



UNIVERSITY  
*of York*

**DEPARTMENT OF  
LANGUAGE & LINGUISTIC SCIENCE**

**Taught Masters Student Handbook  
2020/21**

Any amendments or additions to this handbook will appear in the [online version](#)

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## **Welcome**

Welcome to the Department of Language and Linguistic Science at York.

We hope that you will enjoy your stay as a postgraduate student and benefit from both the teaching and social life in the Department, as well as the University in general.

Our Department is one of the UK's major hubs for teaching and research in all areas of linguistics. Staff in the Department teach and research widely into language as a cognitive and social phenomenon, including its nature, structure, use, acquisition by children and adults and its implementation and processing by the brain. We hope that during your time at York you will take full advantage of the competences, training and ideas that you can find in the Department. We hope that this will be as exciting a time for you as your arrival is for us.

This handbook describes our taught postgraduate programme and is designed as a guide to your studies within the Department and as an introduction to administrative and academic procedures. You may be given additional information by your Supervisor. Note that during your period of registration there may be some changes in procedures or otherwise which will supersede what is in this handbook. You will be informed of these changes should they occur and the version of the handbook which is available from the Department's website will be updated. When in doubt, always refer to the handbook on the website.

Again, Welcome!

## COVID-19

The COVID-19 pandemic has changed the way we live and work. Governments around the world have put measures in place to limit the spread of the virus, and at least some of these are likely to remain in place at the start of the 2020/21 academic year. Furthermore, some measures which may be lifted prior to the start of the new academic year may be reinstated at any time if a second wave of infections occurs locally, nationally, or internationally. We recognise that both current and future measures have a wide and varied impact on students.

You are therefore commencing your studies at a time of great uncertainty, for you personally, for the University of York community, and beyond. With this in mind, this section of the handbook provides a summary of some of the key measures put in place in response to the pandemic, both at institutional and departmental level. Some of these measures will still be in place when you commence your studies, and others may be reinstated in the event of future government-directed lockdowns or other measures which limit student mobility and academic progress.

*Please note that all subsequent sections of this handbook contain standard text written with an on-campus pandemic-free experience in mind. Information within this COVID-19 section may therefore supersede information found elsewhere in this handbook for the period specified and/or should further lockdowns be imposed in the future.*

# 1 Department staff roles and contact information

The Department of Language & Linguistic Science is located on Heslington West campus in Vanbrugh College C Block. The offices of all academic and support staff are located in this building, with the administrative staff based on the ground floor.

You can find information about staff members, including contact details and the areas of expertise of academic staff, on the Department website [staff pages](#).

## Key departmental roles

Head of Department	Dunstan Brown ( <a href="mailto:dunstan.brown@york.ac.uk">dunstan.brown@york.ac.uk</a> )
Chair, Graduate School Board	George Tsoulas ( <a href="mailto:george.tsoulas@york.ac.uk">george.tsoulas@york.ac.uk</a> )
Chair, Graduate Board of Examiners	George Tsoulas ( <a href="mailto:george.tsoulas@york.ac.uk">george.tsoulas@york.ac.uk</a> )
Chair, Board of Studies	Sam Hellmuth ( <a href="mailto:sam.hellmuth@york.ac.uk">sam.hellmuth@york.ac.uk</a> )
Chair, Ethics Committee	Eytan Zweig ( <a href="mailto:eytan.zweig@york.ac.uk">eytan.zweig@york.ac.uk</a> )
Subject Librarian	Tony Wilson ( <a href="mailto:lib-linguistics@york.ac.uk">lib-linguistics@york.ac.uk</a> )

## Programme leaders

MA Comparative Syntax & Semantics	George Tsoulas ( <a href="mailto:george.tsoulas@york.ac.uk">george.tsoulas@york.ac.uk</a> )
MA Linguistics	Norman Yeo ( <a href="mailto:norman.yeo@york.ac.uk">norman.yeo@york.ac.uk</a> )
MA Phonetics & Phonology	Eleanor Chodroff ( <a href="mailto:eleanor.chodroff@york.ac.uk">eleanor.chodroff@york.ac.uk</a> )
MA Psycholinguistics	Nino Grillo ( <a href="mailto:nino.grillo@york.ac.uk">nino.grillo@york.ac.uk</a> )
MA Sociolinguistics	Paul Kerswill ( <a href="mailto:paul.kerswill@york.ac.uk">paul.kerswill@york.ac.uk</a> )
MSc Forensic Speech Science	Paul Foulkes ( <a href="mailto:paul.foulkes@york.ac.uk">paul.foulkes@york.ac.uk</a> )

## Support staff

Postgraduate Administrator	Jane Crowther ( <a href="mailto:jane.crowther@york.ac.uk">jane.crowther@york.ac.uk</a> )
Department Manager	Deborah Hines ( <a href="mailto:deborah.hines@york.ac.uk">deborah.hines@york.ac.uk</a> )
Finance & Research Support Officer	Marianne McNeill ( <a href="mailto:marianne.mcneill@york.ac.uk">marianne.mcneill@york.ac.uk</a> )
Administrator	Laura Hill ( <a href="mailto:laura.hill@york.ac.uk">laura.hill@york.ac.uk</a> )
Administrator	Ross Watson ( <a href="mailto:ross.watson@york.ac.uk">ross.watson@york.ac.uk</a> )
Technician	Huw Llewelyn-Jones ( <a href="mailto:huw.llewelyn-jones@york.ac.uk">huw.llewelyn-jones@york.ac.uk</a> )

## 1.1. Committees

### 1.1.1. The Board of Studies

The Board of Studies in Language and Linguistic Science is responsible for regulating all academic affairs of the Department. The Board of Studies has the job of appointing a Board of Examiners and other subcommittees, such as the Graduate School Board. The Board's membership includes all the teaching members of the Department and a number of student representatives. The Board meets up to twice a term.

### 1.1.2. The Graduate School Board (GSB)

The GSB is a subcommittee of the Board of Studies, responsible for all graduate life in the Department. Its Chair is responsible for the day to day running of all academic and administrative aspects of our postgraduate programmes. The Board, which includes academic staff and graduate student representatives, meets at least once a term and makes



recommendations to the Board of Studies on the content and structure of the Masters courses; it also considers dissertation proposals, and appoints dissertation advisory panels.

### **1.1.3. The Graduate Board of Examiners**

The Graduate Board of Examiners is a subcommittee of the Board of Studies. Its membership comprises all staff who teach on the Masters courses. The Graduate Board of Examiners has responsibility for all issues connected with taught postgraduate assessment. It meets during the Summer Term to agree the results of the taught components of the Masters courses and decide on progression issues. The Board of Examiners also meets in the Autumn Term of the following academic year to make decisions on final awards for Taught Masters students. The day-to-day business of the Board is carried out by the Chair of the Board.

## **2 Supervision and other ways the department can help students**

### **2.1. Academic advice**

#### **2.1.1. Your supervisors**

You will be allocated a pastoral supervisor on arrival. Your supervisor is there to help you, both academically and personally. She or he will invite you to a termly supervision meeting, but you can also ask to see your supervisor at other times, as necessary. Your supervisor is the person you should turn to in the first instance if you find yourself with personal difficulties that affect your work on the course. He or she will be able to advise on what steps to take, or who to talk to for further information. Your supervisor will also discuss module option choices with you, and ask you about your progress. You can also discuss your career or further study plans with your supervisor. Please feel free to approach him/her with any questions or problems. Supervisors are always willing to help when they can.

Once your dissertation proposal has been accepted, you will be assigned a dissertation supervisor. At this point, pastoral supervision will transfer to your dissertation supervisor.

**Note that taught Masters students are required by University Regulations to see their supervisor at least once a term.**

#### **2.1.2. Consulting the staff who teach you**

Members of teaching staff all have open hours during which you are free to see them to discuss coursework or research plans. If you want to see a member of staff outside this time, it's best to email them asking for an appointment. Members of staff have research days when they ask not to be disturbed. Please respect staff research days: only disturb someone on their research day if it is a true emergency. Information about research days and office hours is available on the Department website, or from administrative staff.

### **2.2. Staff-Student liaison**

#### **2.2.1. Administrative issues**

The Postgraduate Administrator will be able to help you with many day-to-day administrative issues. For information on what to do about more major issues please see section 4.5 below.

### **2.2.2. Communication**

The department will usually contact you using your york.ac.uk email address. If you prefer to use another address, make sure that your university email is forwarded to your alternative address.

Information of general interest to all staff and students in the department is also sent out via the 'Linguistics-Info' Google group. All postgraduate students in the department are automatically invited via email to become members of this group.

### **2.2.3. Student representation**

We have three graduate student representatives (reps) on the departmental committee Graduate School Board (and by extension, on the Board of Studies) – 1 MA, 1 MSc, and 1 PhD student. There are also usually one or two graduate student members of the department's Ethics Committee. Both meet once per term, typically on a Wednesday afternoon, and the student reps also act as a channel of communication to the PG student body, especially with regard to GSB. The Chair of GSB will ask the student reps for their input on ideas or issues from the PG students in the department, in advance of each scheduled GSB meeting.

The department asks for postgraduate students to volunteer to be a rep at the beginning of the academic year to act as a two-way mechanism of communication between the University and the student body they represent. They convey the views and interests of students to the department and within the Graduate Student Association (GSA).

Academic representation is a partnership between students, through the University of York Students' Union (YUSU) and the GSA, and the department. Together, we aim to ensure that students play an essential role in monitoring, driving and developing the quality of the academic experience here.

Postgraduate course reps are supported by the GSA, with dedicated support and training throughout the year following the elections and initial training in the autumn term, which is coordinated jointly between the GSA and YUSU.

If you'd like to represent the views of your fellow students and have a say in how your course is run, please consider volunteering to be a course rep and let the Postgraduate Administrator know you are interested. For more information, visit:

[www.yorkgsa.org/site/academic/course-representatives](http://www.yorkgsa.org/site/academic/course-representatives)

### **2.2.4. Accessibility and disability support**

The university's Disability Services can provide support, advice and guidance for those with a diagnosed disability, including: dyslexia and other specific learning difficulties; Asperger's syndrome; visual and hearing impairments and physical/medical impairments amongst others. All students with disabilities are encouraged to contact Disability Services to discuss meeting your individual needs.

Géraldine Enjelvin ([geraldine.enjelvin@york.ac.uk](mailto:geraldine.enjelvin@york.ac.uk)) is Disability Representative for our department. Her role is to ensure the implementation of Student Support Plans recommended for individual students by Disability Services.

Disability Services provide support, advice and guidance for those with a diagnosed disability, including: dyslexia and specific learning difficulties; Asperger's syndrome; visual and hearing impairment; physical/medical impairments amongst others. All students with disabilities are encouraged to contact them to discuss meeting your individual needs.

**Please let the department know as soon as possible if you have a disability and may require support. You can discuss this with your supervisor.** Please note that even if you studied a previous degree at York you will need to notify the department's disabilities representative again of any disability when you enrol for a postgraduate programme, as your support needs for the postgraduate degree may be different than those for your previous degree.

For further information, visit the [disability support webpage](#).

### **2.2.5. Equality and diversity**

The University of York values the diversity of its students and staff and is committed to the creation of a positive environment which is fair, welcoming and inclusive, and where everyone is treated with dignity and respect.

For further information about the University's equality and diversity policies, visit: [www.york.ac.uk/admin/eo](http://www.york.ac.uk/admin/eo)

### **2.3. Health, safety and security**

We do not expect that you will have any unusual safety or security issues during your programme of study, while at York. For all research you will need to ensure, with your supervisor, that all relevant procedures have been followed and that any precautions deemed necessary have been taken.

For information about the University's health, safety and security information and policies, visit: [www.york.ac.uk/admin/hsas](http://www.york.ac.uk/admin/hsas).

### **2.4. YUSU advice and support (ASC)**

There is lots of support available if you find you are struggling at any point during your time at the University. Developed by students, YUSU has two short guides that can help you find someone to talk to or to develop some strategies to manage your concerns yourself.

- [Self-help guides and worksheets](#)
- [Support services available for students](#)

ASC provides independent advice and guidance on any academic, welfare-related or personal issues. They are contactable over the phone, email or you can arrange a face-to-face appointment.

**Opening hours:** 10:00- 16:00, Monday to Friday excluding national holidays.

**Email:** [asc@yusu.org](mailto:asc@yusu.org)

**Telephone:** 01904 32 3724

**Website:** [www.yusu.org/asc](http://www.yusu.org/asc)

## 2.5. Personal development and employability

At York we encourage you to engage early with your personal and professional development and get involved with activities to build the strengths, skills, leadership qualities and experience desired by employers.

Our employability initiative, York Futures, will help you understand the options that are available to you, and the breadth and range of opportunities make it easy for you to get started. For more information see [york.ac.uk/careers](http://york.ac.uk/careers).

The York Strengths Programme is a unique part of our careers support. It will help you to understand both what you are good at and enjoy doing, so that you can focus on preparing for a career that will let you shine. You will then be supported to plan your time at York so that you can build on your strengths and gain a range of experiences. For more information see [york.ac.uk/york-strengths](http://york.ac.uk/york-strengths).

An Employability Manager and Careers Consultant from the Careers and Placements team work with each department to support you with:

- 1-2-1 advice and guidance
- CV reviews
- Mock interviews
- Exploring ideas
- Finding work experience - volunteering, paid internships, placement year, enterprise
- Events with employers

## 3 Study facilities

### 3.1. Library

[For an introduction to using the University Library and its resources, visit the Information for new students page.](#)

This includes, amongst others, information on using the library catalogue, your library account, online induction resources and opening hours.

Your online reading lists are designed to help you get started with reading for your module. Your lecturer might have structured your lists by topic or by week to help you navigate them more easily, and you'll find that items are tagged as essential, recommended or background so that you know which to read first.

The online system provides information about where items are in the Library and it also tells you if books are out on loan. If we have electronic resources they will link directly to the reading so it is easy for you to access it. For more information visit the [Reading List pages](#).

The University Library is open 24 hours a day, 362 days a year. For general help, contact the Library Help Desk in the JB Morrell Library.

- Email: [lib-enquiry@york.ac.uk](mailto:lib-enquiry@york.ac.uk)
- Tel: +44 (0)1904 323838

Your Academic Liaison Librarian Tony Wilson. They can help you to search effectively for resources, understand how to use and evaluate these and how to reference your work correctly. They can be contacted at [lib-linguistics@york.ac.uk](mailto:lib-linguistics@york.ac.uk). Further details on your Academic Liaison Librarian and your subject guide can be found on the [Language and Linguistic Science Library Subject Guide webpage](#).

### **3.2. The Humanities Research Centre (HRC)**

The Humanities Research Centre is housed on three floors of the purpose-built Berrick Saul Building at the heart of campus. It provides high-quality workspace, including computer facilities and Wi-Fi, for Arts and Humanities postgraduates and postdoctoral researchers, as well as accommodation for visiting scholars, research projects, interdisciplinary centres, and emerging research groups. Any unallocated workspace can be used by all postgraduate students as available.

**Lockers in the Berrick Saul Building:** Students can apply for a locker by emailing the HRC Administrator, Helen Jacobs ([hrc-admin@york.ac.uk](mailto:hrc-admin@york.ac.uk)). If there is one available, you will be required to pay £15 in cash as a deposit for the key. You can have the locker for as long as you need it, while you are a registered student.

### **3.3. The Forensics Lab**

Students on the MSc Forensic Speech Science (and research students in that area) have access to a dedicated lab (Room V/B/022). You will be advised of the access code required for the outer door to the forensics lab, and your student card can be used in the inner door swipe card reader once activated at Vanbrugh Reception.

### **3.4. The E-lab**

The department has a dedicated PC classroom for teaching, which uses specialist software. All students in the department can make use of the PCs in this e-lab (Room V/B/023) when it is not in use for teaching. Please check the online timetabling gateway to see when it is available. An access code is required for the outer door to the e-lab.

### **3.5. Other study space on campus**

For more details of additional study space available on campus, including dedicated study space for postgraduate students, please see the university website: <https://www.york.ac.uk/library/study/>

## **4 Administrative issues**

### **4.1. The registration period**

The full-time registration period for Masters programmes is 12 months from the last week of September until one year later. The part-time registration period is 24 months from the last week of September to 30 September two years later.

### **4.2. Postgraduate attendance**

#### **4.2.1. Attendance expectations**

You should attend all scheduled teaching sessions that we set for you. Regular attendance is vital to your progression through your degree programme and will help you become a well-

rounded learner capable of achieving your full academic potential. University Regulations state that you should be present at any time at which teaching or other academic engagements have been arranged for your programme (including Saturdays). The department's experience indicates that students who do not attend teaching sessions consistently often perform considerably worse in their assessment than those who do.

### **Reading week**

In the Autumn and Spring Terms, Week 6 is the department's reading week. During this week regular classes will not usually be scheduled, but a full workload is expected. Reading week is not a holiday and we do not recommend that plan travel during this time. It is expected that you will be available to attend teaching if necessary during this week. For example, you may be assigned work that requires you to be on campus; or, staff may need to schedule a make-up class. Reading weeks are intended for private study and research as well as for the completion of assigned work.

### **4.2.2. Absences from University**

It is expected that you will be at the University during term time. On Masters programmes, the Summer Term includes the summer vacation period. (See the University [term dates information](#)). If you must be absent during term time, you must consult your Supervisor who can permit an absence of no more than three days.

An absence of over three days, but no longer than four weeks, can be approved by your Chair of Graduate School Board. Any longer absence requires the approval of the Special Cases Committee. See the information on taking a Leave of Absence in the 'Change Your Plan' section of 'Your Programme'.

If you stop turning up to scheduled teaching sessions without saying you are withdrawing, and do not respond to our efforts to contact you within a specified time-scale, the Board of Studies will assume that you have withdrawn from your studies. For further information, please consult this [decision process](#) explanation.

If you are unable to attend due to illness please see the section below on Self certification. If you are having problems with completing your studies please see Section 8 on Exceptional Circumstances affecting Assessment.

### **4.2.3. What if I am ill and cannot attend scheduled teaching sessions**

If you are unwell for up to seven consecutive days during term-time you should register your illness, either through your e:Vision account. For further information, see the University's guidance on [self-certification of illness](#).

If your illness interferes with your ability to complete assessments, see Section 8 on Exceptional Circumstances affecting Assessment. Do not use a self-certification form if you miss an assessment or an assessment deadline due to illness. Other procedures apply, as detailed in Section 8.

## **4.3. Change your plan — Absence, Transferring, or Withdrawal**

Most students progress routinely through their programme with no changes. However, if you do wish to or need to make changes you should discuss any problems or doubts you are experiencing with your supervisor in the first instance. We try to accommodate students who encounter changes or challenges and who may need to change their plan.

#### **4.3.1. Transferring to another programme of study**

You may wish to *transfer* to another programme of study due to changing academic interests or because you want to change the structure of your degree programme. Transfers cannot be guaranteed and are dependent on you meeting the academic requirements of the new programme and there being space on your preferred programme. Transfers usually happen near the very start of the programme. If you are considering transferring, you should speak to your supervisor as soon as possible.

#### **4.3.2. Leave of absence**

A *leave of absence* allows a student to take an authorised break in their studies for a maximum of one calendar year in the first instance. This can be on a variety of grounds including medical or compassionate grounds.

#### **4.3.3. Withdrawal**

*Withdrawal* is the term used when a student decides to leave the University permanently prior to completion of the award for which they are registered, whether for personal or academic reasons. Students who pass 60 credits or 120 credits may be eligible for recognition of their achievements through the award of a Postgraduate Certificate or Postgraduate Diploma, respectively.

#### **4.3.4. Further guidance on changing your plan**

Details about transfers, leave of absence, and withdrawal are available at the University's "[Change your plan](#)" webpage. For further support, visit the [Student Hub](#) in Market Square

Also see sections in this handbook on **Assessment** and **Exceptional Circumstances affecting Assessment**.

### **4.4. Problems and complaints**

If you are having problems with your programme you should seek help and advice as soon as possible. In the first instance you may wish to talk to your supervisor.

You can also find advice on the University's [help page](#).

If you are having any problems while studying at York which might affect your ability to complete assigned work, you may be eligible to make a claim of "Exceptional Circumstances affecting Assessment". If successful, this would allow you an extension or a resit for the assessment affected. See the section on Exceptional Circumstances affecting Assessment under Assessment for further information.

#### **Making a complaint**

You can complain about your experience of a service you have received as a student within the University, whether academic or non-academic.

For further information, visit the [appeals and complaints information page](#).

For information on academic appeals, see the Assessment section.

## 5 Research training and research-related procedures

Research training is delivered through a number of sources and activities. This section outlines the key sources of training provided.

### 5.1. Research Training Seminar

**Co-ordinator: Kobin Kendrick** ([kobin.kendrick@york.ac.uk](mailto:kobin.kendrick@york.ac.uk))

The heart of research training is the Research Training Seminar (RTS). Attendance at RTS sessions is compulsory for all Masters students and for all postgraduate students who did not complete a Masters in the department. For taught Masters students it is taken as a 20 credit core module, LAN00034M, and the assessment is compulsory for both MA and MSc students.

It is intended to give you training in research skills specific to Linguistics programmes. The seminar is held over all three terms. Many members of staff participate in the teaching, so that you are able to benefit from their combined expertise in a range of linguistics research skills.

In the Autumn Term, the Research Training Seminars are held weekly and typically last one hour. In the Spring and Summer Terms, the training sessions are organised by theme and last up to two hours.

Topics covered include:

- Writing in linguistics
- Research design
- Reference management
- Turnitin training (for academic integrity)
- Critical reading
- Ethical issues in data collection and applying for ethics approval
- Presentation skills
- Specific skills workshops, such as PRAAT scripting, MATLAB, LaTeX, Survey and Questionnaire Design, and other topics.

Autumn Term covers research design and writing skills and research design in linguistics, Spring Term covers the development and presentation of research plans, and also offers a number of subject-specific workshops. Summer Term focuses on communicating research to others, and offers further subject-specific training.

#### 5.1.1. Attendance requirements

All students should attend all sessions, except where the module instructor advises that sessions are optional. For the specific skills workshops that run as part of RTS during the Spring and Summer Term, you will be able to sign up for just those that are most relevant to your programme and interests. You must attend a minimum of **three** workshops, although you may attend more if you wish.

An attendance register will be taken at each session. If you are a taught Masters student holding a Tier 4 visa, please note that attendance at the sessions in week 10 Autumn Term, week 2 Spring Term and week 1 Summer Term will be used to record an engagement point



in line with the university's guidelines on monitoring attendance, and that your attendance at these sessions is essential.

## **5.2. Postgraduate presentation days**

The department holds two presentation days each year, one in the Summer Term for MA and PhD students, and one in the Summer Vacation for MSc and PhD students working on Forensic Speech Science topics. Both are attended by staff from the department and all postgraduate students.

As formative assessment for their dissertation, all taught Masters students must participate in the relevant event and present on their dissertation project. All MA students present posters, while MSc students give a short oral presentation. One of the Research Training Seminar sessions in the Summer Term will cover oral presentation skills and poster preparation.

The format of presentation days will be decided later depending on government and University advice regarding gatherings of people.

## **5.3. Additional academic activities throughout the year**

Postgraduate students are required to take part in the research life of the department. We view this as an essential component of research training. It is a way to broaden your knowledge, meet others in an informal setting to discuss ideas, and to learn how academics work.

### **5.3.1. Department colloquium**

The department runs a colloquium series and occasional additional department-wide research talks. These involve both external and internal speakers who present their latest research. We expect all Masters students to attend these talks, and we welcome your participation in the question period that follows. There is usually an informal drinks reception after the talk, and all students are welcome to join this too. Don't worry if you don't understand everything in the colloquium talks from the start. It's normal, and you'll understand more as time goes on. Don't miss this opportunity to be exposed to cutting-edge research, and to learn from the methods, difficulties and rewards of research that the speakers describe.

This year's Colloquia will be fewer and will most certainly be held online at least for the foreseeable future. The Colloquium organiser will make more information available later in the term.

Colloquium programme coordinator (2020–2021): George Bailey

## **5.4. Ethics in data collection**

Many research projects in the broad field of linguistics involve collection of data from human participants. The ethical issues surrounding these projects must be considered in accordance with the department's ethics approval procedure. As part of the Research Training Seminar during the Spring Term, you will be given guidance on what kind of research requires ethics approval and how ethics applications should be completed. You should also consult your supervisor and the 'Applying for ethics approval' page on the department's website: <http://www.york.ac.uk/language/research/ethics-approval/> for more information on the approval process.

If you need to make an ethics application, you must submit it initially to your supervisor, who will check through your application and decide whether it can be approved or not. If, for any reason, the application cannot be approved, your supervisor will provide advice on what needs to be changed. In certain cases, your supervisor might decide that your application needs to be approved by the full ethics committee. Your supervisors or the ethics committee **must** approve your application **before** you can collect any data. If you have queries, please contact your supervisor or the Ethics Coordinator, Eytan Zweig.

The expected timings for submitting ethics applications as follows:

**MA Students:** Early in the Summer Term

**MSc Students:** Around Week 9 of the Summer Term

**As things currently stand the pandemic is placing severe restrictions to the possibility of face to face data collection from human subjects. The ethics coordinator as well as the programme leaders**

## **6 Academic integrity**

An important factor in academic writing and research is the understanding of academic misconduct issues.

### **6.1.1. Students' role in maintaining fairness in assessments**

The University and the department take considerable pains to ensure that the assessment and examination process is fair, and it is expected that candidates approach assessment in the same spirit. In particular, there is the expectation that all assessed work will be the unaided work of the candidate concerned and that the candidate will have respected not only the regulations governing assessment but also the spirit of the assessment process.

### **6.1.2. Online academic integrity tutorials**

Successful completion of the university's online academic integrity training is a requirement for all degree programmes. All postgraduate students in the department should complete the relevant tutorial by Friday, week 6 of the Autumn Term at the latest.

Taught students will complete the Academic Integrity Tutorial. These tutorials can be accessed from the [YorkShare Virtual Learning Environment \(VLE\)](#).

### **6.1.3. Proofreading**

Students may wish to have someone else, who is not submitting the same assessment, read their work to point out mistakes in their language etc. It is essential that students make themselves aware of the level of support which is acceptable, as set out in the University Guidance on Proofreading and Editing (See Appendix A).

### **6.1.4. Academic misconduct**

The University takes a serious view of academic offences. [University Regulation 5.7](#) states:

“The University is committed to developing high standards of academic practice among its students and to safeguarding the standards of its academic awards. It regards any form of academic misconduct as a very serious matter.”

The Academic Integrity tutorial mentioned above focuses on plagiarism but there are a number of ways in which academic integrity can be violated. All cases are taken seriously by the department.

### **Plagiarism**

Plagiarism - the representation of the work of another as one's own – is a very serious matter. Plagiarism is punishable under University regulations by penalties which range from the reduction of marks which the candidate would have received to the withholding of the degree altogether, depending on the severity of the offence. Plagiarism is an absolute offence; it does not require intent to deceive and includes those cases where a candidate has unintentionally used the words of another; for example, when a candidate uses notes which were made some considerable time ago, but which were taken verbatim from the work of someone else. In such cases, it is no excuse to claim that you had forgotten that the notes were not in your own words: you should not have taken such notes.

And, did you realise you could be found guilty of self-plagiarism? Students on taught programmes should never submit the same work twice for two different assignments or questions.

### **Collusion**

Sometimes, especially for formative work, you will be asked to collaborate with other students in producing answers to questions. In most assessments, however, you are banned from even discussing how to approach the question with anyone else.

Collusion – where two or more students agree on how to answer a question and submit work with substantially the same answers - is punishable and if a case of collusion is suspected, like any other case of misconduct, this will be investigated. If you are deemed guilty by the investigation all parties will be penalised.

### **Copying**

If after investigation of suspected collusion it was found that a student had copied from another student or students without their consent, the student from whom the work was copied would not be penalised.

#### **6.1.5. Representation in academic misconduct case interviews**

For representation and advice regarding academic misconduct cases, you may contact:

Welfare Officer  
Graduate Students Association  
201 Wentworth College  
(01904) 322718  
welfare@yorkgsa.org

## **7 Assessment, marking and feedback procedures**

### **7.1. The Graduate Board of Examiners**

The Graduate Board of Examiners is responsible for all matters concerning assessment for postgraduate degrees (see Section 1.2.3 above).

The progression board is a meeting of the Board of Examiners, which takes place for all Masters Programmes as soon as possible after all taught elements are marked. Decisions about progression to the dissertation, reassessment, compensation and early exit awards are made at the progression board. The Board of Examiners is made up of department staff who taught the modules, and an external examiner, from another university, who has had oversight of our assessments and marking.

### **7.2. The External Examiner**

The External Examiner performs a vital function in the British higher education system in ensuring fairness and quality. The external examiner is a member of staff of a University department who is appointed explicitly because of his/her expertise in the subject being examined and has no official connections with the candidate's department. External Examiners have a fixed term of office. They bring an impartial and objective attitude to the assessment of students' work.

All assessed work is available to the External Examiner. The current external examiner for the MA programmes is Dr Oliver Bond, University of Surrey. The External examiner for the MSc in Forensic Speech Science is Prof Jane Setter, University of Reading.

### **7.3. Types of assessment**

A range of assessment types are used. The specific assessment for a given module is explained within the module.

On the MSc Forensic Speech Science, assessment includes dossiers of exercises, lab reports, timed exams, practical work, short essays, longer essays (up to 5,000 words), and the extended piece of research submitted as the dissertation (8,000-12,000 words).

On all MA programmes, assessment includes short essays, longer essays (up to 5,000 words), at least one timed exam, and an extended piece of research submitted as the dissertation (8,000-12,000 words on the MA Psycholinguistics; 12,500–15,000 words on the MA Comparative Syntax and Semantics, Linguistics, Phonetics & Phonology, and Sociolinguistics). Depending on the programme and on the options you select within your programme, other assessment types may include dossiers of exercises, technical reports, and practical work.

### **7.4. Presentation of assessments**

Your assessments are to be your own, unaided work unless clearly instructed otherwise. If you experience difficulty in understanding the work assigned, do ask the instructor for clarification and advice.

All work must be written coherently and with an appropriate structure. You must make your line of argument clear, giving the reader relevant and sufficient background (perhaps by

reviewing some of the literature), and you must express yourself in clear and idiomatic English.

Always proofread your work before submission. You are allowed to have your work checked by a proof-reader if you wish. The proof-reader should not be a person who is submitting the same assessments. You must ensure that you and your proof-reader are aware of the University's Guidance on Proofreading and Editing, which is detailed in Appendix A of this handbook.

Unless you are advised otherwise by the module instructor, all work must be word-processed and submitted via the Language and Linguistic Science Postgraduate Assignment Submissions VLE site. Make sure that your candidate number BUT NOT YOUR NAME appears in the header of each page of assessed work. In most cases, you should submit your assignment in PDF format. However, the instructor may specify a different format in some cases.

Finally, always retain an electronic back-up copy of any work that you hand in, so that you could immediately re-submit the work in the unlikely event that it was lost, and also so that you could refer back to your work after receiving feedback.

#### **7.4.1. General document format**

Follow the general style guidelines below for all assessed work:

- Set paper size to A4.
- Set line spacing to 1.5 throughout the document.
- Use 12 point font for the main body text.
- Use a simple font (e.g., Times New Roman, Arial, Calibri).
- Set top, right, and bottom margins to 2.54 cm.
- Set alignment to left (do not justify text).
- Number all pages serially.
- Indent new paragraphs or use extra space between paragraphs.

A useful, simple style for headings of sections and subsections is the [American Psychological Association \(APA\) style](#) (see also this useful [sample paper in APA style](#)). Alternatively, you may use numbered section and subsection headings, for example:

1. Introduction
  2. Theoretical background
    - 2.1. Theory 1
    - 2.2. Theory 2
  3. Data
- etc.

Note that other formatting requirements (e.g., for margins) apply to dissertations and theses which are bound (see <https://www.york.ac.uk/research/graduate-school/academic/thesis/format>).

#### **7.4.2. In-text citations and bibliographic references**

The department uses the [APA referencing style](#) for in-text citations and bibliographic references. Additional information about APA style can be found at [Purdue University's OWL website](#): .

Do not use *ibid.* or *op.cit.* for recurring references, but repeat the full form given above. You may, however, omit the author's name if the second reference is within the same paragraph and there is no possibility of confusion.

### **7.4.3. Cited forms and numbered examples**

For cited forms (i.e., in-paragraph linguistic examples), numbered examples, and glosses and translations, the department uses the [Linguistic Society of America \(LSA\) style](#). The Research Training Seminar provides training on how to apply these conventions correctly.

### **7.4.4. Appendices**

Appendices should be reserved for material that is truly supplementary (e.g., the full questionnaire or set of test items used for data collection in dissertation research). If the material is essential in any way to the understanding of the main text, then it should be part of the main text. Please include trees, tableaux or other linguistic representations and tables in the text.

## **7.5. Submission of assessments**

### **7.5.1. Formative**

The purpose of formative assessments is to give you a chance to develop skills. Some assessed work also has a formative function. Work which is purely formative, and therefore not assessed, is submitted via name rather than exam number. It is due during term time and usually submitted only in hard copy, unless the module tutor specifically requests an electronic copy.

### **7.5.2. Summative**

Summative work measures whether you have acquired the skills taught in the module; the marks for such work comprise or contribute to the overall module mark. Summative work is submitted by exam candidate number only (starting with a 'Y') and your name should never appear on it. Summative assessment may take place during a module, during a vacation (except exams), or at the start of the following term.

### **7.5.3. Electronic submission of assignments**

We require non-examination assessed work to be submitted electronically via the central Virtual Learning Environment (VLE) site "Language and Linguistic Science Postgraduate Assignment Submissions".

Please ensure that you are familiar with the submission process well in advance of the deadline for submitting any assignments. Instructions can be found in the "USING THIS SITE" section.

Unless advised otherwise by individual module tutors, we will require you to submit **all** of your summative work in electronic format **only**, through the VLE. You will **not** be required to submit paper versions of your assignments.

### **When submitting work to the site, please ensure that you:**

- 1) Anonymise your work. ([How to Remove All Identifying Information](#))
- 2) Include the actual word count at the bottom of the final page.
- 3) Make sure your file is less than 30MB.
- 4) Submit work in PDF format, unless the module tutor has specified a different format.

- 5) If you are entitled to disability stickers, this will happen automatically so staff will be aware. (See Section 2.2.4, Accessibility and Disability Support.)

### **Points to note:**

Each time you submit an assessment to a module site, it will be date stamped in the VLE system, and you will be presented with a receipt and a submission number. This information will also be emailed to your University of York account.

### **If you accidentally submit the wrong file:**

If you need to submit more than one copy of an assessment (for example, because you realise that you have made a mistake in a piece of work and wish to submit an updated version, or have uploaded the wrong document) you should resubmit the correct file as soon as possible. The updated copy must still be submitted before the deadline.

We will always take the most recent version as the final version for marking.

### **Late Submission**

Work can still be submitted to the VLE site after the deadline, but will automatically be marked as late. See the Penalties section below for details late submission penalties.

**You are strongly advised not to leave assignment submission to the last minute.**

### **If problems occur when trying to submit your work:**

If you attempt to submit your assignment but encounter serious, last-minute difficulties with the VLE system, please email [linguistics-pg-enquiries@york.ac.uk](mailto:linguistics-pg-enquiries@york.ac.uk) with an explanation of the problem, and attach the assessment. The date and time that the email is received will be noted and used to determine if the work is submitted on time or late. We will then ask the VLE team to verify and investigate your claim, to determine whether penalties should still be applied. This procedure should therefore only be used if you are genuinely unable to submit work via the VLE because of a technical issue.

### **7.5.4. Extensions to deadlines / Exceptional circumstances affecting assessment**

If, for any reason, you know that you will not be able to submit work by the deadline but believe that there are genuine exceptional circumstances, you must apply in writing for an extension **no later than 2 working days before the submission deadline**. You should use the [Exceptional Circumstances Affecting Assessment application form](#), submitting supporting evidence for your claim. The documents will then be forwarded to the Exceptional Circumstances Committee for consideration, and you will be advised whether your extension request can be approved.

Note that if a request for an extension to your dissertation submission date will entail extension of your registration period, it must be approved by the Special Cases Committee of the University on the recommendation of the GSB.

For full details of the Exceptional Circumstances affecting Assessment Policy, please see section 8.

## **7.6. Penalties**

### **7.6.1. Late submission**

Any work submitted late, without valid exceptional circumstances, will be reduced by 10 marks for each day (or part of each day) that the work is late, up to a total of five days, including weekends and Bank Holidays. For example, if work is awarded 60, and the work is up to one day late, the final mark will be 50. After five days, the work is marked at zero. Since no compensation for failure is allowed in the dissertation, late submission of the dissertation could lead to overall failure. ***The exception to the above is any work submitted within the first hour following the submission deadline time will only incur a five mark penalty.***

### **7.6.2. Non-submission**

Failure to submit a piece of assessment or to attend an examination will normally result in the award of a mark of zero.

### **7.6.3. Word limits**

When word limits are specified, you should take them seriously. For coursework, examiners allow a margin of  $\pm 10\%$  unless otherwise stated; e.g. if a length of 3,000 words is specified for an essay, a length of 2,700-3,300 words is permitted. If a piece of assessed work is more than 10% longer than the specified length, examiners will not read beyond the prescribed word limit and will base their assessment only on the material up to the word limit +10%.

When a range is specified, for example 8,000–12,000 words, the  $\pm 10\%$  margin is not allowed. The submission must be no shorter than 8,000 words and no longer than 12,000 words.

You must indicate actual word count at the bottom of the final page of each piece of work.

### **7.6.4. Question limits**

When students fail to follow the instructions for an assessment and answer more questions than are specified, examiners will base the mark on the first questions answered. For example, if the instructions state that the student is to answer three questions from Section A out of a possible six, and if the student answers four questions, the examiners will mark the first three of the four.

## **7.7. Marking procedures, marking criteria, and outcomes**

### **7.7.1. Markers**

Marking is conducted in accordance with the University's Guide to Assessment, Standards, Marking and Feedback. Written summative assessments submitted for modules are marked by an internal examiner (usually the module instructor). The work is then passed to a moderator, appointed from among the staff in the department. The moderator monitors the marking for consistency and equity. Thereafter, the External Examiner oversees the marking process, including viewing a subset of marked work from all modules, the final marks for all modules, and feedback on work. The range of work sent to External Examiners varies at the discretion of the External Examiner and the Chair of the Board of Examiners.

For summative work that is not in written form, such as an oral presentation or oral exam, the moderator attends a representative selection of presentations, or the presentations are recorded for later moderation.



Dissertations are double blind marked, which means that two examiners from among the department staff mark each dissertation independently and then come to a joint decision.

### 7.7.2. Anonymous marking

All summative open assessments (such as essays, projects and open exams) are marked anonymously, except where this is unfeasible. Examples of open assessments where it is not possible to mark anonymously include oral exams and group presentations. In some open assessments (such as projects and essays where you discuss your topic with a tutor prior to submission), the tutor who first marks the essay may know whose work they are marking. These assignments are still submitted anonymously, (i.e. with your exam number on them) so that second marking can still be anonymous.

### 7.7.3. Marking criteria

The marking scheme used for all taught components is on the University scale (1-100). Students whose average in a given module fails to reach the Pass grade (50) will be deemed to have failed the module. Failure in a single coursework or examination component need not mean that a student will fail a module.

Depending on the nature of the work, module components will be marked either judgmentally or numerically. For work such as essays, projects and dissertations the department operates a policy which normally limits each examiner to three categories (low, mid and high) within each band of marking. Where two markers disagree minimally, the final mark will be the average of the two proposed marks. For numerically marked work any number within the University scale may be proposed but examiners must verify that the marks produced by their mark scheme correspond broadly to the achievement criteria used for judgmentally evaluated work. If they do not, the marks will be scaled so that they do.

Examiners mark on a positive basis, giving students credit for good ideas, well-argued sections and perceptive criticism. There is no set of fixed penalties to be deducted except those for late submission (See Penalties, in the previous section).

Our marks can be divided into ranges as follows:

<b>Exceptional</b> range	85-100 <sup>1</sup>
<b>Distinction</b> range	70-84
<b>Merit</b> range	60-69
<b>Masters Pass</b> range	50-59
<b>Marginal Fail</b> range	40-49
<b>Outright Fail</b> range	0-39 (Fails in this range are non-compensatable)

Examiners arrive at marks by evaluating them under a number of different criteria such as quality of: focus, expression, structure, analysis, balance, illustration, theoretical knowledge and academic integrity. The precise criteria and the way examiners use them may change over the course of the programme as our expectations of you become more demanding. Because of this, it is difficult to provide fixed descriptors of the characteristics of work within each range. We give some examples below of the marks examiners use and when.

The culmination of your Masters study is the dissertation. It may help you to understand marking criteria to look at a dissertation feedback grid used in marking dissertations. This is

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<sup>1</sup> Classification of work as exceptional is for the purposes of student feedback. The University does not formally recognise a distinction between Distinction and Exceptional, all such work is classed as Distinction level.

available via the [department forms and documents page](#).

### **Exceptional**

This work is outstanding. It demonstrates exceptional skills of analysis and argumentation as well as the requirement of all lower pass ranges. Dissertations with marks at this level are typically publishable, perhaps with some minor revisions.

High	100	In the exceptional range on all appropriate criteria
Mid	95	Meets exceptional standards in a number of areas with no criteria failing to meet distinction level
Low	88	Exceptional by some criteria, with no categories significantly lower

### **Distinction**

Excellent work, presented to a very high standard. The work provides evidence of independent critical and potentially original thinking and arguments are presented lucidly. Marks regularly achieved at this level or higher tend to indicate suitability for doctoral work.

High	80	Marked as in the distinction range or higher on all relevant criteria
Mid	75	Meets distinction standards in a number of areas with no criteria failing to meet merit level
Low	70	Distinction level by some criteria, with most criteria in at least the range below

### **Merit**

Work in this range is considered good; it provides evidence of understanding from a good to a considerable level, together with increasing degrees of independent and critical thought backed up by reference to literature the student has read. A student who regularly achieves marks at the high end of this level is showing the potential for doctoral study.

High	68	Marked as in the merit range or higher on all relevant criteria
Mid	65	Meets merit standards in a number of areas with no criteria failing to meet pass level
Low	62	Merit level by some criteria, with most criteria in at least the range below

### **Pass**

Work at this level is considered at least satisfactory and at the high end with the potential to be good. It is presented in good English, typically with few mistakes of language or style. The work provides evidence of a basic, increasing to satisfactory, understanding of the subject. Work at the lower end would benefit from further development and reorganisation or clarification, and/or from reference to a wider range of literature.

High	58	Marked as in the Masters pass range or higher on all relevant criteria
Mid	55	Meets Masters pass standards in a number of areas with no criteria failing to reach marginal fail level
Low	52	Masters pass level by some criteria, with most criteria in at least the marginal fail range

### **Marginal Fail<sup>2</sup>**

Work in this range shows some understanding of basic theory and the subject examined but is not consistently satisfactory. It may be presented inadequately with faulty organisation and expression. It may suggest that with more effort the candidate could pass.

High	48	Marked as in at least the Masters pass range on most relevant criteria
Mid	45	Meets Masters pass standards in some areas with no criteria in the outright fail range
Low	42	Meets Masters pass level in some criteria but with falling just short of meeting that level in others

### **Outright Fail**

Such work typically shows serious misunderstanding of material taught and or of the question asked. Ideas in work of this quality are typically muddled and badly expressed. Work in this range is completely unsatisfactory and considered to provide little or no evidence of the candidate's ability to understand the subject tested.

High	35	Marked as in at least the marginal fail range on most relevant criteria
Mid	17	Fails to meet Masters pass standards in most areas
Low	0	Non-submission

### **7.7.4. Determination of coursework outcomes**

Decisions concerning whether students have passed the coursework part of their Masters degree and may proceed to dissertation are taken at Progression meetings of the Graduate Board of Examiners in late May/early June (taught MA programmes) and July (MSc).

If you have achieved an average of at least 50% in each of your taught modules, and your dissertation proposal has been accepted, you should be able to progress to the dissertation stage.

Initial failure in a taught module or modules does not always entail failure to progress to dissertation. You may have been given an opportunity for reassessment of certain modules before this meeting, as explained below, and if not, should it still be necessary, you will be given one following it. Final reassessment decisions are also taken at these meetings.

If you fail to progress to dissertation because you have failed to achieve an average of 50% in your coursework, you may be transferred onto a lower award programme after the relevant Progression Board meeting. Refusal to transfer to a Diploma or Certificate will mean that you would have to withdraw from the university, since you would be unable to complete the Masters degree.

#### **Outright Failure of a module or modules**

Failure of individual module components does not provide you with an opportunity for reassessment. However, if the average of all your component marks for a single module is below 40% at first attempt, you will be required to take a resit. Module reassessment produces a single mark which replaces the average achieved at first attempt.

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<sup>2</sup> See section 8.6.2 for an explanation of how modules with fail marks in this category can be compensated for by better work in other modules as long as no more than 40 credits have marks in this range.

Where it is clear that reassessment will be necessary, the department will offer you an opportunity for early reassessment wherever possible, rather than waiting for the results of your whole coursework stage in (or after) the Summer Term.

However, please note that the marks you achieve at any early reassessment opportunity will only be taken into account at the final Board of Examiners meeting if you **pass sufficient credits over the whole of the taught stage**. Students are only entitled to reassessment in a maximum of 40 credits worth of failed modules, provided that they have failed no more than 60 credits overall, and have failed no more than 40 credits outright (below 40).

Due the complexity of the assessment rules, it may be advisable to seek further clarification in the *Guide to Assessment and Marking* for 2020/1.

### **'Marginal' failure**

If the overall average of your taught modules is over 50%, and you have no marks below 40%, then up to 40 credits worth of marks between 40 and 49% may be 'compensated'. In this circumstance, your success in other modules compensates for these marginal fails and you are not entitled to be reassessed in the modules you have marginally failed.

If you fail to achieve an average of 50% you will need to undergo some reassessment just as explained for an outright fail, above.

Since only 40 credits in total can be compensated, should you fail to achieve module averages of 50% in more than 40 credits, you will ultimately have to undergo reassessment in at least one module.

### **When is the opportunity to compensate determined?**

If you have marginal fail marks in your Autumn Term modules, you may not have the module(s) reassessed at that point. You will proceed to your Spring Term modules as expected. It is assumed that success in Spring Term modules would be sufficient to allow you to compensate any marginal module failure in Autumn Term. Should that turn out not to be the case, you will be offered a reassessment opportunity after Spring Term marking is complete.<sup>3</sup>

Supposing you pass all your Autumn Term modules but marginally fail either or both Spring Term ones, as long as the average of all your marks is still over 50%, you will proceed to the next stage without any opportunity for reassessment of the marginally failed module(s).

For MSc students, should you maintain an average of 50% after both Autumn and Spring Term assessment despite a marginal fail or fails, but then marginally fail your Summer Term module, if this brings your average below the threshold for success, you will have to undergo reassessment in at least one marginally failed module.<sup>3</sup>

Where a student is eligible for reassessment in more than one module, which module or modules should be retaken will be decided in consultation with the Chair of the Board of Examiners and where appropriate, module convenors.

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<sup>3</sup> University regulations require us to give you at least three weeks' notice before a resit date.

### **7.7.5. Final degree classification**

The Graduate Board of Examiners meets again in the Autumn Term following your dissertation or Diploma essay submission to determine the final classification of your degree.

#### **Masters degrees (180 credits)**

There are four possible outcomes for the taught Masters degree.

##### **Fail**

A student who has not achieved a rounded credit-weighted mark of at least 50% over all taught modules will not be allowed to proceed to dissertation and will thus fail the degree if they do not withdraw. A student who has passed the taught component but fails to achieve a mark of 50% in the dissertation will fail the degree<sup>4</sup>

##### **Pass**

To be recommended to Senate for the award of a Masters degree a student must achieve:

- i. a rounded credit-weighted mark of at least 50% over all modules,
- ii. a mark of at least 50% in the dissertation<sup>5</sup>, and
- iii. no more than 40 credits of modules failed with marks below 40%

##### **Merit**

To be recommended to Senate for the award of a Masters degree with merit a student must achieve the following at the first attempt:

- i. a rounded credit-weighted mark of at least 60% over all modules,
- ii. a mark of at least 60% in the dissertation, and
- iii. no more than 20 credits of failed modules, with no mark below 40%.

##### **Distinction**

To be recommended to Senate for the award of a Masters degree with distinction, a student must achieve at the first attempt:

- i. a rounded credit-weighted mark of at least 70% over all modules and
- ii. a mark of at least 70% in the dissertation and
- iii. no failed modules.

#### **Postgraduate Diplomas (120 credits)**

Masters students who are unable to proceed to the dissertation, or who are advised not to do so, may be eligible for a Postgraduate Diploma. On masters programmes with 120 taught module credits (Linguistics, Psycholinguistics, Forensic Speech Science), you may be eligible for a Diploma based on those credits. On programmes with 100 taught module credits (Comparative Syntax and Semantics, Phonetics and Phonology, Sociolinguistics), you will need to supplement the 100 credits by doing a Diploma Essay in the Summer Term and Summer Vacation, in order to achieve the required number of credits. The Diploma Essay involves writing a 5000-word literature review that could serve as the foundation for a linguistics research project. The submission date is the same as for dissertations, and

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<sup>4</sup> A student who achieves a mark of no less than 40% upon first submission of the dissertation will be given a single opportunity to undertake amendments to bring the mark up to 50%.

<sup>5</sup> After no more than one opportunity to perform amendments.

students are assigned an essay supervisor.

Compensation in a Postgraduate Diploma is possible if and only if:

- A. the student has failed no more than 40 credits, and
- B. no individual mark is lower than 40, and
- C. the rounded, credit-weighted mean of all modules (including the failed modules) is at least 50%.

### **Postgraduate Certificate in Linguistics (60 credits)**

If a student does not achieve a rounded, credit-weighted mean of 50% (after any allowed reassessment) in the taught modules taken in Autumn, Spring (and Summer) terms, the failed modules may be discounted and the student may receive a Postgraduate Certificate.

For Postgraduate Certificates, Compensation is possible if and only if:

- A. the student has failed no more than 20 credits, and
- B. no individual mark is lower than 40, and
- C. they achieve a rounded, credit-weighted mean of 50% in all 60 credits

#### **7.7.6. Marks and feedback on your work**

You will receive the marks and feedback for your summative assessments via e:Vision. The postgraduate administrator will inform you when the summative marks and feedback can be viewed. This should be within 20 working days of the submission deadline. The feedback will consist of the first marker's evaluation on a feedback sheet or comments on a script or in the form of a short report.

All marks must be considered as provisional until after the final Board of Examiners meeting.

#### **Policy on feedback to students**

Marks for both formative and summative assessment will be communicated to students carrying marks on the University mark scale.

All modules will provide an opportunity for students to receive some interim feedback on work that has been undertaken for the module before the final assessment.

Feedback on assessed work will, wherever practicable, provide an indication of what would have improved the mark.

Teaching staff will give an indication at the start of a module as to the types of feedback they expect to provide for that module.

The department aims to provide feedback on all non-exam based summative assessment. Where the assessment for a module comprises an essay or project, students will receive a short report or a copy of the marked script. Where the assessment for a module is in several parts, departmental best practice is to provide feedback sheets for each component. However staff may consider alternatives more appropriate and they will inform students of this at the start of the module.

The department is unable to provide detailed individual feedback on performance in closed university exams.

Exceptional circumstances:

- a) Where exam marking cannot be carried out within published deadlines, the department (via the Chair of the Postgraduate Board of Examiners) will notify students of this as soon as possible, and at the latest once the deadline has passed.
- b) Where marking of formative assessment cannot be provided within the times laid out in the guidelines mentioned in this policy, module co-ordinators will inform students of this.

Taking into account the statement below, students who perceive themselves not to have received any such feedback should raise the matter with the member of staff concerned in the first instance, and where appropriate, with the module coordinator.

The department considers that all of the following must be considered feedback, whether it is given in response to work that is assessed or not:

- Oral comments on areas of work that could be improved or that were particularly successful
- Oral provision in class of correct answers to an exercise
- Oral comments in class on presentations or on student participation
- Any of the above, provided individually (this is often more appropriate when the feedback is particularly negative)
- Oral or written comments on transferable skills
- Written comments on individual work
- Corrections on written exercises
- Marks written on exercises
- Marks posted on noticeboards
- Email answers to individual queries
- Discussion in surgery hours
- (Outline) model answers to exercises or exams
- Sample answers to exercise or exam questions (written or oral)
- Comments in response to discussion in an electronic forum
- Departmental assessment feedback sheets

Students have a duty to take account of all feedback made generally available, whether it is addressed to them as individuals or not.

#### **7.7.7. Making an appeal**

You can appeal against a procedural error in arriving at an academic decision or on the basis of exceptional circumstances that the examiners, for good reason, didn't know about (see section 8, below), or a procedural irregularity in the assessment.

However, you cannot appeal against an academic judgement of your work (this is the marker's opinion under the Academic Appeals procedure).

For further details on both terms and how to appeal, visit:

<https://www.york.ac.uk/students/studying/progress/appeals-procedure/>

The GSA has a dedicated advice service to guide students through these procedures. If you are considering making an appeal or a complaint (see section 4.5), email [advice@yorkgsa.org](mailto:advice@yorkgsa.org), or book an appointment for GSA advice via the [online booking form](http://www.yorkgsa.org/students/welfare/book-an-advice-service-appointment/). <http://www.yorkgsa.org/students/welfare/book-an-advice-service-appointment/>.

For more information on appeals, and how to appeal visit:

<https://www.york.ac.uk/students/help/appeals>.

For information on making a complaint, see section 4.

## **8 Exceptional circumstances affecting assessment: when illness or personal circumstances affect your studies**

### **How do I request an extension or opportunity for assessment at a later date?**

The University recognises that sometimes you are unable to undertake or complete summative assessments on time due to unforeseen and unavoidable circumstances, such as illness, traumatic life events, personal difficulties, etc. The University calls these "exceptional circumstances affecting assessment", and has a policy in place to allow you to recover if you are affected during an assessment period.

### **What is an exceptional circumstance?**

The University defines an exceptional circumstance as a problem that you have encountered which goes beyond the normal difficulties experienced in life and that has affected your academic performance adversely during an assessment period. If you think you have been affected by exceptional circumstances during an assessment period, you can make a claim to have these circumstances taken into account.

### **How do I make an exceptional circumstances claim?**

You must use the University's exceptional circumstances form to inform us about any circumstances that have arisen that you believe may have affected your academic performance in assessments. The form is available [here](#).

### **When do I make my claim?**

#### ***Essays and open exams***

You must notify the department of exceptional circumstances by submitting the claim form no later than 2 working days before the submission deadline. Claims submitted later than this deadline will be rejected unless the exceptional circumstances commenced after this time (i.e., in the last 48 hours of the assessment), or your circumstances made it impossible for you to claim on time. You should also make every effort to submit your supporting evidence with your form.

#### ***Fixed date assessments***

If you know you need to miss an assessment (to attend a funeral, for instance, or because you are ill or injured in advance of the exam), you must submit an exceptional circumstances claim form with supporting evidence and receive permission to do so at least 48 hours in advance of the exam, if feasible. The same conditions apply in this instance as in the case of open assessments.

If you become ill on the day of an exam, you must go to the Health Centre and get documentation of your illness, preferably on the day of the exam itself. This evidence should be submitted along with your form within 24 hours of the exam. If you are too ill to do this, you should go to your GP as soon as possible and your documentation must include a statement that it would have been impossible, given your condition, for you to attend earlier.

For both open and closed assessments, claim forms submitted after the assessment deadline (open assessment) or the assessment date (closed assessments) will only be



accepted if your exceptional circumstances were such that they prevented you from submitting your claim at the appropriate time. If this is the case, you should submit your claim as soon as you are able to do so. Your supporting evidence must show clearly why you were unable to submit the claim before the date of the assessment or the deadline for submission of the assessment.

Only in the most exceptional circumstances will claims be considered after grades for the assessment have been posted.

**When do I have to submit my supporting evidence?**

If your circumstances are medical, you should submit your evidence with your form. You can get a Confirmation of Illness Affecting Assessment form from the Health Service in support of your claim. If you are registered with an off-campus GP, take a copy of the Confirmation of Illness Affecting Assessment form (available online, at the link below) with you for your GP to fill out. The form is available via the [Department forms and documents page](#).

If you are unable to supply supporting medical evidence at the time of submission, you must state on the form why this was not possible, and supply the relevant documents as soon as possible.

For other circumstances, supporting evidence should be submitted with the form wherever possible, but will be accepted up until 7 days following submission of the form unless there is a good reason why this is not possible (for instance, death certificates are not always available within this time frame).

Please note that if you do not submit your evidence with your form, your extension is conditional on valid evidence being supplied by the deadline given. If you do not provide valid evidence in time, your extension will be void, and you will be subjected to the University late penalty of 10% deduction of the available marks per day or part of a day from the original deadline up to five days, at which time a mark of zero is awarded.

In general, retrospective doctor's notes (i.e. those dated more than 24 hours after the assessment) will not be accepted as supporting evidence for missing closed exams unless they contain a statement that it would have been medically dangerous for you to have attended earlier.

When your exceptional circumstances claim has been considered, you will be informed of the outcome, and the agreed extension date if applicable.

## 9 MSc in Forensic Speech Science

### 9.1. The programme of study

The course is designed to take students from general principles and methodologies through to specific practical skills and research issues in forensic speech analysis. The Autumn Term provides a general introduction to relevant theories and methods in language variation and phonetics, and the aims, scope, tasks and practices of forensic speech analysis. The Spring Term enables students to expand their knowledge and skills in auditory and acoustic analysis of speech. In the Summer Term, students apply their knowledge, experience and analytical skills to forensic case materials. The Summer vacation is devoted to individual dissertation work.

### 9.2. MSc programme structure and module choices

Programme Leader: Paul Foulkes

The structure of the MSc programme appears in the table below. Numbers in brackets after module names indicate the number of credits. Full descriptions of all the modules can be found in the [module catalogue](#).

<b>Autumn term</b>	
<ul style="list-style-type: none"> <li>• Introduction to Forensic Speech Science L17M (10)</li> <li>• Language Variation and Change L19M (10)</li> </ul>	
<i>AND</i>	
For students with no prior background in English phonetics and phonology:	For students with prior background in English phonetics and phonology:
<ul style="list-style-type: none"> <li>• Phonetics and Phonology L29M (10)</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced Phonetics L69M (10)</li> </ul> <p><i>or</i></p> <ul style="list-style-type: none"> <li>• Advanced Phonology L70M (10)</li> </ul>
<b>Autumn, Spring and Summer terms</b>	
<ul style="list-style-type: none"> <li>• Research Training Seminar L34M (20)</li> </ul>	
<b>Spring term</b>	
2 x 20-credit options.	
<ul style="list-style-type: none"> <li>• Sociophonetics L44M (20)</li> <li>• Technical Foundations of Forensic Speech Science L82M (20)</li> </ul>	
<i>AND</i>	
<ul style="list-style-type: none"> <li>• Forensic Speech Science lab (see explanation below table)</li> </ul>	
<b>Spring and Summer terms</b>	
<ul style="list-style-type: none"> <li>• Quantitative Methods L33M (10)</li> </ul>	

<b>Summer term</b>
<ul style="list-style-type: none"> <li>● Research in Forensic Speech Science L32M (20)</li> </ul>
<b>Summer vacation</b>
<ul style="list-style-type: none"> <li>● Dissertation (60) (8,000–12,000 words)</li> </ul>

The Forensic Speech Science lab is a weekly non-assessed session in which students discuss speaker comparison cases and conduct auditory and acoustic analysis on case materials. The lab sessions provide further opportunity to practise analytic techniques introduced in the other Spring Term modules, and also establish a foundation of the work carried out in Summer Term.

### **9.2.1. Foundation and advanced paths**

The set of core modules is different for those with prior background and those with no relevant background. For students with undergraduate degrees in linguistics, who have prior background in either or both of sociolinguistics and phonetics and phonology, you will get a chance to discuss what is most appropriate path for you with the MSc Programme Leader in Week 1 of the programme or before. While we do not usually allow students with prior background to repeat earlier study, your prior background may be substantially different in approach from the one we teach so we might advise or even require that you take the foundation route in one or either area. If you can demonstrate background equivalent to the foundation level core, please talk to the Programme Leader, who will advise whether an alternative module could be provided.

### **9.2.2. Practical experience**

Students will attend work placements at J P French Associates, at a time to be determined. We also hope to arrange for students to attend court while forensic speech or audio evidence is being delivered. However, it should be borne in mind that court dates are regularly changed, and often cancelled at short notice. Arrangements for court attendance may also force us to rearrange scheduled classes and other meetings at short notice.

### 9.3. MSc timetable of year, including assessment deadlines

Autumn Term		
Week 1	Induction week	
Week 2	Teaching starts	
Week 6	Reading week	
	Introduction to Forensic Speech Science 1 <sup>st</sup> component due (Lab report – 25%)	Thursday 12 noon
	Deadline for completing Academic Integrity Tutorial	Friday 12 noon
Week 8	Option Module Meeting	
Week 10	Introduction to Forensic Speech Science 2 <sup>nd</sup> component due (Lab report – 25%)	Thursday 12 noon
	Submit option module choices	Friday 12 noon
Spring Term		
Week 1	Advanced Phonology assessment due Language Variation and Change assessment due Phonetics and Phonology assessment due	Tuesday 12 noon
	Advanced Phonetics open exam due	Thursday 12 noon
	RTS exam (50%) Intro to Forensic Speech Science exam (50%)	<i>timing TBC</i>
Week 2	Classes start	
Week 4	Sociophonetics 1 <sup>st</sup> component (acoustic analysis – 15%)	Thursday 12 noon
Week 6	Reading Week	
Week 10	RTS Summative assessment (50%) due	Thursday 12 noon
	Sociophonetics 2 <sup>nd</sup> component (acoustic analysis – 35%)	Thursday 12 noon
	Quantitative Methods assessment (40%) Technical Foundations of FSS (report – 30%)	Thursday 12 noon
Summer Term		

Week 1	Sociophonetics 3 <sup>rd</sup> component (essay – 50%) due	Thursday 12 noon
Week 2	Technical Foundations of FSS open exam due (70%)	Tuesday 12 noon
Week 3	Quantitative Methods (report – 60%) due	Thursday 12 noon
Week 5	Research in Forensic Speech Science 1 <sup>st</sup> component (Case report – 40%) due	Thursday 12 noon
Week 6	Outline dissertation proposal due	Thursday 12 noon
Week 9	Final dissertation proposal due	Thursday 12 noon
Week 10	Research in Forensic Speech Science 2 <sup>nd</sup> component (Case report – 60%) due	Thursday 12 noon
<b>Summer Vacation</b>		
Student feedback meeting with external examiner (optional); MSc Progression Board		Mid July
FSS postgraduate presentation day		Mid August
Dissertation submission		Thursday 9 Sep 2021, 12 noon
Final Award board		November

Where formative assessment is set, module tutors will advise of submission arrangements and deadlines

We ask that MSc students agree to submit their completed dissertations and some Summer Term work to the resources of the Forensics Laboratory.

#### **9.4. MSc dissertation**

Full details of the dissertation procedure, from the proposal writing stage to the presentation style of the dissertation document, will be provided in a separate booklet by the start of the Spring Term, when Research Training Seminar content begins to focus on dissertations.

## 10 All taught MA programmes

All timings of modules and assessments will be confirmed by the programme leaders.

### 10.1. Programme structure and module choices

The programme of work for all the taught MA courses falls into two stages:

1. Coursework between October and April/May (across the Autumn, Spring, and Summer terms)
2. Dissertation work between April/May and early September (across the Summer Term and Summer Vacation)

#### 10.1.1. Core modules

All Masters programmes involve some fixed set of core (i.e. obligatory) modules in the Autumn and some also have core requirements in Spring/Summer; these are indicated in the programme outlines below. The MA Psycholinguistics programme has two routes, whereby you can choose alternative modules, if you can demonstrate that you have already studied modules equivalent to the core modules. An alternative route is not formally offered on the other programmes. However, if you think that you have already covered content equivalent to one of your core modules in a previous programme of study, please raise this as soon as possible with your programme leader. It may be possible to arrange an alternative.

#### 10.1.2. Option modules

The MA Linguistics, MA Phonetics & Phonology, and MA Psycholinguistics programmes all include option modules in the Spring Term. You will need to choose your options at the end of the Autumn Term. To decide which take, read the descriptions in the module catalogue, and also talk to your programme leader and the module instructors. Note that the choices you make for the Spring Term will affect the dissertation topics open to you in the summer, in that we would not encourage you to pursue a dissertation topic that does not relate at all to your Spring Term options. Where students have a choice of options we strongly advise that they choose related modules, in the interests of having a strong enough background to pursue their chosen dissertation topic.

There will be an options meeting in Week 8 of the Autumn Term, where we'll explain how you submit your module choices, and you'll have the opportunity to ask questions.

Please note that advertised option modules may not run if an insufficient number of students registers for them.

#### 10.1.3. Auditing modules

If you are in any doubt about a choice between two option modules, you should attend both for the first teaching week of term. In order to do this, you must initially register to take one and ask permission to audit the other. All module changes must be entered into the system by the end of the second week of teaching and you will **normally only** be allowed to transfer to a module **if you have attended the class you wish to transfer to from the beginning of term**. Please notify the Postgraduate Administrator as soon as possible of any proposed changes.

## 10.2. MA programmes timetable of year, including assessment deadlines

Autumn Term		
Week 1	Induction week	
Week 2	Teaching starts	
Week 6	Reading week	
	Deadline for completing Academic Integrity Tutorial	Friday 12 noon
Week 8	Option Module Meeting	
Week 10	Submit option module choices	Friday 12 noon
Spring Term		
Week 1	Summative assessments due for: <ul style="list-style-type: none"> <li>• Advanced Phonology</li> <li>• Advanced Syntax</li> <li>• Comparative Syntax and Syntactic Typology</li> <li>• Directed Reading in Psycholinguistics</li> <li>• Issues in the Syntax and Semantics Interface</li> <li>• Language Acquisition</li> <li>• Language Variation and Change</li> <li>• Phonetics and Phonology</li> <li>• Psycholinguistics</li> <li>• Semantics</li> <li>• Syntax</li> </ul>	Tuesday 12 noon
	Advanced Phonetics open exam due	Thursday 12 noon
	RTS exam (50%) Intro to Forensic Speech Science exam (50%)	<i>timing TBC</i>
Week 2	Classes start	
Week 4	Sociophonetics 1 <sup>st</sup> component (acoustic analysis – 15%)	Thursday 12 noon
Week 6	Reading Week	
Week 7	Semantic Theory (1 <sup>st</sup> component) Syntactic Theory (1 <sup>st</sup> component)	Thursday 12 noon
Week 7	Quantitative Methods assessment (40%)	Thursday 12 noon

Week 8	Submit draft dissertation proposal	Thursday 12 noon
Week 10	RTS Summative assessment (50%) due	Thursday 12 noon
	Sociophonetics 2 <sup>nd</sup> component (acoustic analysis – 35%)	Thursday 12 noon
	Technical Foundations of FSS (report – 30%)	Thursday 12 noon
	1 <sup>st</sup> Dissertation Advisory Panel meeting	<i>timing TBC</i>
<b>Summer Term</b>		
Week 1	<b>Summative assessments due for:</b> <ul style="list-style-type: none"> <li>● Advanced Comparative Syntactic and Semantic Typology</li> <li>● Advanced Topics in Psycholinguistics</li> <li>● Comparative Semantics</li> <li>● Directed Reading in Phonetics and Phonology</li> <li>● Language and the Brain</li> <li>● Multimodality - Language and the Body</li> <li>● Psycholinguistic Approaches to Second Language Acquisition</li> <li>● Semantic Theory (2<sup>nd</sup> component)</li> <li>● Sociophonetics (3<sup>rd</sup> component)</li> <li>● Syntactic Theory (2<sup>nd</sup> component)</li> <li>● Topics in Language Variation and Change</li> </ul>	Thursday 12 noon
Week 2	Technical Foundations of FSS open exam due (70%)	Tuesday 12 noon
Week 2	Quantitative Methods (report – 60%) due	Thursday 12 noon
Week 4	Experimental Methods in Psycholinguistic Research (experiment design – 100%) due	Thursday 12 noon
Week 8	Poster presentation day	Thursday (TBC)
	Student feedback meeting with external examiner (optional); MA Progression Board	Friday (TBC)
<b>Summer Vacation</b>		
Dissertation submission		Thursday 9 Sep 2021, 12 noon
Final Award board		November

Where formative assessment is set, module tutors will advise of submission arrangements and deadlines



### 10.3. Taught MA programme outlines

The structure of each MA programme is given in the tables below. Numbers in brackets after module names indicate the number of credits. Full descriptions of all the modules can be found in the [module catalogue](#).

#### 10.3.1. MA in Comparative Syntax & Semantics

The programme leader is George Tsoulas.

<b>Autumn term</b>
<ul style="list-style-type: none"><li>• Comparative Syntax and Syntactic Typology L67M (core, 20)</li><li>• Issues in the Syntax and Semantics Interface L68M (core, 20)</li></ul>
<b>Autumn, spring and summer terms</b>
<ul style="list-style-type: none"><li>• Research Training Seminar L34M (core, 20)</li></ul>
<b>Spring term</b>
<ul style="list-style-type: none"><li>• Advanced Comparative Syntactic or Semantic Typology L61M (core, 20)</li><li>• Comparative Semantics L64M (core, 20)</li></ul>
<b>Summer term and summer vacation</b>
<ul style="list-style-type: none"><li>• Dissertation (80) (12,500–15,000 words)</li></ul>

### 10.3.2. MA in Linguistics

The programme leader is Norman Yeo.

<b>Autumn term</b>
<ul style="list-style-type: none"><li>• Language Variation and Change L19M (core, 10)</li><li>• Semantics L23M (core, 10)</li><li>• Syntax L25M (core, 10)</li><li>• Phonetics and Phonology L29M (core, 10)</li></ul>
<b>Autumn, spring and summer terms</b>
<ul style="list-style-type: none"><li>• Research Training Seminar L34M (core, 20)</li></ul>
<b>Spring term</b>
2 x 20-credit options. Discuss with your supervisor and select from: <ul style="list-style-type: none"><li>• Comparative Semantics L64M (20)</li><li>• Multimodality - Language and the Body L77M (20)</li><li>• Sociophonetics L44M (20)</li><li>• Semantic Theory L24M (20)</li><li>• Syntactic Theory L26M (20)</li><li>• Topics in Language Variation and Change L57M (20)</li></ul>
<b>Spring and summer terms</b>
<b>Summer term and summer vacation</b>
<ul style="list-style-type: none"><li>• Dissertation (80) (12,500–15,000 words)</li></ul>

### 10.3.3. MA in Phonetics & Phonology

The programme leader is Eleanor Chodroff.

<b>Autumn term</b>
<ul style="list-style-type: none"><li>• Advanced Phonetics L69M (core, 10)</li><li>• Advanced Phonology L70M (core, 10)</li></ul> <p>AND one option from:</p> <ul style="list-style-type: none"><li>• Language Acquisition L18M (10)</li><li>• Language Variation and Change L19M (10)</li><li>• Psycholinguistics L31M (10)</li><li>• Semantics L23M (10)</li><li>• Syntax L25M (10)</li></ul>
<b>Autumn, spring and summer terms</b>
<ul style="list-style-type: none"><li>• Research Training Seminar L34M (core, 20)</li></ul>
<b>Spring term</b>
<p>2 x 20-credit options. Discuss with your supervisor and select from:</p> <ul style="list-style-type: none"><li>• Sociophonetics L44M (20)</li><li>• Technical Foundations of Forensic Speech Science L82M (20)</li><li>• Multimodality: Language and the Body (77M)</li><li>• Directed reading in Phonetics and Phonology (11M)</li></ul>
<b>Spring and summer terms</b>
<ul style="list-style-type: none"><li>• Quantitative Methods L33M (core, 10)</li></ul>
<b>Summer term and summer vacation</b>
<ul style="list-style-type: none"><li>• Dissertation (80) (12,500–15,000 words)</li></ul>

### 10.3.4. MA in Psycholinguistics

The programme leader is Nino Grillo.

<b>Autumn term</b>	
<p>There are two different routes, depending on your prior background. Students with no prior background in Linguistics or Psycholinguistics take Route A, below. Students who have already studied the equivalent of one or more of the core Route A modules take Route B. The programme leader will help you to decide which route you should take.</p>	
<b>Route A</b>	<b>Route B</b>
<ul style="list-style-type: none"><li>• Language Acquisition L18M (core, 10)</li><li>• Psycholinguistics L31M (core, 10)</li><li>• Syntax L25M (core, 10)</li><li>• Phonetics and Phonology L29M (core, 10)</li></ul>	<p>40 credits from any of the Route A modules and:</p> <ul style="list-style-type: none"><li>• Advanced Phonetics L69M (10)</li><li>• Advanced Phonology L70M (10)</li><li>• Advanced Syntax L79M (10)</li><li>• Directed Reading in Psycholinguistics L48M (10)</li></ul>
<b>Autumn, spring and summer terms</b>	
<ul style="list-style-type: none"><li>• Research Training Seminar L34M (core, 20)</li></ul>	
<b>Spring term</b>	
<p>2 x 20-credit options to be discussed with your supervisor.</p> <ul style="list-style-type: none"><li>• Advanced Topics in Psycholinguistics L76M (20)</li><li>• Language and the Brain (83M)</li><li>• Psycholinguistic Approaches to second language acquisition (72M)</li><li>• Syntactic Theory L26M (20)</li></ul>	
<b>Spring and summer terms</b>	
<ul style="list-style-type: none"><li>• Quantitative Methods L33M (core, 10)</li><li>• Experimental Methods in Psycholinguistic Research L81M (core, 10)</li></ul>	
<b>Summer term and summer vacation</b>	
<ul style="list-style-type: none"><li>• Dissertation (60) (8,000–12,000 words)</li></ul>	

### 10.3.5.

#### MA in Sociolinguistics

The programme leader is Paul Kerswill.

<b>Autumn term</b>
<ul style="list-style-type: none"><li>• Language Variation and Change L19M (core, 10)</li><li>• Phonetics and Phonology L29M (core, 10)</li><li>• Syntax L25M (core, 10)</li></ul>
<b>Autumn, Spring and Summer terms</b>
<ul style="list-style-type: none"><li>• Research Training Seminar L34M (20)</li></ul>
<b>Spring term</b>
<ul style="list-style-type: none"><li>• Sociophonetics L44M (core, 20)</li><li>• Topics in Language Variation and Change L57M (core, 20)</li></ul>
<b>Spring and Summer terms</b>
<ul style="list-style-type: none"><li>• Quantitative Methods L33M (core, 10)</li></ul>
<b>Summer vacation</b>
<ul style="list-style-type: none"><li>• Dissertation (80) (12,500–15,000 words)</li></ul>

## 10.4. Taking an MA part-time

All of our MA programmes (but not the MSc) can be taken part-time. Part-time routes for MA in Linguistics and MA in Psycholinguistics are detailed below. Please see your programme leader to determine the part-time route of a different programme.

### 10.4.1. MA in Linguistics (Part-Time)

<b>YEAR 1: Autumn term</b>
Select two modules from the following list. The remaining two are taken in Year 2. Discuss with your supervisor which two you should take in each year. <ul style="list-style-type: none"><li>• Language Variation and Change L19M (core, 10)</li><li>• Semantics L23M (core, 10)</li><li>• Syntax L25M (core, 10)</li><li>• Phonetics and Phonology L29M (core, 10)</li></ul>
<b>YEAR 1: Autumn, spring and summer terms</b>
<ul style="list-style-type: none"><li>• Research Training Seminar L34M (core, 20)</li></ul>
<b>YEAR 1: Spring term</b>
One 20-credit option. Discuss with your supervisor and select from: <ul style="list-style-type: none"><li>• Comparative Semantics L64M (20)</li><li>• Multimodality: Language and the Body L77M (20)</li> <li>• Sociophonetics L44M (20)</li><li>• Semantic Theory L24M (20)</li><li>• Syntactic Theory L26M (20)</li><li>• Topics in Language Variation and Change L57M (20)</li></ul>
<b>YEAR 1: Spring and summer terms</b>
<b>YEAR 2: Autumn term</b>
Take the remaining two modules from the Autumn Term Year 1 list.
<b>YEAR 2: Spring term</b>
One 20-credit option selected from a list that will be similar to the Year 1 Spring term options list. The list of options in your Year 2 may not be exactly the same as the list offered in your Year 1.
<b>Summer term and summer vacation</b>
<ul style="list-style-type: none"><li>• Dissertation (80) (12,500–15,000 words)</li></ul>

## 10.4.2. MA in Psycholinguistics (Route A Part-Time)

This route is for students with little or no prior knowledge of Linguistics or Psycholinguistics.

<b>YEAR 1: Autumn term</b>
<ul style="list-style-type: none"><li>• Psycholinguistics L31M (core, 10)</li></ul> AND one module from the following list. The remaining one is taken in Year 2. Discuss with your supervisor which one you should take in each year. <ul style="list-style-type: none"><li>• Syntax L25M (core, 10)</li><li>• Phonetics and Phonology L29M (core, 10)</li></ul>
<b>YEAR 1: Autumn, spring and summer terms</b>
<ul style="list-style-type: none"><li>• Research Training Seminar L34M (core, 20)</li></ul>
<b>YEAR 1: Spring term</b>
One 20-credit option to be discussed with your supervisor. <ul style="list-style-type: none"><li>• Advanced Topics in Psycholinguistics L76M (20)</li><li>• Language and the Brain L83M (20)</li><li>• Psycholinguistic Approaches to second language acquisition 72M (20)</li><li>• Syntactic Theory L26M (20)</li></ul>
<b>YEAR 1: Spring and summer terms</b>
<ul style="list-style-type: none"><li>• Quantitative Methods L33M (core, 10)</li></ul>
<b>YEAR 2: Autumn term</b>
<ul style="list-style-type: none"><li>• Language Acquisition L18M (core, 10)</li></ul> AND the remaining one from the Autumn Term Year 1 list.
<b>YEAR 2: Spring term</b>
One 20-credit option selected from a list that will be similar to the Year 1 Spring term options list. The list of options in your Year 2 may not be exactly the same as the list offered in your Year 1.
<b>YEAR 2: Spring and summer terms</b>
<ul style="list-style-type: none"><li>• Experimental Methods in Psycholinguistic Research L81M (core, 10)</li></ul>
<b>Summer term and summer vacation</b>
<ul style="list-style-type: none"><li>• Dissertation (60) (8,000–12,000 words)</li></ul>

### 10.4.3. MA in Psycholinguistics (Route B Part-Time)

This route is for students who already have a background in Linguistics and/or Psycholinguistics. The route is the same as Route A, except in the Autumn term.

<b>YEAR 1: Autumn term</b>	
Select two 10 credit modules from any of the core modules that you have not already studied, and the Route B options. The programme leader will help you to decide which modules to select.	
<p><b>Core modules (Route A)</b></p> <ul style="list-style-type: none"> <li>• Language Acquisition L18M (core, 10)</li> <li>• Psycholinguistics L31M (core, 10)</li> <li>• Syntax L25M (core, 10)</li> <li>• Phonetics and Phonology L29M (core, 10)</li> </ul>	<p><b>Route B</b></p> <ul style="list-style-type: none"> <li>• Advanced Phonetics L69M (10)</li> <li>• Advanced Phonology L70M (10)</li> <li>• Advanced Syntax L79M (10)</li> <li>• Directed Reading in Psycholinguistics L48M (10)</li> <li>• Language and the Brain (83M)</li> <li>• Psycholinguistic Approaches to second language acquisition (72M)</li> </ul>
<b>YEAR 1: Autumn, spring and summer terms</b>	
<ul style="list-style-type: none"> <li>• Research Training Seminar L34M (core, 20)</li> </ul>	
<b>YEAR 1: Spring term</b>	
One 20-credit option from List A or List B. Discuss with your supervisor.	
<ul style="list-style-type: none"> <li>• Advanced Topics in Psycholinguistics L76M (20)</li> <li>• Language and the Brain L83M (20)</li> <li>• Psycholinguistic Approaches to second language acquisition L72M (20)</li> <li>• Syntactic Theory L26M (20)</li> </ul>	
<b>YEAR 1: Spring and summer terms</b>	
<ul style="list-style-type: none"> <li>• Quantitative Methods L33M (core, 10)</li> </ul>	
<b>YEAR 2: Autumn term</b>	
Two modules from a list similar to the Autumn Term Year 1 list. The list will include the core modules and a set of Route B options that will be similar to, but may not be exactly the same as, the Route B options offered in your Year 1.	
<b>YEAR 2: Spring term</b>	
One 20-credit option selected from a list that will be similar to the Year 1 Spring term options list. The list of options in your Year 2 may not be exactly the same as the list offered in your Year 1.	



<b>YEAR 2: Spring and summer terms</b>
<ul style="list-style-type: none"> <li>• Experimental Methods in Psycholinguistic Research L81M (core, 10)</li> </ul>
<b>Summer term and summer vacation</b>
<ul style="list-style-type: none"> <li>• Dissertation (60) (8,000–12,000 words)</li> </ul>

## 10.5. Dissertation on Taught MA Programmes

Full details of the dissertation procedure, from the proposal writing stage to the presentation style of the dissertation document, will be provided in a separate booklet by the start of the Spring Term, when Research Training Seminar content begins to focus on dissertations.

## 10.6. Statistics Supervision

As well as a primary dissertation supervisor, each PGT student will receive additional support for data analysis and statistics, where required. This will involve one-on-one supervision with a statistics supervisor who will be able to help with the design of the study and the implementation of statistical analysis (as well as many other elements of the project, e.g. coding, visualisation).

Each student will be assigned one of George Bailey, Eleanor Chodroff, Vincent Hughes or Shayne Sloggett as statistics supervisor. Individual statistics supervisors will be assigned once dissertation proposals have been approved. Across the duration of the dissertation, each student will have up to 1.5 hours in total with the statistics supervisor. We would recommend arranging a short meeting with your statistics supervisor when you begin your project (in May/June) to allow you to integrate statistics into your thinking from a very early stage. After this, students can organise their time however they wish, but we would ask that you don't wait until the very end of August to use your remaining time as this is likely to be a very busy time of the year for statistics supervisors. Given the current situation with COVID, meetings will be held online and you may wish to include your primary supervisor too, if that would be helpful. Don't forget to also discuss statistics with your primary supervisor outside of meetings with your statistics supervisor.

Expectations of students:

- You should think carefully about whether their project will involve any type of data analysis and utilise the time available
- The time is to be used to discuss your specific research question/ data set – rather than for general principles or to learn the basics of coding
- Students not currently taking Quantitative Methods should have attended, minimally, the **Descriptive** and **Inferential Statistics** sessions of RTS (Weeks 7-9, Term 2). Statistics supervisors may ask students to re-watch these sessions or revisit materials from Quantitative Methods in preparation for supervision meetings.

# Appendix: University Guidance on Proofreading and Editing

## Preamble

The University acknowledges that students (from undergraduate to PhD) may access a variety of forms of support to help them in the preparation and production of written assessed work beyond that provided by their teachers or supervisors, such as:

- a) peer support: collaboration and mutual support between students on the same programme (group members of a project group, classmates in a particular module, higher level students supporting lower level students)
- b) informal support: friends and family checking a student's work for them, providing an audience's reaction, commenting on a piece of work
- c) professional proof-reader: an external, paid person or company employed by the student to proofread their work prior to submission

The purpose of this guidance is to set out, for students and staff, what is and is not acceptable support.

The default position is that this Guidance applies to all assessed work. However, departments may opt to specify that, for certain assessments, students should not be allowed any assistance at all in terms of proofreading or editing. This is permitted only if the purpose of the assessment is to determine students' abilities in linguistic areas such as grammar or syntax, making proofreading inappropriate. In this case, the rubric for the assessment should state clearly that this standard Guidance does not apply and that no proofreading assistance is permitted.

## For students on Taught programmes (undergraduate and postgraduate)

### Acceptable support

The amount of support that is required or appropriate, from peers, friends and family or professionals, may vary in relation to the student's level of expertise and familiarity with academic conventions. However, regardless of level or familiarity, in the above situations the University defines support which is acceptable as:

The identification and correction of errors related to:

- Word usage (excluding specific terminology).
- Spelling, punctuation, capitalization, italics, abbreviations, headings, quotations, metrification, numbering, citations, referencing, tables, illustrations, footnotes and appendices.

The identification (**but not correction**) of issues related to:

- Grammar and syntax
- Clarity of expression
- Voice and tone
- Issues with logical sequencing and linkage between sentences and paragraphs
- Ambiguity

- Repetition

For issues listed above where identification but not correction by a third party is appropriate, students should be directed to correct these issues themselves following feedback. Self-correction will aid students in recognising their weaker areas and encourage more independence from the tutor.

Students with a contemporary formal diagnosis of relevant disabilities should consult Disability Services about appropriate support.

### **Unacceptable support for taught students**

For summative work, undertaking the following tasks for a student is inappropriate.

- adding or re-writing any of the student's sentences or sections of work
- rearranging passages of text, sequences of code or sections of other material for the student
- reformatting the material for the student
- contributing additional material to the original
- checking calculations or formulae
- rewriting formulae, equations or computer code
- re-labelling figures or diagrams

### **Acknowledgement**

If a student receives assistance with proofreading or editing, whether paid or not, an acknowledgement should be inserted in the final submission. This should explain the sort of person providing the assistance (for example, the name of professional proof-reader but not the name of a friend or family member which might lead to the breaking of anonymity), and a statement that the assistance has been in accordance with the University's Guidance on Proofreading and Editing. The student should also accept full responsibility for the authorship and standard of the submitted work.

### **Advice for students regarding professional proofreading**

#### **Dissertations / projects**

Students completing significant projects, dissertations and Masters ISMs should always consult their supervisors before seeking the services of a professional proof-reader.

#### **Contract and Payment**

The student bears the sole cost of services rendered by a professional proof-reader, therefore students are advised to agree on a payment rate, overall cost and timescale before the procedure begins. The contract is a private matter between the student and the proof-reader.

#### **University guidelines and department requirements**

Students should provide the proof-reader with a copy of the University's Guidance on Proofreading and Editing (above) and ensure that the proof-reader accepts the conditions included in them. The student should also provide the proof-reader with their department's specific reference formats and other appropriate writing guidelines.

#### **Proving the extent of the proofreading**

In order to be able to prove the extent / limits of the proofreading, the student should keep a copy of the edited / corrected work, showing the changes that have been made. This copy

may then be produced should any challenge arise concerning the degree of guidance given. This copy should be kept until the student's degree has been conferred. If the student has no evidence as to the advice which was given, this could have serious consequences for the marks awarded for their work and for their degree classification.

**Student authorship and responsibility**

Responsibility for producing the final version and for authorship of the work lies completely with the student. Blame for inaccurate or inappropriate proofreading which results in a lower grade is not the responsibility of the proof-reader and will not constitute exceptional circumstances. It is up to the student to accept, ignore or challenge the advice and corrections suggested by a proof-reader.

**Acknowledgement**

Students must formally acknowledge the use of a proof-reader in the final submitted version of essays, dissertations, theses and projects. See the Guidance on Proofreading and Editing.