



Course Handbook

BA (hons) English Language and Linguistics 2019/20

Course Leader: Pauline Harries

School of Humanities and Social Sciences



Please read this Handbook in conjunction with the University's Student Handbook.

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COURSE SUBJECT TO CHANGE

This course is subject to formal course review and reapproval by the University during 2018/19 as part of its normal cycle of regular review (a process called Periodic Review). Course information and programme specifications are updated and reviewed as part of this process and course structure and content may be changed to enable the University to deliver a better quality of educational experience to students. This can be in response to various factors including: student feedback; annual reports from external examiners; feedback from the sector or industry advisors or as part of the regular review process by course teams.

This process may well result in changes to the structure and content of the current course as outlined in this Handbook. Any changes made as a result of the process will be immediately included in the course documentation and all students holding current offers will be provided with revised versions prior to the commencement of their programme. If you are not satisfied with the changes, you will be offered the opportunity to withdraw from the programme and, if required, reasonable support to transfer to another provider. The expected timetable for completion of this reapproval process is August 2019.

*subject to reapproval

Contents

1. Welcome to the course	3
1.1 Rationale, aims and learning outcomes of the course.....	3
1.2 Course Team.....	5
1.3 Expertise of staff.....	5
1.4 Academic Advisor.....	8
1.5 Administration details.....	8
1.6 Communication.....	8
1.7 External Examiner	9
2. Structure of the course	9
2.1 Overall structure	9
2.2 Modules available	12
2.3 Course requirements	12
2.4 Progression Information.....	13
2.5 Study Time	13
2.5.1 Weekly timetable	13
2.5.2 Expected hours of study	13
2.5.3 Attendance Requirements.....	14
3. Approaches to teaching and learning	14
3.1 Learning and teaching methods.....	14
3.2 Study skills	14
3.3 Learning resources.....	15
3.3.1 Learning Information Services (LIS)	15
3.3.2 Electronic Resources	15
3.4 Personal development planning.....	15
3.5 Preparing for your career.....	15
4. Student Support	16
4.1 Academic Advisors	17
4.2 Students with disabilities.....	17
4.3 Students' Union One Stop Shop	17
5. Assessment	17
5.1 Assessment Strategy.....	17
5.2 Notification of assignments and examination arrangements	17
5.3 Referencing	18
5.4 Confidential material.....	20
5.5 Cheating, plagiarism, collusion or re-presentation	21
6. Classification of Awards	21
7. Student Feedback	21
7.1 Student Staff Liaison Committee meetings (SSLCs).....	22
8. Appendices	23
8.1 Programme Specification(s).....	23

1. Welcome to the course

*Welcome to the study of English Language and Linguistics at the University of Central Lancashire. We hope that you will enjoy your time with us, and benefit from the broad range of expertise represented by our very approachable team of teaching and research staff. Whether your interest is in political discourse, language variation, teaching English to students of other languages (TESOL) or career-focused modules, such as *English in Education* or *Language Pathology and Clinical Linguistics*, it is our hope that you find the programme stimulating and engaging.*

This handbook contains a lot of the information you need to know about your course, your School (Humanities and Social Sciences) and formal university procedures. The handbook is designed to provide information about areas, such as: the structure of your degree, contact details for staff members, conventions for referencing the ideas of others, and where to find additional support or information.

If you have any questions or concerns, you should see your course leader or personal tutor. For the English Language and Linguistics programme, the course leader is Pauline Harries. In the first year of your programme, she will also be your personal tutor and the first port of call, if you experience any difficulties relating to your course or if any external circumstances arise which are impacting on your ability to study.

English Language and Linguistics is just one of the programmes we offer; we also run joint courses in which it is possible to combine English Language with Literature, Creative Writing or a Modern Language, and since many of our modules are shared across programmes, this should offer plenty of scope for interdisciplinary discussion.

Please take time to read through the information presented here and ensure that you retain the handbook as a reference text as you proceed through the various stages of your degree.

1.1 Rationale, aims and learning outcomes of the course



The BA English Language and Linguistics offers the opportunity to acquire subject specific expertise, while honing written and analytic skills which are much sought after by employers. As such, it prepares students for a range of career options, including teaching, speech therapy, business, journalism, editing, and marketing. It is a flexible programme of study which focuses on both the structure and to use of language. The course aims to equip students with the skills to analyse and research written and spoken discourse using a variety of linguistic

frameworks and from a range of perspectives. Equal emphasis is given to studying the componential elements of language structure as to understanding how language, in its social function, can be used to persuade, construct identity and establish power relations. The course encourages an independent, proactive and reflective approach to learning, which develops critical thinking and reasoning skills. Students will learn about the history and diversity of English and the role of language in society, along with a range of theoretical approaches to language. English Language and Linguistics is a broad-ranging discipline which has obvious connections to many other subjects, including psychology, philosophy, literature, history and law. It is our hope that we can inspire you all with our love of the subject, empower you with knowledge, and equip you with an excellent command of English.

The degree programme offers two core pathways: the standard pathway and the TESOL pathway. The TESOL pathway offers the same benefits and flexibility as the standard pathway, but with an option to incorporate specialist core modules in TESOL (Teaching English to Speakers of Other Languages). This pathway enables students to combine theoretical aspects of language study with practical teaching experience, and provides the

opportunity to gain official certification by means of either *Celta* (Cambridge Certificate in English Language Teaching to Adults or *CertTESOL* (Trinity Certificate in Teaching English to Speakers of Other Languages). Whichever pathway you choose, you will be awarded a BA (hons) English Language and Linguistics on successful completion of the programme. The learning outcomes of the degree programme are stated below:

Learning Outcomes:

A. Knowledge and Understanding

- A1. The history and diversity of the English Language
- A2. The structures and functions of English
- A3. Basic concepts and analytical techniques applied in different levels of linguistic analysis
- A4. The role of language in society (including its interrelation with ideology, power and subjectivity and the influence of computer-mediated communication on language and social interaction)
- A5. Different theoretical approaches and models used in addressing issues surrounding language.
- A6. Appropriate terminology in the study of language.
- A7. Particular areas of the study of language as determined by the modules chosen as options.
- A8. To understand a range of theoretical approaches to the study of English Language & Linguistics.

B. Subject-specific skills

- B1. Ability to describe and analyse major formal and functional features of language
- B2. Ability to think critically about the nature of communication.
- B3. Ability to relate the wider context of language use to its manifestation from historical and/or contemporary perspectives.
- B4. Ability to apply the language of scholarly discourse in language study appropriately in written and oral communication.
- B5. Ability to collect relevant data in appropriate form according to the requirements of particular areas of study and with due consideration for ethical issues.

C. Thinking Skills

- C1. Ability to exercise independent thought and judgement while engaging with other opinions, theories and judgements.
- C2. Ability to apply theoretical perspectives and appraise them critically.
- C3. Skills of research including the critical use of sources.
- C4. Skills of critical reasoning and argument.

C5. Ability to collate complex relevant information and derive appropriate conclusions from it.

D. Other skills relevant to employability and personal development

D1. Skills of independent learning: a high level of intellectual autonomy.

D2. Ability to communicate ideas clearly and fluently.

D3. Basic competence in the use of information technology to produce scholarly text and to retrieve information from electronic resources.

D4. Co-operative skills, including the ability to engage in critical debate while showing respect for others.

D5. Ability to manage time and work to deadlines.

D6. Ability to reflect on own learning styles, strengths and weaknesses and identify ways of improving weaknesses and further developing existing strengths.

D.7 Ability to prepare for seeking employment and able to convey skills and knowledge to others.

1.2 Course Team

We are a relatively small team, but we have a reputation for being student-focused, supportive and approachable. We look forward to getting to know you all personally and helping each of you reach your potential. In the chart below, there is a summary of the roles, teaching responsibilities and contact details of each member of staff.

NAME	ROLES AND RESPONSIBILITIES	EMAIL @uclan.ac.uk	ROOM	EXT
And Rosta	Subject Leader & Senior Lecturer	arosta	HA216 LH115	3026
Pauline Harries	Course Leader BA English Language and Linguistics Senior Lecturer	pharries	HA215 LH115	3029
Isabela Fairclough	Senior Lecturer Research Degrees Tutor	ifairclough	HA209 LH114	3677
Daniel Bürkle	Lecturer Coordinator of the <i>Preston Linguistic Circle</i> .	dburkle	HA141 LH114	6404
Dominik Vajn	Lecturer	dvajn	HA141 LH119	3040
Matthew Davies	Lecturer	mdavies6	HA212	5695
Angela Kilpatrick	-Employability Coordinator	ajkilpatrick	HA212 LH119	4512
Nicola Halenko	Course Leader (and point of contact) TESOL	nhalenko	AB140	3007

1.3 Expertise of staff

The linguistics team are all active researchers and have achieved very successful results in the previous two *REF exercises in 2008 and 2014 (International Standing to World Leading). Staff ensure that their teaching is informed by their research expertise. For instance, staff who research English phonology teach modules on English phonology, and

they ensure that the material used is at the forefront of their current thinking on the subject. The staff represent a range of expertise across the discipline of linguistics. Currently, there are staff members engaged in research in the following areas: political argumentation, pragmatics, forensic linguistics, psycholinguistics, the syntax and phonology of English, morphology, corpus linguistics, historical linguistics/ language change, ancient Germanic, educational linguistics, sign language linguistics. Further information related to staff research activity and publications can be found on the staff pages on the school website or in the display cabinet opposite the lecturers' offices

*REF = Research Excellence Framework - this refers to the process by which research is quality-assessed in higher education institutions.

Below each staff member introduces their primary research interests:

Daniel Bürkle

The details of how language is processed in people's minds are the focus of my research. In one recent project I was involved in, we found that small (subphonemic and non-featural) differences in articulation can help listeners to determine very quickly what word they are currently hearing. These results will be [or will have been, depending on publication date – conference is mid-July] presented at the renowned conference for Laboratory Phonology at Cornell University. In a longer, ongoing project, I study the aspects of speech and voice that allow listeners to get a good idea of a speaker's age, and which of these aspects can bias that age perception.

Matthew Davies

My teaching and research interests are related to pragmatics, stylistics, corpus linguistics and academic writing. I have provided editorial assistance to the journal *Corpora: Corpus-based Language Learning, Language Processing and Linguistics* since 2006, more recently as Assistant Editor and Co-Editor (Production). I also work as Editorial Assistant on the *Journal of Historical Pragmatics*.

Isabela Fairclough

My research interests lie in the fields of argumentation theory (informal logic, pragma-dialectics, rhetoric) and critical discourse analysis. Since, historically, the latter (CDA) has tended to ignore the argumentative nature of most political discourse, I have been advocating an 'argumentative turn' in discourse studies, including an argumentative conception of 'framing'. My publications include the book *Political Discourse Analysis* (Routledge 2012), journal articles in *Argumentation, Discourse & Society, Critical Discourse Studies, Journal of Language and Politics*, and chapters in edited volumes and handbooks. I am particularly interested in the critical evaluation and modelling of deliberative and decision-making practice in institutional contexts, and more generally in the analysis of political and media discourse in the context of the post-2008 economic crisis. I have published on various aspects of the crisis, from austerity budgets to higher education tuition fees, and from bankers' bonuses to the 'Big Society'. I am currently involved in two research projects, investigating deliberation and decision-making in energy and climate debates, with a specific focus on the public debate on shale gas exploration (fracking) in the UK.

Pauline Harries

While my research interests extend across a number of subdisciplines of linguistics (language change, contrastive linguistics and educational linguistics), it is in my interest in grammar and syntax that these disparate areas of study cohere to form a united programme of research. My primary research focuses on grammatical and morpho-syntactic change, from both a descriptive and theoretical perspective, in ancient forms of Germanic (Old Norse, Old English, Middle English), as well as modern Insular Scandinavian (Faroese and Icelandic). I also work on the grammaticalisation or syntacticisation of former pragmatic/discourse semantic distinctions. My most recent publication is a co-authored piece (Börjars, Harries and Vincent 2016) called 'Grammaticalisation by growing syntactic structure: the history of North Germanic nominal morphosyntax'. I am currently working on the distribution of reflexive and non-reflexive forms of 3rd person adnominal possessives (the equivalent of English *his/her book*) in Western Old Norse. In particular, I aim to document the exact syntactic contexts of use for reflexive 3rd person possessives and their non-reflexive counterparts, and discern the discourse-semantic significance of the positioning these possessive forms either before or after the noun. From an educational perspective, I am interested in the teaching of grammar from primary school through to higher education and how conditions such as dyslexia affect sentence construction.

Angela Kilpatrick

Initially, I was employed at UCLan as a Research Assistant and was responsible for researching embedding employability into a core curriculum and developing the ELSIE (English Language Skills Initiative for Employability) scheme. During this time, I published on embedding employability into a core curriculum and graduate development, and was invited as a guest speaker by the Subject Centre for Languages, Linguistics and Area Studies to present at an event on 'Employability and Enterprise in Linguistics and English Language Degrees'. As an Associate Lecturer in Linguistics, my research now focuses on graduate development, academic writing and educational linguistics. Presently, I am working on a research project examining how grammar and writing skills are taught at key stage 2 and the efficacy of the Spelling, Grammar and Punctuation Test for improving pupils' writing skills.

And Rosta

My main research interests are in contemporary English, both the syntax half and the phonology half. (In Saussurean terms, I'm interested in the English *tongue* rather than in English *usage*.) All dialects of contemporary English are of equal interest to me, these circumstances have led me to have had more acquaintance with dialects of the North West of England than elsewhere; my research is not into variation per se, but dialect variation provides us with endless opportunity to delight reverently in what Gerard Manley Hopkins calls 'pied beauty'. To understand the object of my research, imagine English as a machine within a black box, that translates between ideas and audible sound: my research looks at the substance of every possible sentence – looks at which ideas (sentence meanings) correspond to which sounds (sentence sounds) – and then tries to reverse-engineer the black box, puzzling out what rules the machine must consist of in order to yield those meaning–sound correspondences that define the set of all possible English sentences. This, when not restricted to English, has pretty much been the core research programme for linguistics for the past century. Within contemporary linguistics, the research programme I pursue is defined by two main factors. (I) Parochialism: the null hypothesis must be that every language is sui generis; only by analysing each language in isolation from others can we establish the extent to which a theory of language (as opposed to a theory of a particular language) is required to account for commonalities among languages. The null hypothesis has yet to be disproved or shown to be untenable; therefore my work on English takes

account only of English. (II) Nonmentalism and cognitivism: language is not *inherently* mental; it is extricable from the human mind; computers will be able to know and use human languages. Therefore, the study of a language can be entirely abstracted from the question of how it is represented and processed in the human mind or brain. A language is in essence a platonic object. But human cognition remains crucial to human language in view of the fact that humans learn languages; human languages must be sufficiently simple that all normal prepubescent humans are able to learn them perfectly on the basis of nothing more than quotidian exposure to people speaking; and a successful theory of a language will be one that reveals the language's fundamental simplicity.

I've an additional interest in the largely unrelated question of how, and whether, it is possible to invent a human-usable language that does more successfully than natural languages the job that natural languages do: is it possible to create a 'bionic language'?

Dominik Vajn

My research interests lie in applying linguistics to practical issues, namely: authorship, plagiarism and copyright disputes, forensic linguistics, social influences of media, discourse construction of meaning and identities, and specialised language use. Before joining UCLan, I worked as a research assistant on an ESRC funded project *Investigating interdisciplinary research discourse: the case of Global Environmental Change (IDRD)* at the University of Birmingham. My current research focuses on the detection of plagiarism and authorship of translations.

1.4 Academic Advisor

You will be assigned an Academic Advisor who will provide additional academic support during the year. They will be the first point of call for many of the questions that you might have during the year. Your Academic Advisor will be able to help you with personal development, including developing skills in self-awareness, reflection and action planning.



1.5 Administration details

Course Administration Service provides academic administration support for students and staff and are located in the following hubs which open from 8.45am until 5.15pm Monday to Thursday and until 4.00pm on Fridays. The hub can provide general assistance and advice regarding specific processes such as extenuating circumstances, extensions and appeals.

Harris Building

Lancashire Law School
Humanities and the Social Sciences
Centre for Excellence in Learning and Teaching
telephone: 01772 891996/891997
email: HarrisHub@uclan.ac.uk



1.6 Communication

The University expects you to use your UCLan email address and check regularly for messages from staff. If you send us email messages from other addresses they risk being filtered out as potential spam and discarded unread.

Most communication is done via e-mail by the Language and Linguistics team. Please use this system to arrange a tutorial appointment with particular staff members. You may also leave a message for staff at the School Hub. Each week tutors hold office hours, which are advertised on their office doors, within module handbooks and on their module blackboard spaces (office hours are designated time-slots for student appointments). Time-slots outside

the designated office hours are usually available by individual negotiation and arrangement with the tutor. Unless otherwise stated, it is best to arrange a meeting, rather than to assume availability and simply call in. Tutors have teaching, research and administrative duties, alongside office hours, and the time allotted to each needs to be carefully managed. On week days, tutors work hard to ensure a speedy response to each e-mail query. During very busy periods, initial contact from a tutor may simply be in the form of an acknowledgement of the receipt of the e-mail, with a promissory note to respond more fully at a later time.

It is important that you register a valid phone number on the university system. There are times in the academic calendar, after teaching finishes, when students are less attentive to e-mail. Should the Course Leader or the Office Staff need to contact you quickly during these times to discuss your academic profile, a phone number is usually the most effective way of making contact.

1.7 External Examiner

The University has appointed an External Examiner to your course who helps to ensure that the standards of your course are comparable to those provided at other higher education institutions in the UK. The name of the External Examiner for your course, along with details of their position and home institution can be found below. If you wish to make contact with an External Examiner, you should do this through your Course Leader and not directly. External Examiner reports will be made available to you electronically. The School will also send a sample of student coursework to the external examiner(s) for external moderation purposes, once it has been marked and internally moderated by the course tutors. The sample will include work from across the range, i.e. the highest, middle and lowest graded piece of work, so that the examiner can verify that grades have been awarded fairly and consistently.

NAME	POSITION	INSTITUTION
Dr Michael Farrelly	Lecturer in English Language	University of Hull



2. Structure of the course

2.1 Overall structure

To achieve the award of BA English Language and Linguistics, students need to acquire a total of 360 credits of the requisite modules across the three years of study.

Full-time students will complete a total of 120 credits a year. Standardly, this will take the form of 6 x 20 credit modules. The dissertation is a double (40 credit) module. The full-time route takes three years to complete.

Part-time students will typically complete 60 credits a year. Standardly, this will take the form of 3 x 20 credit modules. The dissertation is a double (40 credit) module. The part-time route takes 6 years to complete.

The following charts provide a summary of the structure and progression routes for each programme.

BA English Language and Linguistics (Standard Pathway)

Year	Compulsory	Options
Year 1	<p>Five Compulsory</p> <p>LG1200 English Language Skills Initiative for Employability (ELSIE) (20 credits)</p> <p>LG1220 Introduction to English Syntax and Phonology (20 credits) [must be passed]</p> <p>LG1102 From Sound to Meaning (20 credits)</p> <p>LG1103 Language Variation in Society (20 credits)</p> <p>LG1104 Analysing Texts (20 credits)</p>	<p>One Optional</p> <p>Free choice elective (see *a) (20 credits)</p>
Year 2	<p>One Compulsory</p> <p>LG2200 Academic Writing and Graduate Development. (20 credits)</p>	<p>Five Optional</p> <p>Indicative Module Choices (see*b): (4) x 20 credit modules or equivalent). LG2103 Sociolinguistics LG2104 Semantics and Pragmatics LG2112 Framing the News LG2116 English Morphology LG2117 Language, Mind and Brain LG2118 Language and Literature LG2206 History of English LG2210 Corpus Linguistics LG2220 English Accents and Dialects LG2222 Foundations of English Grammar LG2983 Student-Initiated Module</p> <p><i>1 free choice elective (20credits) either from the choices above or from the Electives' Catalogue.</i></p>
Year 3	<p>One Compulsory (double)</p> <p>LG3992 Dissertation (40 credits)</p>	<p>Four Optional</p> <p>Indicative Module Choices*(b) : (4 x 20 credit modules or equivalent) LG3236 English in Education LG3104 Advanced Pragmatics LG3112 Language and Power LG3113 Forensic Linguistics LG3114 Discourse and Argumentation LG3223 Contrastive Linguistics LG3220 English Phonology LG3222 English Syntax LG3117 Clinical Linguistics and Language Pathology LG3983 Student-Initiated Module</p>

BA English Language and Linguistics (TESOL pathway)

Year	Compulsory	Options
Year 1	<p>Five Compulsory</p> <p>LG1200 English Language Skills Initiative for Employability (ELSIE) (20 credits)</p> <p>LG1220 Introduction to English Syntax and Phonology (20 credits) [must be passed]</p> <p>LG1102 From Sound to Meaning (20 credits)</p> <p>EF1600 TESOL core 1a (20 credits)</p> <p>EF 1650 TESOL core 1b (20 credits)</p>	<p>One Optional</p> <p>Free Choice Elective*(a) (20 credits)</p>
Year 2	<p>Three Compulsory</p> <p>LG2200 Academic Writing and Graduate Development. (20 credits)</p> <p>EF2600 TESOL core 2a: Teaching Practice (20 credits)</p> <p>EF 2650 TESOL core 2b Teaching Skills (20 credits)</p>	<p>Three Optional</p> <p>Indicative Module Choices* (b): (3 x 20 credit modules or equivalent)</p> <p>LG2103 Sociolinguistics LG2104 Semantics and Pragmatics LG2112 Framing the News LG2116 English Morphology LG2117 Language, Mind and Brain LG2118 Language and Literature LG2206 History of English LG2210 Corpus Linguistics LG2220 English Accents and Dialects LG2222 Foundations of English Grammar LG2983 Student-Initiated Module EF2216 ESOL and World Englishes EF2620 Project Planning and Research Methods in Language Teaching</p> <p><i>Or 2 of the above and 1 free choice Elective from the electives' catalogue.</i></p>
Year 3	<p>40 credits Compulsory</p> <p>Either</p> <p>LG3992 Dissertation English Language and Linguistics (40 credits)</p> <p>Or Both</p> <p>EF3650 TESOL core 3: Theories and practice in TESOL (20 credits)</p> <p>AND EITHER</p> <p>ML3995 TESOL Double Dissertation (40 credits)</p> <p>Or</p> <p>ML3990 TESOL Single Dissertation (20 credits)</p>	<p>Four Optional</p> <p>Indicative Module Choices* (b): 4 x 20 credit modules</p> <p>LG3104 Advanced Pragmatics LG3112 Language and Power LG3113 Forensic Linguistics LG3114 Discourse and Argumentation LG3220 English Phonology LG3222 English Syntax LG3223 Contrastive Linguistics LG3236 English in Education LG3983 Student-Initiated Module EF3620 Assessment and Testing for TESOL EF3670 Teaching English for Academic purposes EF3680 Current Issues in TESOL EF3002 Work Experience in TESOL: Reflecting, Real Life and the Road Ahead ML3999 Student-initiated Module</p>

*(a) A free-choice elective is a module choice from outside the programme of study (psychology, sociology, law...) which is selected from the electives' catalogue, which is published in September of each academic year.

*(b) These are the language and linguistics modules currently available as optional choices at years 2 and 3. It is possible that new modules will be made available to add to, or occasionally to replace, currently advertised modules. This information will be made available during progression (the period in the academic calendar when we select module choices for the following academic year)

2.2 Modules available

Each module is a self-contained block of learning with defined aims, learning outcomes and assessment. A standard module is worth 20 credits. It equates to the learning activity expected from one sixth of a full-time undergraduate year. Modules may be developed as half or double modules with credit allocated up to a maximum of 120 credits per module.

As indicated above, students choose only 1 of their six modules in their first undergraduate year. Completing a compulsory suite of modules in year 1 enables students to gain the requisite knowledge and skill across a broad range of sub-disciplines of Language and Linguistics, and provides them with a toolkit of analytical skills which can be applied in years 2 and 3. In the second and third year, the emphasis is on choice. Students can choose to specialise in a particular area of linguistics (all modules linked to discourse and communication) or choose the modules which best suit their chosen career path.

In English Language the choice modules currently on offer are: LG1105 Language, Gender and Identity, LG2103 Sociolinguistics LG2104 Semantics and Pragmatics, LG2112 Framing the News, LG2117 Language, Mind and Brain, , LG2206 History of English, LG2210 Corpus-based Language Analysis, LG2220 English Accents and Dialects, LG2222 Foundations of English Grammar, LG3236 English in Education, LG3112 Language and Power, LG3113 Forensic Linguistics , LG3114 Discourse and Argumentation, LG3223 Contrastive Linguistics, LG3220 English Phonology, LG3222 English Syntax, LG3117 Clinical Linguistics and Language Pathology

The TESOL modules currently offered are EF2216 ESOL and World Englishes, EF2620 Project Planning and Research Methods in Language Teaching, EF3620 Testing and Assessment in TESOL, EF3670 Teaching English for Academic purposes, EF3002 Work Experience in TESOL: Reflecting, Real Life and the Road Ahead.

Due to unforeseen changes in staffing or due to sabbatical leave for research, there may be occasion when some modules advertised may not run. We do all that we can to minimize cancellation of modules and to ensure that there is always a stimulating range of modules to choose from.

In your first and second year you can also take an elective from our catalogue of choices: please refer to the Free Choice [Electives Catalogue](#)



2.3 Course requirements

In order to qualify for a BA Honours in English Language and Linguistics, you need to pass all compulsory and choice modules by achieving a minimum of 40%. As indicated in the summary chart at 2.1, you need, in your first year, to complete six modules: these are LG1200 ELSIE, LG1220 Introduction to English Syntax and Phonology, LG1102 From Sound to Meaning, LG1103 Language Variation in Society and LG1104

Analysing texts, as well as a choice or elective module. It should be noted that LG1220 Introduction to English Syntax and Phonology is a core to the programme, so while it may be possible for an exam board to condone a near pass in some modules, this will not be possible for this particular module. Over the course of year 2 and 3, students must complete and pass a further 240 credits (12 x 20credit modules). This equates to 120 credits or 6 modules a year.

While many modules aggregate grades, meaning that you need to achieve 40% for the module overall, not 40% for each element of assessment, there are some modules which have additional requirements. In such cases, you will not be able to pass the module at 40% on aggregate, but will have to pass each element of assessment, despite having a grade of 40% or above overall. One example of such a module is LG1220 Introduction to English

Syntax and Phonology. Both the syntax and the phonology elements of assessments must be passed at 40%, in order to pass the module overall. Please see the Module Information Pack (MIP) for this module, which can be found on blackboard.

If students incur any failed modules, they will usually be offered reassessment in order to enable them a second opportunity at achieving a pass grade. The second sit/reassessment grade will be capped at 40% under such circumstances. If, by the end of the academic year (August), there are still failed modules on a student profile, then there are a number of possible outcomes. If there is only one module left to pass, this can be 'carried' into the next academic year and does not prohibit progression onto the next stage of the degree. While possible, this is not an ideal outcome, as this increases the workload for the following year. If more than one module remains a fail by the end of the academic year (August), students will need to complete and pass these modules in the following academic year, before they are permitted to progress onto the next stage of the degree.

2.4 Module Registration Options

Discussions about your progression through the course normally take place in February each year. It is an opportunity for you to make plans for your study over the next academic year. The course team will tell you about the various modules / combinations available and you help you decide on the most appropriate (and legal) course of study for you.

Progression is an important event for staff and students, so please make every effort to attend your scheduled sessions. The information collated at progression allows us to plan resources for the next academic year and ensure that you have fully populated timetables each September. Progression is also an opportunity for you to consider strengths and weakness, reflect on your progress so far and consider how your degree will prepare you for future employment. There are opportunities for one-to-one academic progress meetings with your Course Leader both during progression and throughout the year.

2.5 Study Time

2.5.1 Weekly timetable

A timetable will be available once you have enrolled on the programme, through the student portal.

2.5.2 Expected hours of study

A standard 20 credit module is equal to a notional 200 hours of learning. Of this total, you can expect 24-48 hours of in-class contact, with the remainder of the time being allocated to reading, researching and preparing for seminars, group tasks or formal essays and assessment tasks. The number and distribution of the contact hours is dependent on (a) mode of delivery and (b) academic level of the module, and (c) the module content. By mode of delivery, I mean, does the module run in semester 1, semester 2 or across the year? In year 1, all English Language and Linguistics modules are taught across the year for two hours a week. This means you will do six modules across the year for two hours a week (i.e. 12 hours per week in total). Each semester is 12 weeks' long, so if your module is year-long it will be 24 weeks in length for 2 hours a week (hence 48 hours teaching per module in total). In year 2, many modules are semester long, so then you would do 4 hours per week per module across a 12 week semester (hence 48 hours teaching per module in total). The number of hours is also dependent on the academic level of the module (i.e. a year 1, year 2 or year 3 module). As a generalisation, you can expect the most contact hours in year 1, and the fewest in year 3. This is because, you will be expected to develop your ability for independent learning, as you progress through your degree. The number of taught hours per

module is also contingent on subject content. For some disciplines within linguistics, such as phonology and grammar, you may need lots of opportunity for in-class practice; while for a module like History of English, wider reading and independent research may be more important. For year 2 and 3 modules, we advertise both contact hours and timetabling information for each module at progression.



2.5.3 Attendance Requirements

You are required to attend all timetabled learning activities for each module. Notification of illness or exceptional requests for leave of absence must be made to:

The Harris Hub

There is an expectation that students will attend all scheduled classes, unless there is a good reason for not doing so. In language and linguistics, practice of newly acquired skills is vital, and provides essential opportunities for the tutor to feedback on your progress. It should also be noted that poor engagement by some class members impacts negatively on the whole student experience. If students miss lessons and fall behind, or if they come to lesson unprepared, then they cannot contribute meaningfully to class discussions. Many modules on the Language and Linguistics programme have a grade for engagement factored into their assessment processes. Engagement is measured partly by attendance and partly by the completion of preparatory tasks for seminar or for summative assessments. The tutor for each module will spell out their grading policy in their Module Information Packs (MIPs) at the start of a module. The MIPs themselves can be found on the blackboard sites for each module.

3. Approaches to teaching and learning

3.1 Learning and teaching methods

Learning is an active, not a passive, activity. We, therefore, employ a range of teaching approaches which will facilitate active engagement in the learning process and which will hone independent study skills. Alongside interactive lecture sessions, there are student-led seminar sessions, workshop sessions, group research projects, online discussion forums, online seminars and activities. In some instances, it is expected that students complete pre-reading or preparation tasks and it is important that these are completed so that students can make an informed contribution to the session. Lecture/seminar/reading materials can usually be accessed via our online learning space (blackboard) and it is expected that students will ensure that they are up-to-date with module requirements by regularly checking their modules on blackboard.

3.2 Study skills

The development of the academic skills required for study and for a professional career is of central importance to our course. Ensuring that students gain proficiency in writing and verbal communication is vitally important for English language graduates and it is for this reason that the course has an integrated programme of study to enhance writing/language skills. In years 1, students will complete LG1200 *English Language Workshop*, and in year 2, there is LG2200 *Academic Writing and Graduate Development*. Both courses provide detailed information and feedback on punctuation skills, referencing and the development of academic style. The team have also developed a portfolio approach to essay writing to ensure that students receive feedback on their language so that they can improve and correct the work before submission and final grading. Full details of this scheme will be elaborated at the beginning of the course. In addition to this, there are a number of truly excellent centres on campus which focus on the development of academic skills. These include:

WISER <https://www.uclan.ac.uk/students/study/wiser/index.php>

LIS <https://www.uclan.ac.uk/students/study/>



3.3 Learning resources

3.3.1 Learning Information Services (LIS)

The library provides many fantastic resources to help you with your studies at UCLan. We stock thousands of print books, and you can also access many books online. Find both electronic and print books via our [library catalogue](#). To help you find the relevant information to help you with your research, you can use our [Discovery](#) service. Help and support in using all these resources and more will be provided throughout your course with pre-arranged library sessions. Access to all our resources is via our webpages. You will need to sign on with your UCLan university user name and password.

The Subject Librarians for the College of Culture and Creative Industries of which the School of Humanities is a part are currently Andrea Evans (aevans@uclan.ac.uk) and Julie Hitchen (jhitchen@uclan.ac.uk) Extensive [resources](#) are available to support your studies provided by LIS – library and IT staff. Take advantage of the free training sessions designed to enable you to gain all the skills you need for your research and study.

3.3.2 Electronic Resources

For each module you are studying, there will be an accompanying online learning space on blackboard. Blackboard is a vital repository of information about each module. This is where you will find the Module Information Pack about each module, as well as details of assessment, tutor contact details and office hours, and a hyperlinked bibliography. Each week, tutors will ensure that the materials used in class are made available via blackboard for your personal use. Staff may house additional resources and provide links to relevant websites, which may help support your learning; other tutors use the space to administer quizzes and tests or provide ‘answers to exercises’ to aide self-assessment. Blackboard is also the place where completed assignments are submitted for checking and grading.

3.4 Personal development planning

University study is about more than expanding knowledge of your subject area and the acquisition of skills; it is about the development of the whole person and an exploration of their potentialities. We believe that if we are to support students in this journey, it is vital that we know them all individually. We, therefore, place great importance on building a relationship between students and their academic advisor /personal tutor. Our suite of modules which aim to develop academic language skills also incorporate opportunities for reflection and PDP or personal development planning. PDP is about recognising the skills you are developing alongside your studies. In these modules, there will be space to reflect on future careers and aspirations and to consider whether you currently have the requisite skill-set to realise your ambitions. The Year 2 module, LG2200 *Academic Writing and Graduate Development* also provides an opportunity to develop an employability work-based project with the support of dedicated staff who work hard to facilitate a venture which would provide actual experience in an environment most suited to your future career choice. To see some case studies, please go to

http://www.uclan.ac.uk/courses/ba_hons_english_language.php



3.5 Preparing for your career

It is our aim that each student should develop their full potential whilst at university, and that each student should make informed choices which will lead to career success after graduation. With these aims in mind, the course has been designed with employability integrated into it. There are many transferrable skills which can be gained from a degree in English

Language and Linguistics, including the ability to be systematic and rigorous, to provide clarity of argument, to demonstrate independent thinking and leadership skills, and to develop sophisticated analytical skills.

In addition to the generic skills which can be transferred to a work setting, our Year 2 module, LG2200 *Academic Writing and Graduate Development* incorporates an Employability project, which must involve the application of some aspect of linguistic knowledge to a work setting, as well as an opportunity for both feedback on performance and reflection on the experience. Recent projects have included the development of learning resources for aphasic patients in conjunction with the Stroke Association, Teaching Placements in local schools and Writing Copy for particular Charity Organisations. Some students have applied for, and successfully won, university funding for International Projects. One of our former students managed to secure an internship with a music journalism magazine in Nashville, and another was able to accept a placement Teaching English to Students of Other Languages in Thailand.

The most commonly cited career aspirations for our undergraduates are teaching, speech therapy and journalism. In the light of this trend, the team have developed a career-focused suite of modules in order to provide students with opportunities to apply their knowledge of English Language to a work setting. The module *Academic Writing and Graduate Development* is run by a journal editor and proof-reader, and the module itself provides many opportunities for work for our budding journalists with the local press has many years of experience We have a third year applied linguistic module which was designed with budding teachers in mind called *English in Education*. In this module, students have the opportunity to consider various stages in the acquisition and development of language and literacy skills. Students also evaluate recent curricular developments and government initiatives aimed at improving literacy, such as the Phonics Screening Check (PSC) and the Spelling, Grammar and Punctuation (SPaG) test. We have developed a third year applied module for budding speech therapists in mind, which is called Language Pathology and Clinical Linguistics. This module enables students to gain an awareness of the various impairments involving language and consider the most effective teaching methods for such conditions.

- [Careers](#) offer a range of support for you including:-
- career and employability advice and guidance appointments
- support to find work placements, internships, voluntary opportunities, part-time employment and live projects
- workshops, seminars, modules, certificates and events to develop your skills

Daily drop in service available from 09:00-17:00 for CV checks and initial careers information. For more information come along and visit the team (in Foster building near the main entrance) or access our careers and employability resources via the Student Portal.

4. Student Support

The School Office in the Harris Hub (Room HB120) can help with general support and advice.

Your course and module leaders can also offer support and guidance during posted hours and by appointment.



4.1 Academic Advisors

All our students are assigned an academic advisor. Your academic advisor is someone who knows the university and its academic regulations, and the person to whom you can turn for advice.

It may not be appropriate for your academic advisor to deal with some kinds of problems – personal counselling is a job best left to Student Services or the Health Centre - but your advisor should be able to direct you to an appropriate source of advice.

The Student Union is also an invaluable resource, offering counsel on anything from Student Finance to student grievances. The university also has an excellent confidential counselling service. Useful links are provided below:

Students' Counselling Service <https://www.uclan.ac.uk/students/health/counselling/index.php>

Students' Union Advice <http://www.uclan.ac.uk/students/study/partnership/su.php>

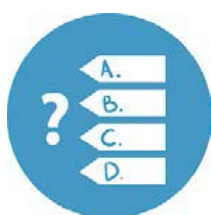
4.2 Students with disabilities

If you have a disability that may affect your studies, please either contact the Disability Advisory Service - disability@uclan.ac.uk - or let one of the course team know as soon as possible. With your agreement, information will be passed on to the Disability Advisory Service. The University will make reasonable adjustments to accommodate your needs and to provide appropriate support for you to complete your study successfully. Where necessary, you will be asked for evidence to help identify appropriate adjustments.

4.3 Students' Union

The Students' Union offers thousands of volunteering opportunities ranging from representative to other leadership roles. We also advertise paid work and employ student staff on a variety of roles. You can find out more information on our website:

<http://www.uclansu.co.uk/>



5. Assessment

5.1 Assessment Strategy

Receiving and responding to feedback on assessments is an essential part of the process of learning and development. It is our aim to maximize the opportunities available to students to receive and respond to feedback, whether this be formal written feedback, responses to your classroom contributions or feedback from peer interaction. All are vital to the learning process. Within linguistics, assessment can be in the form of written essay, reports, practical/textual analyses, reflective logs, group and individual presentations, open-book test, blackboard quizzes. Formal examination is used infrequently and only where most appropriate. As a team, we are committed to a portfolio approach to assessment, which means that there will be opportunities to submit drafts and to gain formative feedback before the submission and grading of the final piece of work. This is especially important as a means of developing academic style and mastering punctuation.

5.2 Notification of assignments and examination arrangements

Assessment details are usually introduced in hardcopy during the first/second session of a module. Tutors will discuss the assessment brief, the essay/assignment options, and a schedule for the submission of the various component elements, as well as marking criteria and style guides, so that students are clear about marker expectations. Full details of assessment, including the assessment brief and details of how and when to submit will also be posted on blackboard. You should ensure you follow all submissions guidelines carefully. For each module you will study, there will be a Module Information Pack, which details (1) the aims and desired learning outcomes of the module, (2) a schedule of taught sessions, (3) assessment details (including deadlines, marking criteria and submission details), (4) bibliographical references/reading list. As a general rule, there will be opportunities for assignment support either in class or via individual tutorial appointments. English Language has a very strict policy on the correct use of punctuation but students will be fully briefed on these requirements as part of the *English Language Skills Initiative for Employability* module (LG1200). Submission of written essays is generally done electronically, via a Turnitin link on the module's blackboard page. Analyses are sometimes hard copy submission, and in such cases, it is important that you retain a copy of the submitted work, for your own purposes. Module Tutors will clarify, if a hardcopy is required.

In the case of modules with formal examinations, students will be notified about exam timetables by your seminar tutors but you should also refer to the exam timetable on the student services pages at:

https://www.uclan.ac.uk/students/study/examinations_and_awards/examinations.php

If you have any questions relating to assessment on a particular module, contact your module tutor in the first instance. You can also consult your Course Leader on any issues linked to assessment.

5.3 Referencing

In English Language and Linguistics, we adopt the Harvard referencing system for bibliographies and to indicate source texts. Students will be provided with a comprehensive overview of the appropriate conventions for referencing in the study skills modules LG1200 *English Language Skills Initiative for Employability* and LG2200 Academic Writing and Graduate Development. The following summary has been provided by the LG1220 ELSIE tutor, Angela Kilpatrick.

Referencing in English Language and Linguistics modules

(a.k.a. The Harvard Style)

Generally, entries in a reference list are presented in the following order (note the formatting and punctuation):

Books: Author surname, initial. (date). *Title*. Place of publication: Publisher.

Journal articles: Author surname, initial. (date). 'Title of article'. *Title of Journal*.
Volume number

(edition): Page numbers.

Some of the more common variations are listed below.

Single-authored book

Archer, D. (2005). *Questions and Answers in the English Courtroom (1640 – 1760)*. Amsterdam: John Benjamins.

Bousfield, D. (2008). *Impoliteness in Interaction*. Amsterdam: John Benjamins.

Wichmann, A. (2000). *Intonation in Text and Discourse*. London: Longman.

Multi-authored book

Jeffries, L., McIntyre, D. and Bousfield, D. (2007). *Stylistics and Social Cognition*. New York: Rodopi.

Xiao, Z. and McEnery, A. (2004). *Aspect in Mandarin Chinese: A corpus-based study*. Amsterdam: John Benjamins.

Chapter in an edited book

Rosta, A. (1995). 'How does this sentence interpret? The semantics of mediopassives in English'. In Aarts, B. and Meyer, C. F. (Eds.) *The Verb in Contemporary English*. Cambridge: Cambridge UP: 123-144.

Siebers, J. (2003). 'Self-Consciousness: A pragmatic process approach'. In Debrock, G. (Ed.) *Process Pragmatism - Essays on a Quiet Philosophical Revolution*. Amsterdam and Boston: Rodopi: 51-69.

Article in a journal

Bousfield, D. (2007). 'Beginnings, middles and ends: a biopsy of the dynamics of impolite exchanges'. *Journal of Pragmatics*, 39 (12): 2185-2216.

Hulse, V. (2005). 'ku-mi-na-qe, a-ku-mi-na "With or without cumin"'. Further Evidence for the Indo-European Nature of the Minoan Language?. *Do-so-mo Fascicula Mycenologica Polona*, 6:12-25.

McEntee-Atalianis, L., Finnis, K. and Gardner-Chloros, P. (2004). 'Language attitudes and use in a transplanted setting: Greek Cypriots in London'. *International Journal of Multilingualism*, 2 (1): 52-80.

Rosta, A. (1996). 'S-dependency'. *UCL Working Papers in Linguistics*, 8: 387-422.

Information from a website

Format

Author surname, initial. (Year). 'Article Title [online]'. Available at: <URL> [Accessed – Day, Month (spelt out), Year].

Example

Li, X. and Crane, N. (1996). 'Bibliographic formats for citing electronic information [online]'. Available at: <<http://www.uvm.edu/~ncrane/estyles/>> [Accessed 10th August 1998]

N.B. Most journal articles available online are also available in print format. They should therefore be referenced as for print articles (above).

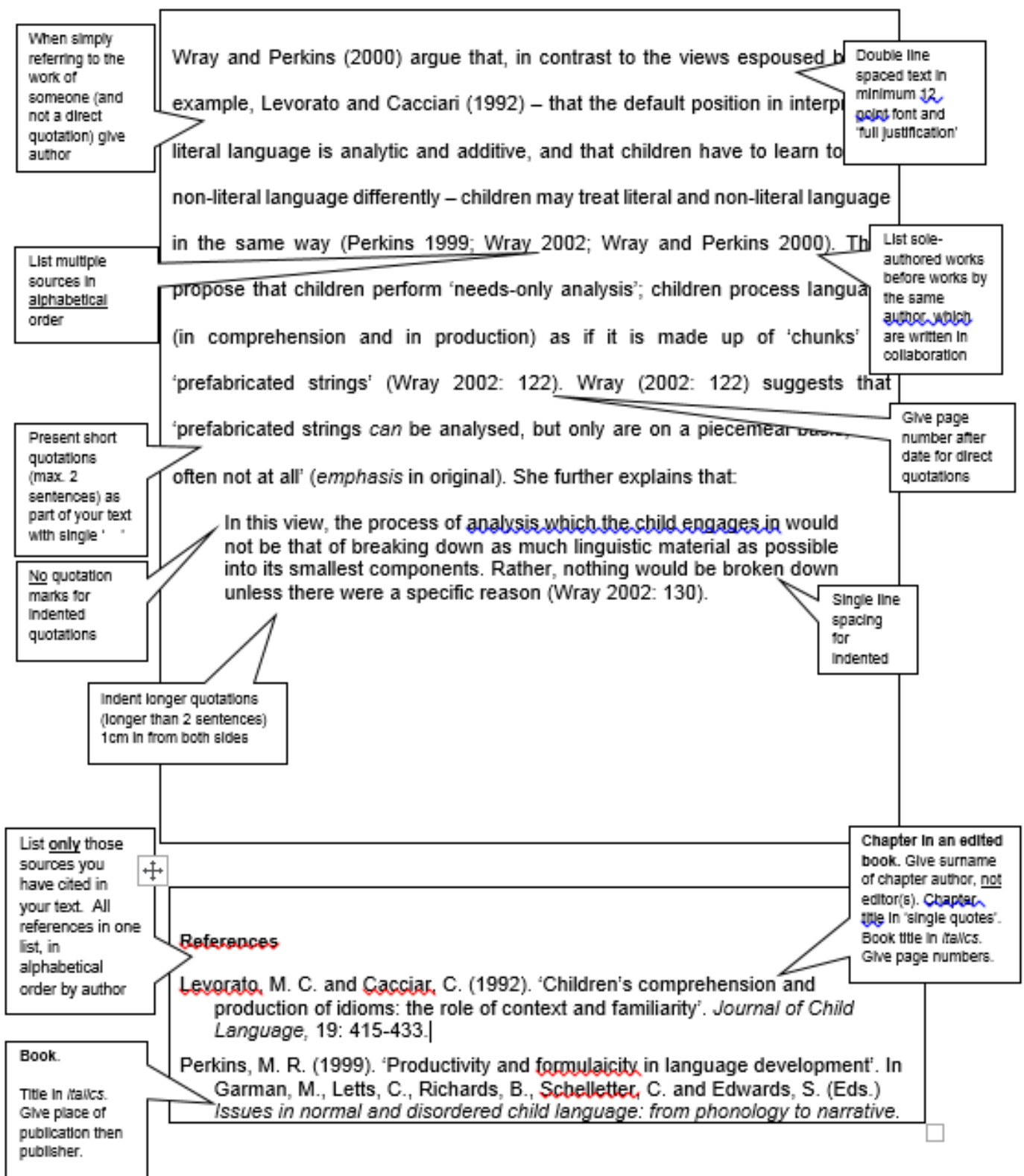
NOTE: Any online sources you use should be printed out and filed, so that you have a record of the information in case the pages are subsequently updated, deleted or moved.

Film, television programme or radio broadcast

John, Gus (2006). Interview. *Thinking Allowed*. BBC Radio 4. 10 May 2006.

(= an interview with Gus John on the radio programme 'Thinking Allowed').

Overleaf, there is a sample page for referencing in Harvard style.



5.4 Confidential material

There may be assessments that require you to access confidential information during the course, especially on the dissertation module, where you are required to gather original data. If you want to conduct research in schools, with small children, with vulnerable adults or aphasic patients, to name but a few possibilities, you should bear in mind all ethical and legal responsibilities to respect confidentiality and maintain the anonymity of individuals and organisations. All dissertation students complete ethical approval with their dissertation supervisor as a matter of course.

5.5 Cheating, plagiarism, collusion or re-presentation

Please refer to the information included in section 6.6 of the University Student Handbook for full definitions. The University uses an online Assessment Tool called Turnitin. A pseudo-Turnitin assignment will be set up using the module space on Blackboard to allow students to check as many drafts as the system allows before their final submission to the 'official' Turnitin assignment. Students are required to self-submit their own assignment on Turnitin and will be given access to the Originality Reports arising from each submission. In operating Turnitin, Schools must take steps to ensure that the University's requirement for all summative assessment to be marked anonymously is not undermined and therefore Turnitin reports should either be anonymised or considered separately from marking. Turnitin may also be used to assist with plagiarism detection and collusion, where there is suspicion about individual piece(s) of work.

Further guidance on the academic conventions of referencing is integrated into our academic language skills' modules LG1200 *English Language Skills Initiative for Employability*, and LG2200 *Academic Writing and Graduate Development*.

6. Classification of Awards

The University publishes the principles underpinning the way in which awards and results are decided in the Academic Regulations. Decisions about the overall classification of awards are made by Assessment Boards through the application of the academic and relevant course regulations.



7. Student Feedback

The team value the feedback they receive from students on all aspects of course and module management and organisation, as they use this information to inform their decision making processes. There are a number of ways in which feedback can be given. At the end of each module, there is an opportunity to give anonymous feedback via the completion of MFQs (Module Feedback Questionnaires), as well as opportunities to express opinions in a more open forum. Each course also elects a Course Representative, who will gather feedback on all areas of course management, so that they can represent the consensus view at the Student Staff Liaison Committees. Students, therefore, play a vital part in the process of improving the quality of their course in terms some aspect of teaching, assessment, delivery, or organisation. A few examples of how previous students have effectuated change are documented below.

YOU SAID (via Module Feedback Questionnaire): Students disliked the fact that the dissertation year is too unstructured.

WE DID: We implemented more deadlines to assist with scheduling and planning. (a) the Literature Review chapter is now due before Christmas. (2) a presentation paper on initial findings is required for the Dissertation Conference.

YOU SAID (via NSS scores): Feedback on assessment is an area we should improve.

WE DID: Assignments are now usually marked on blackboard, so it is easier to access feedback. We have introduced more formative assessment tasks, as well as some opportunities for peer and self-assessment, to allow students to gauge their own progress. We also implemented a policy of draft submissions in order to check language skills and writing. This enables students to make improvements to writing and punctuation prior to final grading. Students have been very positive about these changes.

YOU SAID (via student representatives at the Student Staff Liaison Committee):

Students want tutors to advertise their office hours more widely, not just on their office doors.

WE DID: Tutors have responded by publishing contact information and office hours on their blackboard sites.

All staff members welcome feedback on their modules, whether this be related to the content, venue, time-slot, delivery or organisation. Staff will usually distribute Module Feedback Questionnaires (MFQs) towards the latter stages of teaching on a module, but there are often opportunities to feedback on progress before this point. If you, as an individual or a group, are experiencing difficulties with a particular module, then please contact the Module Tutor in the first instance.

Each course elects a Student Representative who will collate feedback about all aspects of the course to feedback to staff at the Staff Student Liaison Committee (SSLC). This forum represents an excellent opportunity for you to let us know how you feel about your programme of study.

The Students Union can support you in voicing your opinion, provide on-going advice and support, and encourage your involvement in all feedback opportunities.

The National Student Survey (which runs during semester 2 in their final year of study) or the UCLan Student Survey (which is available to all students) are other ways in which the feedback you give helps us to ensure that we are constantly seeking ways to improve on what we do.

7.1 Student Staff Liaison Committee meetings (SSLCs)

Details of the Protocol for the operation of SSLCs is included in section 8.2 of the University Student Handbook. The purpose of a SSLC meeting is to provide the opportunity for Course Representatives to feedback to staff via the Course Leader on all aspects of their course in order to enable positive changes to be implemented. The feedback often relates to areas, such as course organisation, teaching and delivery of modules, assessment and feedback, library resources, student support mechanisms, timetabling and teaching venues, among other topics. These meetings are normally scheduled once per semester. All discussions are documented and the 'minutes of the meeting' are made public. A member of the student Union usually attends one of our whole-group teaching sessions at the beginning of Semester 1, to introduce the role of Course Representative, discuss training opportunities, and to recruit potential candidates. The students who put themselves forward as candidates for the role of course representative are elected by students by means of an online election process.

8. Appendices

8.1 Programme Specification(s)

BA English Language and Linguistics (standard and TESOL pathway)

UNIVERSITY OF CENTRAL LANCASHIRE

Programme Specification

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided.

Sources of information on the programme can be found in Section 17

1. Awarding Institution / Body	University of Central Lancashire
2. Teaching Institution and Location of Delivery	University of Central Lancashire Preston, Lancashire
3. University School/Centre	School of Language, Literature and International Studies
4. External Accreditation	Not Applicable
5. Title of Final Award	BA (Hons) English Language and Linguistics
6. Modes of Attendance offered	Full Time Part Time
7. UCAS Code	Q300
8. Relevant Subject Benchmarking Group(s)	QAA English; Linguistics; Languages and Related Studies
9. Other external influences	HEA English; Common European Framework of Reference for Languages;
10. Date of production/revision of this form	June 2015
11. Aims of the Programme	
<ul style="list-style-type: none"> • To provide a focussed but flexible programme of study incorporating key aspects of the nature and use of language in general and the English language in particular • To facilitate an independent, proactive and reflective approach to learning, which encourages the development of critical thinking and reasoning skills • To equip students with the skills to research and analyse written and spoken discourse using frameworks from Linguistics/ English Language • To foster a sense of cohort identity (as a means of increasing retention, motivation and educational management of English Language & Linguistics students). • To develop both general and subject-specific academic skills, with particular attention paid to the skill of producing written English that is standardly punctuated and is native-level. • To ensure the value of such study to the learner's future personal and career development 	

12. Learning Outcomes, Teaching, Learning and Assessment Methods
A. Knowledge and Understanding
A1. The history and diversity of the English Language A2. The structures and functions of English A3. Basic concepts and analytical techniques applied in different levels of linguistic analysis A4. The role of language in society (including its interrelation with ideology, power and subjectivity and the influence of computer-mediated communication on language and social interaction) A5. Different theoretical approaches and models used in addressing issues surrounding language. A6. Appropriate terminology in the study of language A7. Particular areas of the study of language as determined by the modules chosen as options. A8. To understand a range of theoretical approaches to study of English Language & Linguistics.
Teaching and Learning Methods
Lectures, seminars, laboratory and class-based workshops, tutorials, web discussions, independent reading and preparation for coursework assessments will be used.
Assessment methods
Students demonstrate their knowledge and understanding through a combination of unseen written examinations, in-class tests, essays (including reflective essays), practical linguistic/textual analysis, presentations (individual or group), critical review of presentations of others, reports, reflective journal and a dissertation.
B. Subject-specific skills
B1. Ability to describe and analyse major formal and functional features of language B2. Ability to think critically about the nature of communication. B3. Ability to relate the wider context of language use to its manifestation from historical and/or contemporary perspectives. B4. Ability to apply the language of scholarly discourse in language study appropriately in written and oral communication. B5. Ability to collect relevant data in appropriate form according to the requirements of particular areas of study and with due consideration for ethical issues.
Teaching and Learning Methods
Lectures, seminars, laboratory and class-based workshops, tutorials, web discussions, independent reading and preparation for coursework assessments will be used.
Assessment methods
Students demonstrate their knowledge and understanding through a combination of unseen written examinations, in-class tests, essays (including reflective essays), practical linguistic/textual analysis, presentations (individual or group), critical review of presentations of others, reports, reflective journal and a dissertation.
C. Thinking Skills
C1. Ability to exercise independent thought and judgement while engaging with other opinions, theories and judgements. C2. Ability to apply theoretical perspectives and appraise them critically. C3. Skills of research including the critical use of sources. C4. Skills of critical reasoning and argument. C5. Ability to collate complex relevant information and derive appropriate conclusions from it.
Teaching and Learning Methods
Lectures, seminars, laboratory and class-based workshops, tutorials, web discussions, independent reading and preparation for coursework assessments will be used.
Assessment methods
Students demonstrate their knowledge and understanding through a combination of unseen written examinations, in-class tests, essays (including reflective essays), practical linguistic/textual analysis, presentations (individual or group), written feedback for presentations and a dissertation.
D. Other skills relevant to employability and personal development
D1. Skills of independent learning: a high level of intellectual autonomy. D2. Ability to communicate ideas clearly and fluently. D3. Basic competence in the use of information technology to produce scholarly text and to retrieve information from electronic resources. D4. Co-operative skills, including the ability to engage in critical debate while showing respect for others.

D5. Ability to manage time and work to deadlines.
 D6. Ability to reflect on own learning styles, strengths and weaknesses and identify ways of improving weaknesses and further developing existing strengths.
 D.7 Ability to prepare for seeking employment and able to convey skills and knowledge to others.

Teaching and Learning Methods

Lectures, seminars, laboratory and class-based workshops, tutorials, web discussions, independent reading and preparation for coursework assessments will be used.

Assessment methods

Students demonstrate their knowledge and understanding through a combination of unseen written examinations, in-class tests, essays (including reflective essays), practical linguistic/textual analysis, presentations (individual or group), critical review of presentations of others, reports, reflective journal and a dissertation.

13. Awards and Credits				14. Awards and Credits*
Level	Module Code	Module Title	Credit rating	
Level 6	Core module: LG 3992	English Language & Linguistics Route: English Language & Linguistics Dissertation	40	BA (Hons) in English Language & Linguistics Requires 360 credits including a minimum of 220 at Level 5 or above and 100 at Level 6. Bachelor Degree in English Language & Linguistics Requires 320 credits including a minimum of 180 at Level 5 or above and 60 at Level 6
	Optional modules: LG 3104 LG 3112 LG 3113 LG 3114 LG 3117 LG 3220 LG 3222 LG 3223 LG 3236 LG 3983	Advanced Pragmatics Language & Power Forensic Linguistics Discourse and Argumentation Clinical Linguistics and Language Pathology English Phonology English Syntax Contrastive Linguistics English in Education Student-Initiated Module	20 20 20 20 20 20 20 20 20	
	Core modules: EITHER LG3992	English Language and Linguistics & TESOL Route: English Language & Linguistics Dissertation	40	
	OR BOTH EF3650	TESOL Core 3: Theories and practice in TESOL	20	
	AND EITHER ML3995	TESOL dissertation (double)	40	
	OR ML3990	TESOL dissertation (single).	20	
	Optional modules: LG 3104 LG 3112 LG 3113 LG 3114 LG 3220	Advanced Pragmatics Language & Power Forensic Linguistics Discourse and Argumentation English Phonology	20 20 20 20 20	

Level 4	Compulsory modules:	English Language & Linguistics Route:		HE Certificate Requires 120 credits at Level 4 or above
	LG 1102	From Sound to Meaning	20	
	LG 1103	Language Variation in Society	20	
	LG 1104	Analysing Texts	20	
	LG 1200	ELSIE (English Language Skills Initiative for Employability)	20	
	Core:			
	LG 1220	Introduction to English Syntax and Phonology [<i>must be passed</i>]	20	
	Optional modules:	Elective	20	
	Compulsory modules:	English Language & TESOL Route:		
	LG 1102	From Sound to Meaning	20	
LG 1200	ELSIE (English Language Studies Initiative for Employability)	20		
EF 1600	TESOL core 1a	20		
EF 1650	TESOL core 1B	20		
Core:				
LG1220	Introduction to English Syntax and Phonology [<i>must be passed</i>]	20		
Optional modules:	Elective	20		

15. Personal Development Planning

The modules at each level provide students with the opportunity to engage with their own personal development planning and to recognise that learning is a life-long process.

Personal Development Planning is introduced in Welcome Week when students have their first meetings with their Personal Tutor. Further meetings are scheduled throughout the year. In addition the Course Team supports students in reflecting on their learning, performance and achievement, and in their personal, educational and career development. Throughout, the programme develops skills in independent thinking, written and oral communication, digital literacy, creativity and co-operation, providing a focus for Personal Development Planning in the context of a subject-specific degree programme and also encouraging students to transfer the skills fostered on the module to other academic work. Across our modules, also, PDP and reflective learning are encouraged and nurtured. In many modules, students are required to undertake an assessed presentation, which provides them with an opportunity to focus on the development of key developmental and employability skills.

The following employability and key skills are addressed throughout the programme:

<i>Cognitive</i>	<i>Practical</i>	<i>Personal</i>	<i>Social</i>
Conceptual, interpretative, analytical, critical, synthetic, expository, rhetorical skills.	Research skill in retrieval of information from a variety of print and digital formats, evaluating data, orderly presentation of knowledge and ideas.	Independence, creativity, self-motivation and self-reflection, time management and organisation, resourcefulness.	Co-operation with others; courteous management of disagreement; communication to individuals and groups; sensitivity to a diverse range of cultural and

			national structures and operations.
<p>Assessments informing the programme enable students to develop, to a high standard, personal responsibility and autonomy, time management, project planning and execution, and an ability to negotiate constructive criticism and self-reflexivity.</p>			
16. Admissions criteria			
<p>The University's minimum standard entry requirements must be met by A2 level qualifications or equivalent. Applications should be supported by a satisfactory GCSE performance, normally consisting of five GCSEs at Grade C or above, including Maths and English.</p> <p>Specific entry requirements for this course are: GCE 'A' Level: BCC Or BTEC in an appropriate subject area – at DMM</p> <p>Other acceptable qualifications include: Scottish Certificate of Education Higher Grade Irish Leaving Certificate Higher Grade International Baccalaureate BTEC National Certificate/Diploma Access to HE Diploma</p> <p>In addition, candidates should normally have GCSE English at Grade C or above, or equivalent. Students whose first language is not English are required to have an IELTS score of 7.0 overall with 7.0 on all subscores. Students with native-speaker competence and/or non-traditional qualifications or evidence of experiential learning may also be admitted subject to interview.</p>			
17. Key sources of information about the programme			
<ul style="list-style-type: none"> • UCAS Handbook • School of Humanities and Social Sciences website 			

18. Curriculum Skills Map

Level	Module Code	Module Title	Core (C), Compulsory (COMP) or Option (O)	Programme Learning Outcomes																								
				Knowledge and understanding							Subject-specific Skills						Thinking Skills						Other skills relevant to employability and personal development					
				A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	C1	C2	C3	C4	C5	C6	D1	D2	D3	D4	D5	D6
LEVEL 6	LG3992	English Language and Linguistics Dissertation	C		X	X				X			X				X	X	X	X	X		X	X	X	X	X	
	ML3990	TESOL Dissertation (single)	C	X	X	X	X	X	X	X			X				X	X	X	X	X		X	X	X	X	X	
	ML3995	TESOL Dissertation (double)	C	X	X	X	X	X	X	X			X				X	X	X	X	X		X	X	X	X	X	
	EF3650	TESOL Core 3 – theories and practice in TESOL	C		X	X	X	X	X	X					X	X	X	X		X	X	X	X	X	X	X		
	LG3983	Student-Initiated Module	O		X	X				X			X				X	X	X	X	X		X	X	X	X	X	
	LG3222	English syntax	O	X	X	X				X	X						X	X		X	X		X	X	X	X		

LG3223	Contrastive Linguistics	O	X	X	X				X	X						X	X		X	X		X	X	X	X		
LG3104	Advanced Pragmatics	O		X	X				X		X	X				X	X	X	X	X		X	X	X	X		
LG3220	English Phonology	O	X	X	X				X	X						X	X		X	X		X	X	X	X		
LG3236	English in Education	O	X	X	X				X		X					X	X		X	X		X	X	X	X		
LG3112	Language & Power	O		X	X				X		X					X	X		X	X		X	X	X	X		
LG3117	Clinical Linguistics and Language Pathology	O		X	X				X		X					X	X		X	X		X	X	X	X		
LG3114	Discourse and Argumentation	O		X	X				X		X					X	X		X	X		X	X	X	X		
LG3113	Forensic Linguistics	O	X	X	X				X			X				X	X	X	X	X		X	X	X	X		
EF3680	Current issues in TESOL	O	X			X				X	X	X				X	X		X			X					
EF3002	Work experience in TESOL	O	X			X				X	X	X	X	X		X	X		X	X	X	X	X	X	X	X	X
EF3620	Assessment and Testing for TESOL	O		X	X	X	X	X	X							X	X		X	X	X	X	X	X	X	X	X
EF3202	Teaching English for Academic Purposes	O	X	X	X	X	X	X	X				X	X	X	X	X		X	X	X	X	X	X	X	X	X
ML3999	Student Initiated Module	O		X	X				X							X	X		X	X	X	X	X	X	X	X	X

LEVEL 5	LG2222	Foundations of English Grammar	O	X	X	X				X	X					X	X	X	X	X		X	X	X	X		
	LG2200	Academic Writing and Graduate Development	C		X	X			X							X	X		X	X		X	X	X	X		X
	EF2600	TESOL Core 2a: teaching practice	C		X	X	X	X	X				X	X	X	X	X		X	X	X	X	X	X	X		
	EF2650	TESOL Core 2b: Teaching Skills	C		X	X	X	X	X				X	X	X	X	X		X	X	X	X	X	X	X		
	LG2983	Student-Initiated Module	O		X	X			X		X					X	X	X	X	X		X	X	X	X	X	
	LG2103	Sociolinguistics	O		X	X			X		X	X				X	X	X	X	X		X	X	X	X		
	LG2104	Semantics and Pragmatics	O	X	X	X			X	X	X					X	X		X	X		X	X	X	X		
	LG2220	English Accents and Dialects	O	X	X	X			X	X	X					X	X		X	X		X	X	X	X		
	LG2206	History of English	O		X	X			X		X					X	X		X	X		X	X	X	X		
	LG2116	English Morphology	O	X	X	X			X		X					X	X		X	X		X	X	X	X		
	LG2118	Language and Literature	O	X	X	X			X		X					X	X		X	X		X	X	X	X		
LG2210	Corpus Linguistics	O	X	X	X			X	X	X					X	X	X	X	X		X	X	X	X			

	LG2117	Language, Mind and Brain	O		X	X				X	X	X					X	X		X	X		X	X	X	X			
	LG2112	Framing the News	O		X	X				X		X					X	X		X	X		X	X	X	X			
	EF2216	ESOL & World Englishes	O	X	X	X	X	X	X	X				X	X	X	X	X		X	X	X	X	X	X	X	X		
	EF2620	Project Planning and Research Methods for Language Teaching	O		X	X				X			X				X	X	X	X	X	X	X	X	X	X	X		
LEVEL 4	LG1200	ELSIE	C		X	X				X							X	X		X	X		X	X	X	X		X	
	LG1102	From Sound to Meaning	C	X	X	X				X	X						X			X	X		X	X	X	X			
	LG1220	Introduction to English Syntax and Phonology	C	X	X	X				X	X						X			X	X		X	X	X	X			
	LG1103	Language variation in society	C	X	X	X	X	X	X	X		X	X	X	X				X			X	X	X	X				
	LG1104	Analysing texts	C			X		X	X	X	X	X		X				X			X	X	X	X	X	X			
	EF1600	TESOL Core 1a	C		X	X	X	X	X	X				X		X	X			X	X	X	X	X	X	X	X		
	EF1650	TESOL Core 1b	C		X	X	X	X	X	X				X		X	X			X	X	X	X	X	X	X	X		

Note: Mapping to other external frameworks, e.g. professional/statutory bodies, will be included within Student Course Handbooks