brief description of teaching and learning methods:
Lectures and practical workshops based on tasks and analysis of data; practical computer-aided language analysis.

Contact hours:

	Autumn	Spring	Summer
Lecture	16		
Practical classes and workshops	4		
Guided independent study	180		
Total hours	200		

Summative Assessment Methods (%) – work which always contributes towards the overall module mark:

	%
Written exam	60%
Report	35%
Set exercise	5%

Coursework:

- Students will analyse transcribed data and use it to report on the development of a child (1000-1250 words). (35%)
- 5 multiple-choice questionnaires on the topics discussed in class. (5%)

Relative percentage of coursework: 40%

Examinations:
A three-hour end-of-year examination in which students are required to answer three questions, of which one will entail analyzing an unseen sample of child language
Relative percentage of examination: 60%

Requirements for a pass: A mark of 40% overall.

Reassessment arrangements: Resubmission of coursework by 22 August and/or re-examination in August of the year the course is taken.

Module title: **Core Issues in English Language Teaching**

Module code: **LS3CIE** Providing Department: **DELAL**
Level: **6** Number of credits: **20**
Terms in which taught: **Autumn**

Module convenor: **Dr Noor Mat Nayan**

Pre-requisites: **LS1SG; LS1ELS** Co-requisites: **None**
Modules excluded: **None** Current from: **2009-10**

Maximum number of students**: 30**

Aims:
The course aims to provide an overview of key aspects of language teaching methodology and practice. After overviewing the history of language teaching methodology, the course will focus on important aspects of current language teaching methodology, including lesson planning, promoting and sustaining interaction, promoting strategies for learning, etc. The course will also consider important factors which affect language learning, including learning styles, motivation, and external context. Through interactive lectures, and group and class discussions, students will acquire understanding of issues in relation to learning and teaching theory and practice, and will develop Level 6 critical and analytical skills.

Intended learning outcomes:
Assessable outcomes
By the end of the module it is expected that students will be able to:
- demonstrate Level 6 understanding of the ways in which teaching programmes and methodologies vary in different socio-political and institutional contexts, and according to learner factors;
- demonstrate Level 6 understanding of the principles of lesson design;
- analyse the roles of teacher and learners in a variety of teaching contexts in terms of functions and features of interaction at Level 6;
- evaluate teaching materials and resources for different purposes and contexts at Level 6.

Additional Outcomes
This is a writing intensive course, in which students will be required to write a variety of assignments. Students will also develop oral skills, in informal presentations, group and pair work.

Outline content
The module covers the following topics:
1. The contexts of ELT: formal and informal learning contexts, institutional and individual factors, goals and purposes for learning;
2. Principles of syllabus and lesson design;
3. Classroom processes, roles of teachers and students, interaction in the classroom, questioning, and feedback;

4. Resources in ELT: materials design, adaptation and evaluation, and the use of information technology.

Brief description of teaching and learning methods:
Lectures and seminar-style discussion. There will be reading and tasks to do between classes.

Contact hours

	Autumn	Spring	Summer
Lecture	10		
Seminar	10		
Fieldwork	5		
Guided independent study	175		
Total hours	200		

Summative Assessment Methods (%) - work which always contributes towards the overall module mark:

	%
Portfolio	100

Assessment

Coursework
Portfolio of assignments
Relative percentage of coursework: 100%

Requirements for a pass: Students must achieve a mark of over 40% overall.

Reassessment arrangements:
Re-examination by coursework to be submitted by 22 August in the year the module is taken.

Module title: Corpus-based approaches to language description

Module code: **LS3CBL** Providing Department: **DELAL**
Level: **6** Number of credits: **20**
Terms in which taught: **Autumn**

Module convenor: **Dr Sylvia Jaworska**

Pre-requisites: **LS1SG or LS1ELS** Co-requisites: **None**
Modules excluded: **None** Current from: **2013/14**

Maximum number of students: **30**

Summary module description:
An introduction to the theories and techniques of language description using corpus resources and methods.

Aims:
The module introduces students to the key concepts and tools of Corpus Linguistics and aims to provide them with a basic training in uses of specialist software programmes for the analysis of language use in linguistic corpora. It also demonstrates how corpus tools and methods can be used to study a variety of linguistic features, registers and genres. Applications of Corpus Linguistics to selected areas in Sociolinguistics, (Critical) Discourse Analysis, and Language Teaching and Learning will be demonstrated.

Intended learning outcomes:

Assessable outcomes
By the end of the module it is expected that students will be able to:
- understand and apply the key concepts and tools of corpus-linguistic analysis;
- create their own collection of text (a corpus) with an appropriate quantity of documentation, and explain in detail the principles upon which they have compiled the corpus;
- use software to produce lists of concordance lines, and to create word lists and key word analyses, and be able to manipulate this output with a clear understanding of the nature of the data;
- conduct a study of a particular feature of language use, in a particular set of texts, that is based on the analysis of a corpus (or corpora) and which makes appropriate use of the corpus analysis skills that have been practised during the module;
- evaluate critically the language data retrieved from the corpus and relate the results of the analysis of the data to a substantial review of relevant literature.

Additional outcomes
The module aims to encourage the development of students' critical and evaluative skills. Through group-work and individual tasks students will be encouraged to develop independent thinking, teamwork and presentation skills.

Outline content:
Corpus-based approaches have had an enormous impact on the description of language in use. The analysis of language patterning and frequencies across large quantities of text can reveal features of language use that may not be easily accessible otherwise. This module will provide students with the basic technical skills they need for corpus analysis, and will also introduce students to the principles upon which corpora are designed, categorised and coded. Applications of corpus tools and methods in a variety of linguistic disciplines such as Sociolinguistics and (Critical) Discourse Analysis will be demonstrated. Students will be presented with sets of structured activities in which they use corpora to learn about language, before they begin the task of compiling their own corpus and conducting a small-scale study using this corpus.

Brief description of teaching and learning methods:
Lectures and practical computer sessions

Contact hours

	Autumn	Spring	Summer
Lectures	8		
Practical classes and workshops	12		
Guided independent study	180		
Total hours	200		

Summative Assessment Methods (%) – work which always contributes towards the overall module mark:

	%
Portfolio	40
Written assignment (essay)	60

- *Coursework*
  A portfolio consisting of 5 set tasks focusing on corpus techniques and the analysis of selected features of language use (each task between 300-350 words). 40%
- An essay of 2,500 words. 60%

Relative percentage of coursework: 100%

Requirements for a pass
Requirements for a pass: A mark of 40% overall.

Reassessment arrangements
Reassessment arrangements: Re-examination by coursework to be submitted by 22 August.

Module title: **English Grammar & Lexis**

Module code: **LS3GRL** Providing Department: **DELAL**
Level 6 Number of credits: **20**
Terms in which taught: **Autumn**

Module convenor: **Dr Jacqueline Laws**

Pre-requisites: **LS2EG** Co-requisites: **None**
Modules excluded: **None** Current from: **2006-7**

Maximum number of students: 30

Aims:
The module aims to develop an understanding of the main structural patterns of English and to relate these to the functional domains identified from a functional-communicative perspective; and to familiarise students with the principal lexical relations of English. Areas of debate include the interfaces between grammar, on the one hand, and the lexicon, semantics and discourse principles, on the other.

Intended learning outcomes:

Assessable outcomes
By the end of the module it is expected that students will be able to demonstrate an ability to analyse English sentences in terms of grammatical structure and to evaluate positions taken by a variety of functionally oriented approaches to English grammar.

Additional outcomes
Students should be able to relate the terms and concepts studied to issues in language learning, discourse analysis, first language acquisition, sociolinguistics, forensic studies and corpus-based approaches to language analysis.

Outline content
This module provides the student with the opportunity to develop an understanding of grammatical concepts and linguistic meaning at word, clause and sentence level. At word level, topics include the analysis of complex and compound words, lexical relations, grammatical functions and collocations. At clause level, analyses address the attributes of the Noun Phrase, transitivity, the grammatical properties of the Verb Phrase, and the characteristics of lexicalisation and alternation patterns. At sentence level the integration of the message is addressed through the analysis of the principles of discourse syntax.

Brief description of teaching and learning methods
Lectures are integrated with workshops and seminar sessions. In addition, lecture material is supported by weekly self-study tasks.

Contact hours

	Autumn	Spring	Summer
Lecture	15		2
Seminar	5		
Guided independent study	120		58
Total hours	140		60
Grand total hours	200		

Formative Assessment Methods - work which provides opportunities to improve performance (e.g. through feedback provided) but which does not necessarily always contribute towards the overall module mark:

- Weekly parsing exercises posted on Blackboard

Summative Assessment Methods (%) - work which always contributes towards the overall module mark:

	%
Written exam	80
Set exercise	20

Assessment:
The assessment schedule for this module has 2 parts: a class test and an examination.

Class Test:
In Week 11 of the Autumn term, students will sit a short 1-hour parsing test in class which will contribute 20% to the overall mark for this module.
Relative percentage of Class Test: 20%

Examinations:
A two-hour paper to answer two essay questions at the time of the Part 3 examinations.
Relative percentage of examination: 80%

Requirements for a pass: A mark of 40% overall.

Re-assessment arrangements: Re-examination in August.

Module title: **English in the World**

Module code: **LS3EIW** Providing Department: **DELAL**
Level: **6** Number of credits: **20**
Terms in which taught: **Spring**

Module Convenor: **Professor Jane Setter**

Pre-requisites: **LS1SG; LS1ELS** Co-requisites: **None**
Modules excluded: **None** Current from: **2009/10**

Maximum number of students: **30**

Summary module description:
This course looks at how English has developed as an international language in terms of societal roles and linguistic features since the time of Elizabeth I.

Aims:
To provide students with an understanding of the role of the English language in the contemporary world; to locate this understanding in a knowledge of the historical, economic and social forces which have shaped this role.

Intended learning outcomes:
Assessable outcomes:
By the end of this module it is anticipated that the student will be able to:
- describe the context in which the English language developed into an international language;
- discuss the relationships between standard English, literacy, and the economy;
- identify the ways in which English has been spread throughout the world;
- describe and identify the principal international varieties of English;
- discuss the notion of "official language" and "national language" ;
- discuss the desirability or otherwise of English as an educational medium of instruction;
- critically assess a range of views on the global dominance of English;
- organise their knowledge and articulate their arguments effectively in writing under timed conditions.

Additional outcomes
The module aims to encourage students, and especially those for whom English is their first language, to reflect upon the role of English in the world today, and consider the advantages and disadvantages of this from individual, national, and international perspectives.
Outline content
The social, historical, economic and political context in the spread of English is considered. Different varieties of English around the world are examined: international varieties of English and English-influenced Creoles are described from the perspective of sound systems, vocabulary, and grammatical patterning. There will be opportunities for students to use knowledge of linguistics gained elsewhere in the course to analyse and identify samples of "international Englishes". The various attitudes and opinions that surround English are also

considered; its status as an official language, a national language, a standard language, and its role in education is scrutinised. Core approaches to English as an International Language (EIL) are examined. Finally, we shall consider the costs and benefits of English as the language of the global village, its competitors on the world stage, and the future of EIL.

Brief description of teaching and learning methods

Interactive lectures with on-line support.

Contact hours

	Autumn	Spring	Summer
Lecture		20	2
Guided independent study		135	43
Total hours		155	45
Grand total hours	200		

Summative Assessment Methods (%) – work which always contributes towards the overall module mark:

	%
Written exam	50
Written assignment, including essay	30
Report	10
Set exercises	10

Assessment

Coursework

- Students will write one assignment of 1000-1200 words. (30%)
- Students participate in a small-scale research project and reflect on their findings and the process of doing the research. (10%)
- Students will do a weekly online multiple choice questionnaire, answering 10 questions on weekly reading. (10%)

Relative percentage of coursework: 50%

Examinations

One two-hour paper requiring answers to two questions.

Relative percentage of examinations: 50%

Requirements for a pass: A mark of 40% overall.

Reassessment arrangements: Resubmission of coursework by 22 August and/or examination in August of the year the course is taken.

Module title: **Language and Gender**

Module code: **LS3LAG** Providing Department: **DELAL**
Level: **6** Number of credits: **20**
Terms in which taught: **Spring**

Module Convenor: **Dr Christiana Themistocleous**

Pre-requisites: **LS1SG, LS1ELS** Co-requisites: **None**
Modules excluded: **None** Current from: **2010/11**

Maximum number of students: **30**

Aims:
The module aims to provide students with an understanding of the sociolinguistic research on gendered language over the last 40 years. It will examine the various theories that attempt to account for gendered linguistic differences from the earlier essentialist approaches to the latest contemporary paradigms.

Intended learning outcomes:
Assessable outcomes:
By the end of this module it is anticipated that the student will be able to:
- discuss and critically review the key areas of sociolinguistic research on language and gender;
- demonstrate knowledge of key terms and concepts;
- demonstrate understanding of the links claimed to exist between a speaker's use of certain linguistic features and their gender;
- describe and critically assess several theories that attempt to account for gender differences in language;
- analyse original data and critically evaluate findings;
- organise knowledge and articulate arguments effectively in writing.

Additional outcomes:
The module aims to encourage students to think about the potential connections between particular ways of using language and one's gender. As well as examining research evidence that suggests such a connection, students will learn to critically evaluate this evidence, and study new developments in the area which question such a straightforward link between gender and language. Students will also gain experience in analysing original data and evaluating findings.

Outline content:
We will begin the course with a study of the historical and theoretical background to the study of language and gender within the larger area of sociolinguistics. We will examine various theories that attempt to account for gendered differences in language, and look at the key pieces of research in this area. This will include a focus on the following: discourse features and turn taking, narratives and storytelling, and politeness. We will then move on to contemporary theories in the area that move beyond the binary distinction of men and women to how speakers can perform their gendered identity. This includes a focus on workplace discourse to examine how leadership and power are enacted within masculine

and feminine workplaces. Recent changes in language and gender studies, such as the incorporation of the Community of Practice framework to analyse language use, will also be addressed. This includes a focus on workplace discourse to examine how leadership and power are enacted within masculine and feminine workplaces. We will also look at gendered discourse in media and written texts using approaches such as Critical Discourse Analysis.

Brief description of teaching and learning methods
Lectures with seminar-style discussion, practical sessions and guided independent study.

Contact hours

	Autumn	Spring	Summer
Lecture		18	
Practical classes and workshops		2	
Guided independent study		180	
Total hours		200	

Summative Assessment Methods (%) - work which always contributes towards the overall module mark:

	%
Class test administered by School	60
Report	30
Set exercise	10

Assessment:
Coursework:

- Multiple Choice tests on Blackboard (10%);
- One 700 – 800 word report (30%);
- In-class test (60%).

Relative percentage of coursework: 100%

Examinations: None

Requirements for a pass: A mark of 40% overall.

Reassessment arrangements: Re-submission of coursework and/or submission of set coursework in lieu of class test by 22 August in the year the course is taken.

Module title: **Language and the Mind**

Module code: **LS3LAM** Providing Department: **DELAL**
Level: **6** Number of credits: **20**
Terms in which taught: **Spring**

Module convenor: **Fraibet Aveledo**

Pre-requisites: **LS1ELS, LS1SG** Co-requisites: **None**
Modules excluded: **None** Current from: **2007/8**

Aims:
The study of how the mind acquires, stores and processes language (known as psycholinguistics) covers a wide range of topics and draws its ideas from disciplines such as psychology, linguistic analysis, speech science, and neuroscience. The aim of the module is to introduce some of the more accessible areas of interest, providing an introduction which illustrates the scope of the field and the research methods it employs. The approach places importance upon learning through reflecting on and analysing data, with a view to getting students to represent and interpret issues in the way a psycholinguist would.

Intended learning outcomes:

Assessable outcomes
By the end of the module it is expected that the student will be able to:
- describe and critically evaluate the main concerns of psycholinguistics;
- conduct a small-scale psycholinguistic experiment;
- interpret experimental data and findings from a psycholinguistic perspective;
- outline and evaluate various research methods employed in psycholinguistics;
- outline theoretical approaches to the relationship between language and cognition and review them in the light of empirical findings.

Additional outcomes
The module aims to develop the students' oral communication skills and to foster the ability to discuss and analyse concrete data or problematic issues in pairs or in small groups. Students will also become familiar with some of the methods and measures employed in psychological research.

Outline content:
The focus of the module is on a) the storage of knowledge of language and b) the relationship between language and mind. Issues include among others animal communication and the extent to which it resembles language; where language is located in the brain; theories of how language first evolved; how vocabulary is stored and how it is retrieved when we need it; the relationship between language and thought; communication in visually impaired populations and sign language; language in impaired populations; bilingualism from a psychological perspective; the psychology of second language learning.

Brief description of teaching and learning methods
Lectures with tasks in which students evaluate methods and data.

Contact hours

	Autumn	Spring	Summer
Lecture		20	
Fieldwork		5	
Guided independent study		175	
Total hours		200	

Summative Assessment Methods (%) - work which always contributes towards the overall module mark:

	%
Report	30%
Class tests administered by the school	70%

Assessment:

Coursework:
Students will complete a small-scale project on lexical storage or lexical retrieval, using an established psycholinguistic method. Findings will be presented in a report of 1000 words. (30%)

Students will sit two in-class tests on the topics covered in the module. (70%)

Requirements for a pass: A mark of 40% overall.

Reassessment arrangements: Re-submission of coursework and/or submission of set coursework in lieu of class test by 22 August in the year the course is taken.

Module title: **Literacy: social, educational and cognitive perspectives**

Module code: **LS3LTR** Providing Department: **DELAL**
Level: **6** Number of credits: **20**
Terms in which taught: **Spring**

Module Convenor: **Dr Clare Furneaux**

Pre-requisites: **LS1SG, LS1ELS** Co-requisites: **None**
Modules excluded: **None** Current from: **2011/12**

Maximum number of students: **30**

Aims:
This module aims to explore the nature of literacy practices, drawing on a range of social and educational contexts. We will consider both the theoretical bases of production and comprehension of written language and will review methodological approaches to research in reading and writing.

Intended learning outcomes:
Assessable outcomes:
By the end of this module it is expected that the student will be able to:
- Summarise cognitive processes of reading and writing;
- Evaluate research methods focussed on cognitive processes of reading and writing;
- Collect and analyse data on literacy practices;
- Summarise and evaluate major theories of literacy practices from social perspectives;
- Discuss literacy practices in different contexts (education and multilingual);
- Discuss writing systems.

Additional outcomes:
The module aims to encourage the development of students' critical thinking skills, in relation to evaluating ideas, research and teaching approaches. Students will be encouraged to use IT resources for asynchronous discussion of key topics. Oral presentation skills will be promoted.

Outline content:
The module will look at developing literacy skills from cognitive and social perspectives. In the first half we will focus on the cognitive processes of reading and writing. We will also look at what skilled readers and writers do in English and how teaching can help in the development of these skills, in children learning this as their first language of literacy and learners reading and writing in English as a second/foreign language. We will consider a variety of research methods.
In the second half, we will discuss writing systems and the social bases of literacy, including multilingual literacy practices.

Brief description of teaching and learning methods:
Integrated lectures with workshops and oral presentations.

Contact hours

	Autumn	Spring	Summer
Lecture		20	2
Seminar		10	
Project supervision		1	
Guided independent study		121	46
Total hours		152	48
Grand total hours	200		

Formative Assessment Methods - work which provides opportunities to improve performance (e.g. through feedback provided) but which does not necessarily always contribute towards the overall module mark:

Feedback on group preparation for oral presentation
Feedback on assignment outline.

Summative Assessment Methods (%) - work which always contributes towards the overall module mark:

	%
Written exam	45%
Written assignment, including essay	45%
Oral assessment and presentation	10%

Assessment:

Coursework:

- Students will make one oral presentation in groups (10%)
- Students will write one essay of 2,500 – 3,000 words. (45%)

Relative percentage of coursework: 55%

Examinations:
One 3-hour examination, with three questions.
Relative percentage of examination: 45%

Requirements for a pass: A mark of 40% overall.

Reassessment arrangements: Resubmission of coursework by 22 August in the year the course is taken and/or re-assessment by examination in August.

Module title: **Saxons to Shakespeare**

Module code: **LS3SXS** Providing Department: **DELAL**
Level: **6** Number of credits: **20**
Terms in which taught: **Autumn**

Module Convenor: **Professor Francoise Le Saux**

Pre-requisites: **LS1SG, LS1ELS** Co-requisites: **None**
Modules excluded: **None** Current from: **2010/11**

Maximum number of students: **30**

Aims:
To provide students with an understanding of the development of the English language from the Saxon and Viking invasions of Britain until the time of William Shakespeare. To locate this understanding in a knowledge of the linguistic, historical, economic and social forces which have shaped this role.

Intended learning outcomes:
Assessable outcomes:
By the end of this module it is anticipated that the student will be able to:

- explain how the English language came into being;
- describe grammatical, lexical, phonological and other linguistic features of English at various points during the time frame covered, and be able to apply general principles of language change to the development of English;
- describe the context in which the English language developed;
- evaluate theories on how the English language changed over time, including internal as well as external (socio-political and cultural) factors;
- describe, identify and give reasons for the principal varieties of English in the British Isles.

Additional outcomes:
The module aims to encourage students, and especially those for whom English is their first language, to consider issues of language development, and the notion of standard language.

Outline content:
This course looks at how English developed into a unified national language from the Saxon and Viking invasions, at which point we can see the emergence of Old English, up to the early 17th Century, when we refer to the language as Early Modern English. The linguistic, social, historical, economic and political context in the spread of English is considered. As well as looking at English through time, different varieties of English in the British Isles are examined from the perspective of sound systems, vocabulary, and grammatical patterning. There will be opportunities for students to use knowledge of linguistics gained elsewhere in the course to analyse samples of English in its different stages of development.

Brief description of teaching and learning methods:
Interactive lectures, Blackboard discussion and activities.

Contact hours

	Autumn	Spring	Summer
Lecture	20		
Guided independent study	180		
Total hours	200		

Summative Assessment Methods (%) - work which always contributes towards the overall module mark:

	%
Written assignments, including essays	90
Set exercise	10

Assessment:

Coursework:

- Students will write two short assignments (700 – 1,000 words) analysing historical change in English. (30%)
- Students will do a weekly online multiple choice questionnaire, answering 10 questions on weekly reading. (10%)
- Students will write an essay of 2,000 – 2,500 words on a question of the history of the English Language. (60%)

Relative percentage of coursework: 100%

Examinations: **None**

Requirements for a pass: A mark of 40% overall.

Reassessment arrangements: Resubmission of coursework by 22 August in the year the course is taken.

Module title: **Teaching the Language Skills**

Module code: **LS3LST** Providing Department: **DELAL**
Level: **6** Number of credits: **20**
Term in which taught: **Spring**

Module convenor: **Dr Noor Mat Nayan**

Pre-requisites: **LS2CIE/LS3CIE** Co-requisites: **None**
Modules excluded: **None** Current from: **2011-12**

Maximum number of students: **30**

Aims:
This course provides an introduction to the processes involved in the development of oral/aural (i.e. listening and speaking) and literacy (i.e. reading and writing) skills in a second language. The course also provides an overview of current and effective methods of teaching in ESL/EFL contexts, focusing on listening, speaking, and reading, and writing.

Intended learning outcomes:

Assessable outcomes
By the end of the course, it is expected that students will be able to:

- Outline major processes involved in the development of the four language skills in a second language at level 6;
- Motivate and explain the use of particular techniques and methods for the teaching of the four language skills at level 6;
- Explain how select issues (e.g., vocabulary, grammar) contribute to the development of select language skills (e.g., reading, writing) at level 6;
- Evaluate teaching materials for the teaching of select language skills at level 6, and in particular identify how they reflect particular methods for teaching, or theories of learning the four skills;
- Develop analytical skills at level 6 through analysis of sample materials and research data in course readings.

Additional Outcomes
Through experience of completing the module tasks, students will develop oral skills, in individual presentations, group work and pair work.

Outline Content:
The course will cover the following topics: the movement toward skills integration and the limitations of a discrete-skills approach; issues in learning oral/aural (speaking, listening) and literacy (reading, writing) skills in a second language; current and effective methods of teaching listening, speaking, reading, writing; select issues related to the language skills (e.g. vocabulary, grammar); evaluation of current teaching materials for select language skills in a second language.

Brief description of teaching and learning methods:
Lectures and seminar-style class discussion, including group and pair work. There will be readings and tasks to complete between classes.

Contact hours

	Autumn	Spring	Summer
Lecture		10	
Seminar		10	
Guided independent study		180	
Total hours		200	

Summative Assessment Methods (%) - work which always contributes towards the overall module mark:

	%
Written assignment, including essay	40 60

Assessment

Coursework
One essay of 1,500-2,000 words - 40%
One essay of 2,000-2,500 words - 60%

Relative percentage of coursework: 100%

Examinations: None.

Requirements for a pass: A mark of 40% overall.

Reassessment arrangements: Resubmission of coursework by 22 August of the year the module is taken.

Module title: **Introduction to Speech-Language Pathology**

Module code: **PL3ISL** Providing Department: **PSYCLS**
Level: **6** Number of credits: **20**
Terms in which taught: **Autumn**

Module convenor: **Arpita Bose**

Pre-requisites: **LS1SG; LS1ELS** Co-requisites: **None**
Modules excluded: **None** Current from: **2012-13**
Maximum number of students**: 30**

Aims:
To provide students with an introduction to a range of speech and language deficits found in adults and children; to relate these findings to their knowledge of linguistics and normal speech and language processing.

Intended learning outcomes:
Assessable outcomes
By the end of the module it is expected that students will be able to:

- identify and interpret major types of speech and language impairments in adults and children;
- identify the linguistic characteristics of each of these types in the language behaviour of individuals;
- appraise critically the causes of these impairments and the conditions associated with them;
- organise their knowledge and articulate their arguments effectively.

Additional Outcomes
Students gain insights into the problems of identifying and classifying normal and abnormal speech and language, and into the broader consideration of cognition in speech and language impairments. Through their coursework the module aims to develop bibliographic and academic writing skills.

Outline Content:
An introductory session will cover levels of breakdown in human communication in terms of linguistic description and basic neurology for speech and language. The following speech-language impairments will be covered: stammering, phonological impairment in children, motor speech disorders, autism, specific language impairment, cleft-lip and palate, language in learning disability (children), and adult speech language disorders subsequent to brain diseases (e.g. aphasia, dementia).

Brief description of teaching and learning methods:
Lectures and seminars.

Contact hours

	Autumn	Spring	Summer
Lectures	20		
Guided Independent Study	180		
Total hours	200		

Formative assessment methods:
Feedback on the essay plans (peer feedback on the essay plans and lecturer's feedback).

Summative Assessment Methods:

	%
Written Exam	70
Written Assignment including essay	30

Assessment

Coursework
A written assignment of 2,000 words.
Relative percentage of coursework: 30%

Examinations:
A two-hour examination usually with prior disclosure of exam questions.
Relative percentage of examination: 70%

Requirements for a pass: A mark of 40% overall.

Reassessment arrangements:
Re-submission of coursework by 22 August and/or re-taking of the examination in August.

Module title: **Multilingualism and Impairment across the lifespan**

Module code: **PL3ML** Providing Department: **PSYCLS**
Level: **6** Number of credits: **20**
Terms in which taught: **Autumn**

Module convenor: **Ianthi Tsimpli**

Pre-requisites: **LS1SG; LS1ELS** Co-requisites: **None**
Modules excluded: **None** Current from: **2015-16**

Summary module description:
This module addresses child language development and outcomes in a bilingual setting as well as language impairment in bilingual or multilingual individuals, children and adults.

Aims:
This module examines multilingualism and impairment in children and adults.
The first part of the module examines language acquisition in bilingual children addressing the critical period hypothesis, types of bilingualism, and factors that affect language development in bilingual children, such as the role of input and exposure, socio-economic status, the role of the first language and the role of literacy in one or both languages.
The second part of the module examines language impairment in bilingual children and adults addressing developmental and acquired language disorders in individual case-studies or groups of individuals with affected linguistic performance. In terms of developmental language disorders we will concentrate on Specific Language Impairment and autism in bilingual children and the co-occurrence of language and communication disorders in different subgroups of children with SLI. With respect to acquired language disorders we will concentrate on bilingual aphasia. Research papers will be critically discussed in relation to theory, design and material used. Workshop type sessions will enable students to work on the design of assessment material for research or clinical practice with bilingual children.

Intended learning outcomes:
Assessable outcomes
By the end of the module it is expected that students will be able to:

- demonstrate knowledge of different types of bilingualism and factors that affect language development in bilingual children;
- demonstrate knowledge of the heterogeneity of developmental and acquired language disorders in bilingual and multilingual individuals;
- understand the role of internal and external factors in bilingual language acquisition;
- understand the importance of diagnosis of language impairment in children with suspected SLI in both languages of the child;
- understand the different domains in each language of the bilingual child which can be affected by the impairment;
- synthesize ideas and controversies in the field of bilingualism and language impairment;
- engage in critical reflective thinking;

- develop assessment material for research/clinical practice.

Additional Outcomes
Students will be able to make connections between theoretically driven ideas of child bilingualism and language impairment, and material development.

Outline Content:
This module consists of ten lectures on aspects of child and adult bilingualism and language impairment in multilinguals, ten hours of seminars involving critical engagement with research papers and ten hours of workshops on development assessment material. Workshop type sessions will enable students to work on the design of assessment material for research or clinical practice with bilingual children. Seminars will consist mainly of:
1) oral presentations of research papers by students, and
2) discussion of a seminal paper in the field.

Brief description of teaching and learning methods:
Ten three-hour sessions (once a week for 10 weeks) consisting of lectures, seminars, and workshops.

Contact hours

	Autumn	Spring	Summer
Lectures	10		
Seminars	10		
Practical classes and workshops	10		
Guided Independent Study	170		
Total hours	200		

Summative Assessment Methods:

	%
Written assignment including essay	50 + 50

Assessment
- A 1,500 word review of a research paper on acquired or developmental language disorders in bilingual or multilingual individuals (submitted in Week 11 of the Autumn term. (50%)
- A 3,000 word essay to be submitted in Week 1 of the Spring term. (50%)

Relative percentage of coursework: 100%
Requirements for a pass: A mark of 40% overall.

Reassessment arrangements*:*
Re-submission of coursework by 22 August.

Module title: **Philosophy of Language**

Module code: **PP3LAN** Providing Department: **Philosophy**
Level: **6** Number of credits: **20**
Terms in which taught: **Spring**

Module convenor: **Dr Nat Hansen**

Pre-requisites: **None** Co-requisites: **None**
Modules excluded: **None** Current from: **2015-16**

Summary module description
Philosophy of language concerns the nature of meaning, language, and communication. It seeks answers to the following questions: What is it for a word or sentence to have a meaning? How do speakers manage to communicate more than what their words literally say (for example when we speak sarcastically or metaphorically)? What is it for a word to refer to something in the world? Are there certain actions that we can perform simply by saying something? What is the meaning of a name? What is ambiguity? What is vagueness? How does the context in which words are used interact with the meaning of the words?
Addressing these questions will require an examination of both foundational works in analytic philosophy from the 19th and 20th centuries, as well as cutting-edge research informed by developments in the cognitive sciences. We will focus on works by Gottlob Frege, Bertrand Russell, P.F. Strawson, J.L. Austin, H.P. Grice and Elizabeth Camp.

Aims:
To explore fundamental issues in philosophy of language, including the nature of meaning, understanding, reference and the relation of language to action.

Intended learning outcomes:
Assessable outcomes
By the end of this module, students will be able to give an overview of core approaches to problems in the philosophy of language and critically evaluate them. Students' presentation skills will be improved by leading seminar discussion on central topics in the module.

Additional Outcomes
Students will gain an overview of one of the central topics in analytic philosophy, and will be able to relate the content of this module other topics studied in their philosophy degree (e.g. philosophy of mind and metaphysics). The module will raise questions about fundamental assumptions concerning language and students will be encouraged to explore both classic texts and contemporary research in attempting to answer these questions. Students will develop the ability to understand and explain complex ideas, and hone their analytical writing and critical thinking skills.

Contact hours

	Autumn	Spring	Summer
Lecture	20		
Seminar	10		
Guided independent study	170		
Total hours	200		

Formative Assessment Methods: work which provides opportunities to improve performance (e.g. through feedback provided) but which does not necessarily always contribute towards the overall module mark:
Verbal feedback on student presentations; comments on weekly discussion questions; peer evaluation of drafts of written work.

Summative Assessment Methods (%) - work which always contributes towards the overall module mark:

	%
Written exam	60
Written assignment including essay	30
Oral assessment and presentation	10
TOTAL	100

Assessment

Coursework
2 x 2,000 – 2,500 word essays
Electronic submission
All coursework should be submitted electronically via Blackboard and in hard copy to the Philosophy office.

Penalties for late submission
Penalties for late submission will be in accordance with University policy.
Examinations
The final exam will be two hours in which time you will be required to answer two questions from a choice of six.

Requirements for a pass: Students must achieve a module mark of over 40% overall.
Reassessment arrangements:
Re-examination by examination only - in August.

Brief description of teaching and learning methods:
The format for this module contains lectures and seminars; however the distinction between lecture and seminar is blurred. Students should be active in all classes, asking questions and trying to answer the questions posed by the lecturer and other students.

In addition, students will be expected to do the weekly readings and respond to discussion questions. It is desirable that those taking this module have already taken PP2IL (Introductory Logic) or equivalent.

Reading and homework

Homework
An essay or book chapter will be assigned as required reading for each week. It is **essential** that you read the assigned text prior to class, because the format of the class will be primarily discussion-based.

The text will come accompanied by discussion questions, which are intended to guide your reflection on the author's ideas and help you prepare for class discussion.

Original texts
You don't need to buy a textbook for this module. I will post electronic copies of all the required readings to Blackboard.

Secondary literature
In addition to the original articles and book chapters discussed in class, you may benefit from reading introductory texts in philosophy of language. A particularly readable introduction is the following:

William Lycan, *Philosophy of Language: A Contemporary Introduction*, 2nd edition. Routledge, 2000

SECTION C:
MANAGING YOUR STUDIES

Organising your work

One of the keys to successful study is the ability to organise work effectively. Throughout your course, you will be given what may sometimes appear quite unrealistic, or at least challenging, deadlines, and no doubt you will face 'work crises' from time to time – we all do. The secret lies in **the way you manage your approach to work and life in general.** You must learn to balance the many demands on your time here in Reading, in both your academic and your personal life. **We can help you achieve your study goals** by setting what we believe are actually **realistic** targets along the way, including guided reading, practical tasks, assignments, oral presentations, tests and exams. It is then **your responsibility to plan well ahead** so as to avoid bottlenecks.

If, during the term, you have any problems organizing your time, you should see your Personal Tutor, who will be able to advise you. There is also plenty of advice on 'Study Skills' on the University website or you may wish to see a member of the University's Study Support Team. Full details are at: http://www.reading.ac.uk/internal/studyadvice.

Self-help groups can also be useful; for instance some students meet regularly to discuss the lectures they have attended.

Communication with your department

The University provides all students with a University email account and email is used regularly in the University as an official form of communication between staff and students.

In addition, information is communicated to students in other ways, such as the Virtual Learning Environment – Blackboard, the department's web pages, and physical notice boards.

Students should normally check their University email account, Blackboard and any other electronic methods of communication **on a daily basis** during term-time, and reply as necessary to messages received. Students should also check the department's noticeboards regularly.

You must use your University email account for your University correspondence; do not use a private email account. This is for the following reasons:

- the University guarantees that your University email account will be available to you for the entire duration of your studies;
- the University guarantees that suitable, supported email software will be available to you for the entire duration of your studies;
- the University offers an email service to standards of availability, reliability, performance and security which it determines and which are under its own control;
- email sent from non-University email accounts may be classified as SPAM and hence not delivered.

All students are required to maintain their student record via the RISIS web portal (www.risisweb.reading.ac.uk). This includes entering a current term-time address and, where possible, mobile phone numbers. It is very important that we have these details in case of an emergency and to send, or forward, correspondence to you if needed.

Attendance at teaching sessions

ATTENDANCE AT LECTURES, AS WELL AS SEMINARS AND OTHER SMALL GROUP SESSIONS, IS OBLIGATORY. Any student who is unable to attend should personally inform the teaching member of staff concerned, in advance where possible, giving the reason for non-attendance. Students should note that attendance in class is recorded and, most importantly, is used when writing references at the end of a degree course – employers usually ask particularly about your punctuality and attendance record.

Behaviour in class

In accordance with the Students' Charter, students are expected to show respect for the learning environment in class by ensuring that their conduct not adversely affect other students or the delivery of the lecture.

In particular, students are reminded that all mobile phones and electronic devices must be switched off during lectures where these devices do not form part of the lecture activity. If a student uses an electronic device when on is not required for the lecture, the lecturer may confiscate the device.

Handing in work

We set **strict deadlines for assessed work**, and have put in place explicit handing-in procedures. The reason for this is (a) **to help you organise your time**, and (b) **to give everybody an equal opportunity to achieve to the best of their potential** – in short, to be fair to all of you by not giving some of you more time to complete work than others.

Assignments (in hard copy) should be handed in by **12 noon** on the due submission date. **ONE copy of all assignments must be handed in to Lesley Hammond** (HumSS Room 214), **not** to the lecturer who set the work. You should provide **a completed cover sheet** with your assignment and also **a completed receipt** form which Lesley will sign and date for you. **Only this receipt will be taken as evidence that work has been handed in on time.** Cover sheets and receipt forms are available in the department.

Please ensure that neither your name, nor your student registration number appear on your assignment, e.g. in a header. These details should ONLY be included on the cover sheet. Keep a copy of all work that you hand in.

(NB: you will also be required to submit assignments electronically **in addition to the hard copy**. Further details about this will be provided during the Autumn Term.)

Sending work by post:

If you need to post work to the department, it should be sent in plenty of time and by **Recorded Delivery**. Verbal assurances that you have sent work that has not arrived will **not** normally be accepted. You should therefore ask for and keep a 'Proof of posting' slip.

The University reserves the right to retain submitted course work for the purposes of Subject Review (both internal and external).

Feedback on submitted work

It is the University's policy that you should receive timely, structured and appropriate feedback on your work. Feedback will be delivered in a number of ways and will contain comments appropriate to the nature of the assignment and how it is assessed. These comments should provide the basis for you to improve and develop. Wherever possible your marked work and feedback will be returned to you 15 working days after submission. If you do not receive your feedback within the expected time, you should contact your module convenor.

Feedback on performance in written examinations, if sought, is also available from the School. The School is responsible for determining the nature and extent of feedback which is appropriate to the circumstances, subject to the proviso that students who are re-sitting a module are entitled, if they so request, to guidance on their performance and how they might improve their performance. In the case of students who are not re-sitting, more generic feedback, which does not specifically address each individual exam question, may be appropriate. You do not have an entitlement to have your examination scripts returned to you.

The feedback you receive is intended to help you to develop and improve your performance. Keeping a portfolio of your work and the feedback you receive will help you to see if there are any common themes that need to be addressed. It will also help you and your personal tutor to focus on particular issues and to discuss specific strategies to overcome any weaknesses or to build on good performance.

Face-to-face interview with regard to coursework

Please note that on occasion students may be required to attend an interview to discuss their coursework.

Marking procedures

There are marking criteria for each piece of work and, based on how well as student performs in each one of them, they receive the relevant mark. Students should bear in mind when reading their feedback that the criteria do not have equal weighting when the final mark is being reached. Further information and a video on 'Understanding marking criteria' are available on the following link.
http://www.reading.ac.uk/internal/studyadvice/StudyResources/sta-essays.aspx

Assignment details will always specify the word limit for assessed pieces of work and students should aim to write succinctly within the limit specified. So that students do not benefit from submitting work which exceeds the word limit the school has the following

policy: markers are not obliged to read beyond the word limit and a mark based on the work up to the word limit will normally be awarded.

Publication of marks and grades

Students should be aware that marks and grades given to them during any Part of a degree programme are provisional and subject to moderation by the External Examiner, who may recommend changes either to the marks of a particular student or to those of a whole group. Marks therefore only reach their final form after they have been scrutinized and approved by the appropriate Examiners' Meeting, which usually takes place at the end of the relevant Part of a programme.

Deadlines for Assessment and penalties for late submission

A list of deadline dates for the submission of coursework can be found on pages **C8-C9** of this handbook. **Please note that deadlines for coursework submission must be met.** The University operates the following system of penalties for all coursework submitted after the stated deadline:

- where the piece of work is submitted after the original deadline (or any formally agreed extension to the deadline): **10% of the total marks available for that piece of work will be deducted from the mark for each working day (or part thereof)** following the deadline, up to a total of five working days;

- where the piece of work is submitted more than five working days after the original deadline (or any formally agreed extension to the deadline): a mark of zero will be recorded.'

You should note that it is advisable to submit work in an unfinished state rather than to fail to submit any work at all.

Occasionally, domestic, health or other issues arise which make it reasonable for a student to request an extension to the deadline for coursework, either before or after the assignment due date. In such circumstances, you must fill in an **Extenuating Circumstances Form** which is available on the University website. **Such requests are only granted where there is good reason. This is for the benefit of both staff and students.**

Extenuating Circumstances

If there are circumstances which you think might affect or which have affected your performance in examinations or assessment; if you wish to request an extension to a coursework deadline on the grounds of medical or other circumstances; or if you are unable to attend for an examination and wish to apply to 're-sit' the examination without penalty, you are required to complete the University's notification of extenuating circumstances form (ECF). The Extenuating Circumstances Form, together with guidance on the relevant procedures, is available at: http://www.reading.ac.uk/internal/exams/student/exa-circumstances.aspx.

Some form of evidence is required to support your case, such as a medical certificate or letter from a counsellor. Please read the guidance on extenuating circumstances procedures carefully. You are also strongly encouraged to discuss the matter with your personal tutor as soon as possible. Missing an examination or failing to submit coursework is a serious issue and must be treated as such; the University does not take extenuating circumstances into account lightly.

Extensions and other forms of special consideration are **not** granted for reasons such as lack of organisation; because you did not allow time to complete the work by the deadline; because a computer was not available; because a printer was not working; or because you awoke too late to reach the examination room in time.

Reasons for the above policy include:

- Students do not like to feel that, if they have submitted their work on time, or attended examinations as required, other students are allowed to have special consideration for trivial reasons;
- Students who submit assignments late are failing to keep to their deadlines, which is an important skill in the undergraduate programme and also in life;
- Staff find it inconvenient and time-consuming to have extra assignments coming in after they have marked the ones that were submitted on time.

You should submit your Extenuating Circumstances Form, with supporting documentation, to the Departmental Administrator responsible for Part 2 of your degree programme (currently Mrs Lesley Hammond in HumSS Room 214).

The completed form should be submitted at the earliest opportunity and, absolutely not later than the deadline specified in the guidance accompanying the form.

NB. If you have consulted the University Medical Practice or the University Counselling Service, you need only provide the name of your doctor or counsellor, the date(s) of

consultation(s) and your signature on the ECF, in order to indicate that you are willing to allow the University Medical Practice or Counselling Service to disclose information that is relevant to your case from your confidential records. In this case, you do not need to supply a doctor's note. **Please note that the University Medical Practice may charge for this service and you should enquire about this when you attend your appointment.**

Once your form has been submitted, if your extenuating circumstances are accepted as having had a **significant** impact on your work, possible outcomes include:

- an extension to the deadline for submission of coursework;
- the removal of a penalty for late submission of coursework;
- a decision to consider you 'deemed not to have sat' (DNS) one or more examinations so that you will be permitted a further attempt at the examinations as if for the first time.

Extenuating circumstances forms are treated in strictest confidence. Exceptionally, in a case where a student has highly sensitive circumstances which they are reluctant to disclose within the department, the student may submit an extenuating circumstances form directly to the Faculty Manager, Helen Taylor (helen.taylor@reading.ac.uk).

Additional sources of support

- Study Advice – students are strongly encouraged to make use of the extensive study advice services available. www.reading.ac.uk/internal/studyadvice/sta-home.aspx

- The University Counselling Service offers short-term counselling and workshops for all currently-registered students free of charge.
  (Tel: 0118 975 1823 or counselling@reading.ac.uk)

- The Peer Support Network. A friendly, informal and confidential service provided by students, for students.
  (www.reading.ac.uk/internal/peersupport/peer-homepage.aspx)

- The Living Positively talks series is designed to help with a range of issues such as understanding emotions, time management, homesickness and transitions.
- (www.reading.ac.uk/internal/counselling/training/cou-groupsandtraining.aspx)

- On-line resources: leaflets on a range of topics are available on the Service's website: www.reading.ac.uk/internal/counselling/advice/cou-onlineadviceandleaflets.aspx

- The University Medical Centre is situated at 9 Northcourt Avenue, Reading, RG2 7HE.
  (Tel: 0118 987 4551 – www.readinguniversitymedicalpractice.nhs.uk

Further details about all the above services are available on the University website at www.reading.ac.uk.

Assignment deadlines for BA coursework submission.

These will be **strictly enforced** - please submit work by **NOON** on the day listed:
(see end of chart for Part 3 Dissertation Preparation deadlines)

Code	Title	Autumn	Spring	Summer
LS2EG	English Grammar	Class test Week 11 - Autumn		
LS2EP	English Phonology	Class Tests Week 11 - Autumn		
LS2SLG	Sociolinguistics	Poster Presentation Autumn Week 7 Peer Review Form Aut Fri Week 7		EXAMINATION
LS2AEL	Applied English Language Studies	1st assignment Research Plan Aut Mon Week 7 Oral Pres. Aut Wks 10 & 11	2nd assignment Careers Tasks Spring Wed Week 11	3rd Assignment Group Project Sum Tuesday Week 1 Oral Pres. Summer Week 2
LS2AD	Approaches to Discourse	Transcription Aut Tues Week 7	Essay Spring Mon Week 2	
LS2DCL	Child Language Development	Transcribed Data Autumn Mon Week 10		EXAMINATION
LS2CIE	Core Issues in ELT		Portfolio Spring Mon Week 1	
Code	**Title**	**Autumn**	**Spring**	**Summer**

LS2CBL	Corpus-based Approaches to Language Description	Portfolio Autumn Wed Week 8	Essay Spring Tues Week 3	
LS2EIW	English in the World		Essay Spring Fri Week 10	EXAMINATION
LS2LAG	Language and Gender		Report Spring Wed Week 5 Class test Spring Week 11	
LS2LAM	Language and the Mind		Project Spring Fri Week 8 Class Tests Weeks 5 & 11	
LS2LNM	Language and New Media		Blog Spring Week 11 Oral Pres. Spring Wk 11	Essay Summer Mon Week 1
LS2LTR	Literacy: Social, Educ. & Cognitive Perspectives		Oral Pres. 2nd half spring term – details to be advised	Essay Summer Wed Week 1 EXAMINATION
LS2LST	Teaching the Language Skills		1st Essay Spring Thurs Wk 11	2nd Essay Summer Thurs Week 1
LS2SPM	Literature, Language and Education		Critical Study & Oral Pres. details to be advised	Placement Report Summer Friday Week 2
LS3DI	**Dissertation**		**Area choice Spr Fri Wk 10**	**Proposal Sum Mon Wk 5**

Disability Statement

The University of Reading welcomes students with disabilities and specific learning difficulties and has a dedicated Disability Advisory Service. This service offers advice and guidance to prospective and current students and co-ordinates a range of support and services to enable all students to participate as fully as possible in University life.

If you have, or think you may have, a disability and have not yet informed the Department or the University, you should inform your tutor or contact the Disability Office (Tel: 0118 378 8921; Email: disability@reading.ac.uk). If you feel you need any further help, or are not getting the help you require, please contact the School's Disability Office: Diane Watts (d.e.watts@reading.ac.uk).

You may obtain a copy of the University's Information Sheets for students with disabilities and/or specific learning difficulties such as dyslexia and dyspraxia from the Student Disability Service, Student Services, Carrington Building (disability@reading.ac.uk). Tel: 0118 378 8921.

You should also be aware of the following sources of help:

The Disabilities Information page on the website: http://www.reading.ac.uk/Disability

University Study Advisers: Tel: 0118 378 4242; Email studyadvice@reading.ac.uk
Or call in: Room 103, 1st Floor, The Library (Front desk staffed 10 – 4 in term time.)

The University Counselling Service: Tel: 0118 378 4216/4218; Email counselling@reading.ac.uk

University Library Disability Co-ordinator: Matthew Holtby (m.c.holtby@reading.ac.uk)

The Mental Health Advisor: Charles Kenderdine (c.e.kenderdine@reading.ac.uk)

NB: Students registered with dyslexia or other disabilities which specifically affect English Language should be aware that, as English Language is a core-competency for this course, there is no provision for these disabilities in the assessment. Please contact the Disability Service if you have any queries about this issue.

Notwithstanding the above, students should advise the department (either the appropriate module tutor or departmental administrator) if they have a disability which entitles them to extra time in class tests.

Examinations

Examination DOs and DON'Ts
Specific advice on the mechanics of answering examination papers is given overleaf (page C13). The following more general tips may also help you.

During the revision period …

DO	DON'T
• plan a full revision timetable	• leave revision to the last minute
• work to *your* revision priorities	• allow friends' revision ideas to determine your revision programme
• eat and sleep regularly	• put off eating, live on coffee, stay up all night
• take breaks sensibly	• *either* allow breaks to divert you from your task, *or* refuse to take breaks at all
• seek help quickly if a crisis happens, from your tutor, or the Departmental Senior Tutor, or the Health Centre	• suffer in silence
• obtain written evidence of any medical complaints in good time • (see pages **C5 – C6)**	• leave discussion of any medical problems till after the exam period

During (and after) examinations …

DO	DON'T
• read the whole paper, including rubrics, before you start	• start straight in without reading rubrics or the whole run of questions
• answer the required number of questions and allocate your time evenly	• spend too much time on one question at the expense of others (if only two questions are answered in an examination where three questions are required, the *maximum* mark can only be 66.7%, and even if those two questions are marked at 72% each, the paper will still only gain an overall mark of 48%—a clear Third)
• plan your answers	• start writing without a plan
• tailor your answers *to the question*	• write 'say-all-you-know' answers with irrelevant padding
• ask the invigilator for help if needed	• suffer in silence
• put each examination behind you after you have completed it	• indulge in lengthy and lugubrious post-mortems after each examination

Examination Papers

The first page of a May 2016 exam paper may look something like this:

On admission to the examination room, you should acquaint yourself with the instructions below. You must listen carefully to all the instructions given by the invigilators. You may read the question paper, but you must not write anything until the invigilator informs you that you may start the examination.

You will be given five minutes at the end of the examination to complete the front of answer book used.

MAY 2016 **LS2EP 2015/16 A001**

2 Answer Books
Treasury Tag

THE UNIVERSITY OF READING

ENGLISH PHONOLOGY (LS2EP)

Two hours

Answer TWO questions

Answer each question in a SEPARATE answer book.

Please note:

i) There are ten minutes allowed before the examination starts in order to usher in latecomers and ensure that students have all necessary materials. During this time, you are allowed to look through the examination paper before the examination begins (but not to write anything).

ii) You will be given time at the end of the examination to complete the front of any answer books used. Anonymous marking makes it all the more important that you take special care over this. You will need to write your name (under the fold-down flap); your seat number; your candidate number (**NOT** the same as either your seat number or your student registration number); the module code; the module/paper title; the date; the number of answer books used; and the number of each question that you answer.

iii) 'Answer TWO questions.' Pay particular attention to the number of questions you are required to answer. Answering too many will penalise you by wasting your time. Answering too few will lose you marks.

iv) 'Answer each question in a SEPARATE answer book.' Certain papers require you to do this although the 'general' instruction on the answer book is to start each question on a fresh page. Make sure you read the front of the examination paper for precise instructions as most English Language examinations require you to use separate answer books. This separation is necessary so that your answers can be sent to different examiners. Make sure that the details as in Note (ii) above are given on the front of **all** answer books.

Examiners' Meetings and Results

Throughout the year, samples of students' work are provided for the External Examiner together with information about the work set, marking procedures and any other relevant information. After all examination papers have been marked, a series of meetings is held to determine the Part 2 results in the light of the marks and the Faculty's examination conventions. These meetings take place both within the Department, (with and without the presence of external examiner), and between Departments/Schools. In certain cases, the Department will turn to the external examiner for particular advice, and invite him or her to re-read examination scripts, module essays and any coursework exercises; hence the advisability of keeping a dossier of all your assessed work in case you need to make it available to the Department. The final stage is the Part 2 Faculty Examination Board Meeting, after which results will be released.

Referencing conventions

The following notes offer guidance on the provision of references in a piece of work for assessment.

Please refer to the Publication Manual of the American Psychological Association (APA), available in the library reference collection (3rd floor, call number: 808.066 AME), for information on how to cite types of sources not represented here, or for any additional information on how to paraphrase, quote, and format academic papers, including how to format tables, figures, and appendixes.

Some information (including online tutorials, FAQs, and sample papers) can also be viewed on the official APA website (at www.apastyle.org).

The bibliography computer program EndNote can help you with formatting citations and bibliographies. The Main Library offers guides to, and training sessions in, the use of EndNote.

Citation within the body of the text

When summarising a writer's ideas:

> ..... Girdler (1986) claims that pomp rock is...
>
> The Australian accent is generally referred to as .... (Hardcastle & Jones, 1984)

Within a set of citations, citations are arranged alphabetically, in the same order in which they appear in the reference list:

> Recent research has revealed that attitudes towards regional dialects have changed (Channell, 1994; Conrad, 2000; Labov, 1966; Reppen, 2010)

Work cited in another reference (Secondary sources):

> Labov's explanation (1994, as cited in Nicholson, 2003) ….

Use secondary sources **sparingly**, for instance, when the original work is out of print, unavailable through usual sources, or not available in English.

Direct quotations must be clearly indicated as such, using double quotation marks. You must give **author, date and page number** for every direct quotation you include:

> Hulstijn (2002) suggested that practice will only "speed up the execution of algorithmic rules to some extent" (p. 211).

It may be necessary to give page numbers even when paraphrasing in order to help readers find a passage in a long and complex source text:

> Function words in the target items were identified by reference to the specification in Quirk et al. (1985, pp. 67-72)…..

Quotations comprising more than 40 words should start in a new line, and should be displayed as a freestanding block of text, indented about a half inch from the left margin. The entire quotation should be double-spaced.

List of References

At the end of the text, there should be a full **List of References**, with **ALL** and **ONLY the references you have used in the text**. The List of References should be in **alphabetical order**. Note the different conventions for authored books, unpublished dissertations, chapters from books, articles from journals and edited books.

For any sources that are not included here please visit the APA website: www.apastyle.org

Single author books
Lunzer, E. A. (1968). *The regulation of behaviour*. London: Staple Press.

Dual & triple author books
Towell, R. & Hawkins, R. (1994). *Approaches to second language acquisition.* Clevedon: Multilingual Matters.

Journal articles
Gregg, K. R. (1993). Taking explanation seriously; or, let a couple of flowers bloom. *Applied Linguistics*, *14*, 276-94.

Edited collection:
McKay, S. L., & Hornberger, N. H. (Eds.). (1996). *Sociolinguistics and language teaching*. Cambridge: Cambridge University Press.

Articles from edited collections
McKeachie, W. J. (1975). The decline and fall of the laws of learning. In N. Entwistle and D. Hounsell (Eds.), *How students learn.* (pp. 41-51) Lancaster: University of Lancaster.

*Please note that when you are referencing articles from edited collections, both the individual article and the edited volume should appear in the List of References. For example, you should have one entry for McKeachie AND one entry for Entwistle & Hounsell.

Theses and dissertations
Hauptmann, P. (1970). An experimental comparison of a structural approach and a situational approach to foreign language teaching. Unpublished doctoral dissertation. University of Michigan, Ann Arbor, MI.

Other unpublished sources
Odmark, J. (1979, January). Communicative competence, markedness, and second language acquisition. Paper presented at the 54th annual meeting of the Linguistic Society of America.

Westmoreland, R. (1983). German acquisition by instructed adults. Unpublished manuscript, Department of Second Language Studies, University of Hawaii, USA.

Work cited in another reference
Only the sources you actually read should appear in your bibliography. So, if you have given in your text: '….Berwick (1990, as cited in Ellis, 2008)….', you will only put in your bibliography:

Ellis, R. (2008). *The study of second language acquisition*. Oxford: Oxford University Press.

Internet Sources
Give reference as for a printed source, then 'Retrieved from', followed by the URL (the internet address). Do not add a period after the URL, and do not include retrieval dates unless the source material may change over time (e.g., Wikis).

Websites
Paulsen, M. F. (1998). *Theoretical frameworks for CMC-based teaching systems. Teaching techniques for computer-mediated communication*: Chapter 2. Retrieved from: http://home.nettskolen.nki.no/~morten/cmcped/fot/Chapter2.html

When there is no author for a web page, the title moves to the first position of the reference entry:

New child vaccine gets funding boost. (2001). Retrieved March 21, 2001, from http://news.ninemsn.com.au/health/story_13178.asp

YouTube
If both the real name of the person who posted the video and the screen name are known: Author, A. A. [Screen name]. (year, month day). *Title of video* [Video file]. Retrieved from http://xxxxxxxxx

If only the screen name of the person who posted the video is known:

Screen name. (year, month day). *Title of video* [Video file]. Retrieved from http://xxxxxxxxx

The in-text citations include the author name (whichever that may be) and the date.

Facebook
When the date is unknown, use n.d. for "no date". Describe the source type inside square brackets

Username or Group Name. (n.d.). In *Facebook* [Page type]. Retrieved Month, Day, Year, from http://www.facebook.com/specificpageURL

When the date can be reasonably certain but isn't stated on the document, use a bracketed date and "ca.

Username or Group Name. [ca. 2010]. In *Facebook* [Page type]. Retrieved Month, Day, Year, from http://www.facebook.com/specificpageURL

Twitter
BarackObama. (2009, July 15). Launched American Graduation Initiative to help additional 5 mill. Americans graduate college by 2020: http://bit.ly/gcTX7 [Twitter post]. Retrieved from http://twitter.com/BarackObama/status/2651151366

Audio-visual sources

Videos & DVDs
Strang, G. (1992). *The teaching of calculus: Careful changes* (Selected Lectures in Mathematics) [Videocassette]. Providence, RI: American Mathematical Society.

If the author is unknown:
The self: Testing and intelligence (Discovering Psychology) [DVD]. (2001). Boston, MA: WGBH Educational Foundation.

If the DVD is available online
Annunziata, J. (2007). *Play therapy with a 6-year-old* [DVD]. Available from http://www.apa.org/pubs/videos/4310799. aspx

Television program
Campbell, C. (Executive producer). (2011, February 9). *The 7pm project* [Television program]. Melbourne, Vic: Network TEN.

Television series
Gunton, M. (Executive producer). (2009). *Life* [Television series]. United Kingdom: BBC Natural History Unit.

Television series episode
Fairfax, F. (Writer), Mulholland, T., & Rich, J. (Directors). (2005). The curse of Tutankhamun [Television series episode]. In P. Dolling [Executive producer], *Egypt: Rediscovering a lost world*. United Kingdom: British Broadcasting Corporation.

Magazines and newspaper articles

Magazine
If a magazine or newsletter does not use volume numbers, include the month, season or other designation with the year.

Beemster, M. (2008, December). Saving the Southern Bell Frog. *Australian Landcare*, 27-29.

Newspaper article
For daily or weekly newspapers, include the day and precede the page numbers with p. or pp.

Parker, K. (2008, December 3). Plea for languages. *Koori Mail*, pp. 19-20.

Murray, E. (2001, May 9). Refugee crisis! [Letter to the editor]. *Weekend Australian*, p. A13.

If the author is unknown:
New drug appears to sharply cut risk of death from heart failure. (1993, July 15). *The Washington Post*, pp. A12, A14, A16-A17.

For articles with no identified author, in text use a short title in double quotation marks (or the full title if it is short) for the parenthetical citation: ("New Drug", 1993, July 15).

Ethics Consent

Ethical consent forms must be used by students who are conducting research that involves human subjects, even for undergraduate research for university assignments. Guidelines on the applications procedures and a checklist to ensure that you have completed every aspect of the applications process can be found on the Departmental website. There are specific procedures for your dissertation, and a different simplified procedure for any module assignments that require ethical consent – do ensure you use the correct application. Your module convenor or dissertation supervisor will be able to help and advise you on this.

All applications are referred to the Ethics Committee and the deadlines for submission are published by the Committee at the beginning of each academic year. A response will be given within two weeks of submission.

Academic Misconduct – Cheating and Plagiarism

The university takes the most serious view of academic misconduct. This includes cheating in written examinations, employing someone to write an essay for you and plagiarism of others' work. The University's definition of academic misconduct is stated in the *Guide to Undergraduate Assessment* on the Examinations Office website.

Plagiarism

Plagiarism is the fraudulent representation of another's work as your own. This applies whatever the source of the material (for example, a published source, the internet, or the work of another student), whether the material is copied word for word or paraphrased, and whatever the extent of the material used.

Cheating by plagiarising the work of others undermines the whole system of continuous assessment and also threatens our practice of allowing some examination work (dissertation and assessment essays) to be done outside the examination room. More importantly, perhaps, it is simply not sensible. If there is a purpose in asking a student to do a piece of work it will be to promote or assess the student's learning; copying contributes nothing to that process.

With the use of double-marking and the Turnitin software, plagiarism is highly likely to be detected. It is **never** acceptable, whether the piece of work is part of your assessment or not, but where examinations and assessment are concerned, the consequences may be very serious indeed for the student.

General Advice on Avoiding Plagiarism

You should be aware that it is possible to act in ways which look like plagiarism even though they are not fraudulent, and it may be hard to convince others that your actions were innocent. The following are a few useful tips.

- When preparing an essay or dissertation, it is best to read a book or article page by page or section by section and then to write notes on it *in your own words*, unless you come across a particularly important passage or a phrase where the author seems to put a point in a very effective way, in which case you may want to copy out the exact working into your notes. However, make sure that you indicate to yourself, by a foolproof method that you will always remember, such as by using quotation marks or a different coloured pen, where you have copied out passages or expressions from any source. Always note the page number where the material you have copied occurs in case you wish to cite it as a quotation in your essay or dissertation.

- An essay or dissertation is expected to be in your own words entirely, except where you are using direct quotations from primary or secondary sources.

- If you use material from a book or article, you must always acknowledge the source. If it is a phrase, sentence or longer passage, then it should appear between quotation marks or indented, and full bibliographic details should be given in the appropriate

format. You must also reference any electronic material where you have used the internet as a source.

- If you are using someone else's ideas, but not their words, you should employ phrases such as 'Jones argues', again giving the source of your information.

- Works quoted or cited should always appear in the bibliography, as should any other books or articles which you have used in the writing of your piece of work.

If this is a matter where you are still confused or uncertain, please talk to your Personal Tutor or one of your class teachers and they will be pleased to advise you.

SECTION D: STAFF & PROFESSIONAL ORGANISATIONS

Academic Staff

Name	Room	Administrative Responsibilities	Ext.	Email
Dr Fraibet AVELEDO	HumSS 216	Lecturer BA Admissions Tutor (2016/17)	8139	f.aveledo@reading.ac.uk
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Dr Clare WRIGHT	HumSS 219	Lecturer Chair, Ethics Committee	7044	c.e.m.wright@reading.ac.uk

Administrative Staff

Name	Room	Administrative Responsibilities	Ext.	Email
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Amanda HORN	HumSS 214	MA Administrator Secretary, MA Boards of Studies (inc. distance learning)	8512	a.j.horn@reading.ac.uk

Pen Portraits of Academic Staff

Fraibet Aveledo has a BA in Letters from the Universidad Católica Andrés Bello (Venezuela). She also has an M.Phil. in Linguistics from Universidad Central de Venezuela and an MA in Language Acquisition from Essex University (UK). She holds a PhD (Newcastle University, Newcastle-upon-Tyne) in Linguistics in the area of Child Language Development and Bilingualism. Since 2002 Fraibet has taught Writing Skills, General Linguistics, Language Acquisition and Psycholinguistics in Universidad Central de Venezuela and Universidad Simon Bolívar (Caracas, Venezuela) to undergraduate and graduate students. She also worked for three years in the Corpus-based Research Group at the ESRC Centre for Research on Bilingualism Theory and Practice at Bangor University (Wales). Fraibet main research interests are Language Development, Second Language Acquisition, and Bilingualism, especially, the acquisition of grammar and semantics and its relation with non-linguistic cognition. Currently, Fraibet is involved in the teaching of undergraduate and MA courses in English Language in Use, Child Language Development, Language and the Mind and Foundations of Language Study.

Clare Furneaux graduated in English and History from the University of Bristol and did postgraduate studies at the universities of Manchester and Reading. Her doctorate on academic literacy is from the Institute of Education, University of London. She taught English as a Foreign Language in Malaysia, Nepal, China, Japan and Jordan. Her current professional interests include: literacy, especially developing writing skills; study skills; teaching and learning English as a foreign/second language; and teaching young learners. Outside the Department, Clare is one of the University's five Teaching and Learning Deans.

Sylvia Jaworska completed an MA in Germanic Philology and Applied Linguistics at the University of Gdansk (Poland) and the University of Siegen (Germany). She holds a PhD in Applied Linguistics from Aston University (Birmingham). She is also a visiting lecturer in the Department of English Language and Linguistics at Rhodes University in South Africa. Sylvia's main research interest is in the area of Corpus Linguistics and Discourse Analysis. She combines corpus and computational methods with discourse-analytical techniques to study language use and linguistic practices in a variety of social and professional contexts including (new) media, education, business and advertising. Sylvia is also interested in the application of Corpus Linguistics to research in Second Language Acquisition, Language Pedagogy and Academic Discourse including languages such as English, German and Polish.

Rodney Jones is Professor of Sociolinguistics. He holds a PhD in Linguistics from Macquarie University, an MA in Teaching English as a Second Language from City University of Hong Kong, and an MFA (Master of Fine Arts) in Creative Writing from the University of Arkansas. For the past twenty years he has worked in the English Department of City University of Hong Kong, where he served as Head of Department from 2012 to 2014. His research interests include language and new media, health communication, language and sexuality, and creativity and language teaching. For the past two decades he has worked with Ron Scollon and other colleagues in developing an approach to discourse known as Mediated Discourse Analysis, the principles of which are outlined in his book with Sigrid Norris, Discourse in Action: Introducing Mediated Discourse Analysis (Routledge, 2005). He has authored and edited twelve books and published more than fifty journal articles and book chapters. Among his most recent books are Discourse Analysis: A Resources Book for

Students (Routledge, 2012), Understanding Digital Literacies (with Christoph Hafner) (Routledge, 2012), Health and Risk Communication: An Applied Linguistic Perspective (Routledge, 2013), and The Routledge Handbook of Language and Creativity (Routledge, 2015). His new book, Spoken Discourse, will be published by Bloomsbury in 2016.

Jacqueline Laws is Associate Professor of Linguistics and Director of the PhD and MRes programmes in Applied Linguistics. She holds a PhD in Psycholinguistics (London), an MA in Linguistics (Reading), a BSc (Hons) in Psychology (CNAA) and a BA (Hons) in Italian (London). She taught EFL in Italy for 5 years and conducted 5 years' postdoctoral research at Guy's Hospital. She was a Research Fellow at the University of London for 12 years whilst working in the IT industry as an Applied Cognitive Psychologist. Jacqueline has taught Syntax and First Language Acquisition, and currently teaches English Grammar at all undergraduate levels and Research Methods on the PhD and MRes programmes. Her research interests include construction grammar, cognitive linguistics, corpus linguistics and motion event cognition in English, Mandarin and Italian, and the acquisition of derivational morphology in children with normally developing language.

Noor Mat Nayan is a Teaching Fellow in the department. She holds a B.Ed (Hons) in TESL (1994) from the University of Malaya, Malaysia and an M.Ed (Hons) in TESOL (1999) from the University of Wollongong, Australia. She completed her PhD in Applied Linguistics at Reading University in 2012. Her PhD thesis examined the prosodic features of Malay Speakers of English from a World Englishes paradigm. Before joining the University of Reading, Noor was a tutor and lecturer at the University of Malaya and Universiti Utara Malaysia, Malaysia and taught English Language Teaching courses as well as ESP and English proficiency courses at undergraduate level. She has also taught postgraduate students in courses such as Modern English Linguistics and Phonetics and Phonology. Her research interests include: English phonology, Malay English and intonation, World Englishes and academic writing. Currently, she is teaching Techniques and Skills for Applied Linguistics and Core Issues in English Language teaching for undergraduates, and English Phonology for the masters programme.

Jane Setter is Professor of Phonetics and Departmental Director of Teaching and Learning. She has a PhD in Phonetics from the University of Reading, and has taught at the University of Leeds, London City University, University College London and the Hong Kong Polytechnic University, where she was an Assistant Professor for 6 years. Her research interests include English phonetics and phonology, intelligibility in World Englishes (particularly Hong Kong English), interlanguage phonology, and speech prosody in atypical populations. Jane teaches English Phonology, English in the World, and also the foundation phonetics and phonology modules on the undergraduate and postgraduate degrees. She is co-author of *Hong Kong English* (Edinburgh University Press 2010), co-editor of the 18th Edition of Daniel Jones' *English Pronouncing Dictionary* (Cambridge University Press 2012), makes regular television and radio appearances, and also teaches on the UCL Summer Course in English Phonetics in August each year.

Parvaneh Tavakoli is Associate Professor in Applied Linguistics and a Fellow of Higher Education Academy. Parvaneh completed a PhD in Applied Linguistics at King's College London in 2004. Her career started with teaching English as a Foreign Language in language schools in Iran in 1991 and she then moved to a university context to teach ESP and EAP. Since 1998, she has been teaching at under-graduate and post-graduate levels both in Iran

and in the UK. Before joining the University of Reading, she taught at West London College, King's College, London and the London Metropolitan University. Some of the modules she has recently taught are Linguistics and Language Teaching, Language Testing & Assessment, Second Language Acquisition, and Research Methods. Her main research interests include second language acquisition, task-based language teaching, learning and assessment, and the impact of globalization on higher education.

Christiana Themistocleous completed her PhD in Linguistics in 2009, at the University of Manchester. Christiana also holds an MA in Linguistics from the University of Manchester (2003) and a BA (Hons) in English Language and French from Anglia Ruskin University, in Cambridge (2002). In 2014, Christiana became a Fellow of the Higher Education Academy by successfully completing the Postgraduate Certificate in Academic Practice, at the University of Reading. Before joining the University of Reading, Christiana worked as a Lecturer at the University of Manchester, where she taught courses in Sociolinguistics, both at undergraduate and postgraduate levels. Previously, Christiana was awarded an assistantship in the Comenius Programme (funded by the British Council and the European Commission), to work as an English Language Teaching Assistant, in Seville, Spain. Christiana's main teaching and research interests fall within the area of Sociolinguistics and include societal multilingualism, language and new media, discourse analysis, and sociolinguistics of writing.

Clare Wright's first degree was an MA in History at Cambridge, which led to a varied career in politics and marketing until retraining in TESOL in 1997. She taught EAP at Brunel, Durham and Newcastle Universities before gaining an MA in Linguistics and a PhD in Second Language Acquisition at Newcastle; her ESRC-funded doctoral studies focused on the role of working memory in language learning. She combines teaching various undergraduate and postgraduate modules with research through Reading's new Centre for Literacy and Multilingualism, and acts as Departmental Director of Research, promoting research opportunities for students at all levels. Clare's research areas are Second Language Acquisition, including L2 English and L2 Mandarin; Study Abroad effects on L2 oral proficiency; Psycholinguistics, especially working memory; Internationalization; and Digital Learning within Higher Education. Clare's research areas are Second Language Acquisition, including L2 English and L2 Mandarin; Study Abroad effects on L2 oral proficiency; Psycholinguistics, especially working memory; Task-based teaching and learning. Clare also acts as Director of Bilingualism Matters at Reading (http://www.bilingualism-matters-reading.com/), a University-supported organisation of researchers providing advice on the advantages of bilingualism to anyone involved with raising and educating bilingual and multilingual children.

Professional organisations

For most students of linguistics, the Linguistics Association of Great Britain (LAGB) and the British Association of Applied Linguistics (BAAL) are the main professional bodies concerned with the field in the UK [www.lagb.org; www.baal.org.uk]. They are affiliated to corresponding organisations in a number of other countries. Their primary roles are to promote the activities of the academic community by organising regular conferences and sponsoring publications including a 'house' journal in which academic articles are published. There are also various international associations dedicated to specialist areas: for example, the International Phonetics Association (IPA); the International Association of Teachers of English as a Foreign Language (IATEFL), the International Association for World Englishes (IAWE); the International Language Testers Association (ILTA), the International Clinical Phonetics & Linguistics Association (ICPLA), the United Kingdom Reading Association, the International Gender and Language Association (IGALA); Teachers of English to Speakers of Other Languages (TESOL); European Second Language Association (EuroSLA). There are also smaller national associations devoted to general linguistics such as The Philological Society. Many of these associations run conferences and meetings and have their own journals.

SECTION E: QR CODES FOR WEBLINKS

Scan these codes using your smartphone to jump directly to the websites given in this handbook. You may need to download an app.

The University calendar

Programme specifications

Module descriptions

The Study Support Team

The Disability Advisory Service

Online content for the Publication Manual of the American Psychological Association (APA)

SECTION F: SKILLS DEVELOPMENT AND CAREERS ADVICE

The Careers Placement and Experience Centre (CPEC)

The centre is situated on the first floor of the Carrington Building, between the Palmer Building and the Students' Union. During term time it is open Monday, Tuesday and Thursday from 9.00 am to 5.00pm; Wednesday 10.00 am to 5.00 pm; and Friday 9.00 am to 4.30 pm. During vacations the centre is normally open from 10.00 am to 4.00 pm each day.

The CPEC offers a variety of services including help with gaining work experience, improvement of employability skills, a job shop for part-time or vacation work, graduate recruitment information and careers fairs.
(Tel: 0118 378 8359; Email: careers@reading.ac.uk. Further information can be obtain on the CPEC webpages website at www.reading.ac.uk/careers.

The Red Award

The Reading Experience and Development (RED) Award is a University scheme that rewards students for undertaking extracurricular activities and helps students to develop employability skills and personal attributes. You can choose to take part in a wide range of activities, including volunteering, work experience and paid work as well as taking part in training and development sessions that really help you to stand out from the crowd. Further information is available on the website at www.reading.ac.uk/redaward.

The Reading Internship Scheme

This is open to all University of Reading students and finalists for up to 6 months after graduation. The placements are usually in smaller to medium-sized companies based in the Thames Valley region.
Further information is available on the website at www.reading.ac.uk/careers/RIS

Professional Track

Available alongside your degree, the Professional Track will enhance your CV, widen your career networks, increase your professional confidence and offer you the chance to undertake a range of certified, vocational training courses whilst you are with us.
For more information, or to talk about how this might work for you, go to http://www.reading.ac.uk/english-literature/Undergraduate/professional-track or contact Dr Becker on l.m.becker@reading.ac.uk

Reading University Students' Union

RUSU is student-led, and here to support you! We want to make your experience the best it can be whilst you're at University. We run a number of commercial ventures, which you'll see as our 3sixty Nightclub, Mojo's bar, Café Mondial and Campus Central shop. As a

charity, any profits raised are used to finance the wider work we do for you, such as running extra-curricular activities. RUSU is an essential voice for students within the University of Reading, and campaigns on your behalf.

How is RUSU Student-Led?

RUSU is led by five full-time Student Officers who are voted into office by an annual online election. Undertaking this role after graduating or taking a sabbatical year during their degree, the Student Officers listen to the views of the thousands of students on campus. The student officers represent the student voice on campus, locally and nationally and are vital in representing your views.
This year, we are your elected student representatives:

President – **Oli Ratcliffe**
Education Officer – **Niall Hamilton**
Community and Development Officer – **Ben Cooper**
Welfare Officer – **Nina Hager**
Student Engagement & Communication Officer – **James Hart**

Visit www.rusu.co.uk/representation/studentofficerteam2015 to find out more about us, and how to get in touch with us.

As well as Full Time Officers, there is an elected team of 8 Part-time Officers. The Part-time Officers represent liberation and representation groups of students within the University community.

Course and Faculty Reps are also key in the student representative structure. Course and Faculty Reps proactively seek out, identify and promote the views of students. They represent your views at School level and Faculty level.
Visit www.rusu.co.uk/coursereps to find out more about Course Reps, and how to get involved.
Visit www.rusu.co.uk/facultyreps to find out more, or to contact your Faculty Reps.

What can RUSU do for me?
Change It!
RUSU organises and supports campaigns that have been put forward by students. Campaigns aim to raise awareness and ultimately make change amongst the student community on issues that affect you on campus, in the community and on a national level. If you want to get involved in campaigns email changeit@rusu.co.uk or visit the ARC Centre (Advice, Representation and Campaigns Centre) and ask to speak to the Campaigns Coordinator.

Using Change It is a great way to direct your union so get involved!

How does RUSU support students?

RUSU Advice Service
Need some housing, money or academic advice? The RUSU advice team offer free, impartial and expert advice helping students with a wide range of issues, from financial, to academic. The advice team are based in the ARC in the RUSU building or go to www.rusu.co.uk/advice to find out how to get in touch.

RUSU Student Lettings
The RUSU Student Lettings is managed by RUSU. It advertises local properties available for students to rent. RUSU Student Lettings does not pass any administration costs to students and is committed to only marketing properties owned by responsible landlords, who offer good quality accommodation. To search for properties online visit www.rusulettings.com or pop into RUSU Student Lettings, located in the RUSU building.

RUSU Nursery Service
There are many student parents with young children. RUSU provides an excellent nursery facility, Little Learners Nursery, for children aged 3 months to school age. If you're a parent and have children here at Reading, you can apply for a place by visiting www.rusu.co.uk/nursery for more information.

How can RUSU enhance your student experience?

Societies & Sports
RUSU offers students the opportunity to become a member of a society, with over 100 there is plenty to choose from. If there isn't one for you, you can set one up! Joining a society can be a great way for you to meet other students, develop your interests and hobbies and meet other students. You can find out about RUSU societies by going to www.rusu.co.uk/activities.

RUSU also supports the running of student sports clubs on campus. Many of our sports clubs compete on a national level in the BUCS League, but all clubs offer opportunities for those from all levels of experience. There are over 50 different sports to choose from. Many sports clubs even take part in Varsity, an all-sport event which runs every year competing solely against one other University. This is a great opportunity to demonstrate our sporting talent, but also to show support for your University. Go to www.rusu.co.uk/studentactivities and find out how to get involved.

Volunteering
Volunteering is a fantastic way to not only give back to the community, but develop your skills, meet new people and improve your career prospects! You can find out more about the huge range of volunteering opportunities by visiting www.rusu.co.uk/volunteering.

For more information...

Visit our website at www.rusu.co.uk for more information or follow us on Twitter @RUSUtweets.

You can also drop by and visit us in the RUSU building located on