



UNIVERSITY
of York

**DEPARTMENT OF
LANGUAGE & LINGUISTIC SCIENCE**

**Taught Masters Student Handbook
2018/2019**

Any amendments or additions to this handbook will appear in the online version at
<http://www.york.ac.uk/language/current/postgraduates>

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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!

PART I – THE DEPARTMENT

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.

1 Staff Details and Contact Information

You can find information about staff members, including contact details and the areas of expertise of academic staff, on the Department website:

<http://www.york.ac.uk/language/people/>

1.1. Key Departmental Roles

Head of Department	Dunstan Brown (dunstan.brown@york.ac.uk)
Chair, Graduate School Board	Heather Marsden (heather.marsden@york.ac.uk)
Chair, Graduate Board of Examiners	Heather Marsden (heather.marsden@york.ac.uk)
Chair, Board of Studies	Sam Hellmuth (sam.hellmuth@york.ac.uk)
Chair, Ethics Committee	Eytan Zweig (eytan.zweig@york.ac.uk)
Subject Librarian	Tony Wilson (lib-linguistics@york.ac.uk)

Programme Leaders

MA Comparative Syntax & Semantics	George Tsoulas (george.tsoulas@york.ac.uk)
MA Linguistics	George Tsoulas (george.tsoulas@york.ac.uk)
MA Phonetics & Phonology	Paul Foulkes (paul.foulkes@york.ac.uk)
MA Psycholinguistics	<i>Autumn Term:</i> Nino Grillo (nino.grillo@york.ac.uk) <i>Spring/Summer:</i> Heather Marsden (heather.marsden@york.ac.uk)
MA Sociolinguistics	Claire Childs (claire.childs@york.ac.uk)
MSc Forensic Speech Science	Paul Foulkes (paul.foulkes@york.ac.uk)

Support Staff

Postgraduate Administrator	Geoff Krause (geoffrey.krause@york.ac.uk)
Department Manager	Deborah Hines (deborah.hines@york.ac.uk)
Finance & Research Support Officer	Marianne McNeill (marianne.mcneill@york.ac.uk)
Administrator	Michelle Cullivan (micelle.cullivan@york.ac.uk)
Administrator	Ross Watson (ross.watson@york.ac.uk)
Technician	Huw Llewelyn-Jones (huw.llewelyn-jones@york.ac.uk)

1.2. Committees

1.2.1. 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.

1.2.2. The Graduate School Board (GSB)

The GSB is a subcommittee of the Board of Studies, generally responsible for 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 is comprised of 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.

1.2.3. 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 Graduate 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 with 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

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.

Please let the department know as soon as possible if you have a disability and may require any 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.

Our department Disability Officer is Géraldine Enjelvin (geraldine.enjelvin@york.ac.uk).

For further information, visit: www.york.ac.uk/students/support/disability

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

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.

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

Telephone: 01904 32 3724

Website: 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.

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.

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. The JB Morrell Library

The main print collections to support the Department of Language and Linguistic Science are located in the JB Morrell Library, the main University Library. The Harry Fairhurst building, immediately adjacent to, and accessible via, the JB Morrell Library, offers a range of IT, group and collaborative spaces in which to study. It also offers the Languages Hub, a space on the first floor with a small reference collection of foreign-language dictionaries and grammars. Both buildings are open 24 hours a day (with the exception of Christmas Day, Boxing Day and New Year's Day). The Raymond Burton Library for Humanities Research, also adjacent to the JB Morrell Library, has reference materials for advanced study in the humanities.

NOT JUST BOOKS ...

In addition to books and journals, the Library holds collections of microfilms, audio visual materials (including DVDs) and York MPhil and PhD theses. Take advantage of the Library's AV room, which includes foreign-language films and a viewing room where small groups can view films together. The University Library also provides access to an extensive range of online electronic resources including: e-journals and e-books, searchable databases of journal articles and conference papers, other subject-related resources and past examination papers.

3.1.1. How to Use the Library

To check what the University Library holds, in hard copy and electronic format, use the Library Catalogue: <http://yoresearch.york.ac.uk>. Your University Card, which is issued to all students at registration, is also your library card. You will always need this to access the library and borrow books.

All new students will receive a subject-specific briefing on the Library from their Academic Liaison Librarian. These sessions will cover information about the library and how to go about finding resources for studying Language and Linguistic Science. Check your timetable to see when these are taking place. A virtual tour of the Library is also available on the Library website: <http://www.york.ac.uk/library/locations/>

The subject code for linguistics is MZ, and print materials with that code can all be found in one section of the library, on the second floor. Language resources may be found in various sections of the library, depending on the subject. It is important to learn to use the online Library Catalogue to discover useful items and to find out how to locate them on the shelves: <http://yorsearch.york.ac.uk>. The short video on using YorSearch at <http://www.youtube.com/yorkinformation> is a useful introduction. Staff at the Help and Information Desk in the Library can also help.

3.1.2. Key Texts Collection

Items that course tutors identify as essential reading and which are in heavy demand are kept in the Key Texts collection on the ground floor of the JB Morrell Library. They include books, journals, DVDs and photocopies. The catalogue will indicate if a particular book is in Key Texts. Books in this collection may be borrowed for up to 4 hours or overnight. We recommend that you book items in advance through the online catalogue. For further information see the on-line guide to the Key Texts Collection at: <http://www.york.ac.uk/library/collections/keytexts/>

3.1.3. Library Help: interlending and access to other libraries

If you need help in using Library resources and services, please ask for assistance at the Help & Information desk in the library or email: lib-enquiry@york.ac.uk. There is a dedicated Academic Liaison Librarian supporting the work of each department.

The Academic Liaison Librarian for Language and Linguistic Science is Tony Wilson (email: lib-linguistics@york.ac.uk). Contact Tony directly if you need help in finding subject information.

Also, look at the subject-specific information available online. It's invaluable!

<http://libguides.york.ac.uk/language>

Interlending

If the resource you need for your research is not held in the Library, you can make an interlibrary loan request through our Interlending and Document Supply (ILDS) Service. We will try to get the item from another library as a loan, a photocopy for you to keep, or as an electronic document. When an item has arrived students would get an email notifying them of this and they can go and pick up the item from the Library Help Desk. They will need their student ID card to collect it.

Information on how to make requests and the charge for the service are available on our website at: <https://www.york.ac.uk/library/borrowing/interlending/>

SCONUL Access Scheme

This is a reciprocal access scheme which allows our students to go and visit other university libraries in the UK who are members of the scheme. There are different visiting options depending on what type of student you are (e.g. PGR or undergraduate). You need to sign up for the scheme online, our webpages contain more information on how to do this:

<https://www.york.ac.uk/library/other-libraries/sconul/#tab-3>

British Library at Boston Spa

There is a reading room open to the public and a free weekly minibus service to the Library is provided. You will need to register as a reader before gaining access to the reading room and you can do this before your visit (you will also need to take ID with you). You can order

the items that you want to view on your visit via the British Library catalogue. More information about this service and links to the online registration and catalogue are available on our website: <https://www.york.ac.uk/library/other-libraries/british-library/>

3.1.4. More Information on the Library

Information on all aspects of the library, including opening hours, photocopying facilities, and the timetable of induction tours in the autumn, can be found on the library's website: www.york.ac.uk/library

3.1.5. Useful UOY Library and IT links

Library and IT shorts (1 minute each) on checking out a book, printing, finding your way around, connecting mobile devices to the wireless network, etc.:
<http://www.youtube.com/yorkinformation>

Nine things to know to get you started! <http://www.york.ac.uk/library/informationfor/newusers/>
Language and Linguistic Science Library guide, including links to subscription resources and links to useful free websites: <http://subjectguides.york.ac.uk/language>
Library catalogue: <http://yorsearch.york.ac.uk>
All Library e-resources: <http://subjectguides.york.ac.uk/e-resources>

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 (helen.jacobs@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:
<http://www.york.ac.uk/library/study/university-study-spaces/>

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 must attend all supervision meetings and teaching on any module you are registered for or have been told to audit, and we also expect you to be present at training sessions, departmental colloquia and presentation days.

Please note that there are particular regulations governing attendance for students holding Tier 4 visas. More information can be found here:

<https://www.york.ac.uk/students/studying/tier4/attendance/>

Students should contact the Immigration Advice Team (immigration@york.ac.uk) or the Student Records and Visa Compliance Team (tier4@york.ac.uk) with any queries.

4.2.2. Absences from University

When you become a student at York, you agree to abide by University Regulations. Regulation 6.4d reads as follows:

Students may be absent from their designated place of instruction during periods of study provided they are not away at any time at which academic engagements have been arranged. Students are responsible for seeking approval for absences at other times from their supervisor or, in the supervisor's absence, the Chair of the Graduate School Board concerned. See the full text of the Regulation at:

<http://www.york.ac.uk/about/organisation/governance/corporate-publications/ordinances-and-regulations/regulation-6/#6.4>

4.2.3. Self-certification of Illness; Sick Notes

If you are absent due to a minor illness for which it is not possible or not necessary to see a doctor, students must make a declaration of trust that they have been ill, to account for their absence. This is called **self-certification of illness**.

When should I self-certify my illness?

- Any time you miss teaching or engagement with your studies due to a minor illness.

BUT, self-certification is not adequate in the following cases. You must seek formal medical advice in these cases:

- If the illness goes on for longer than seven consecutive days
- If you have more than 10 days of illness during the academic year
- If the illness occurs during an assessment period (See Section 9 for information on Exceptional Circumstances affecting Assessment.)

How do I self-certify an illness?

You should register the illness, either through your e:Vision account or by completing an 'illness self-certificate' form and forwarding it to the Student Support Hub. The self-certification form is accessed online at:

<http://www.york.ac.uk/students/support/health/selfcert/>

Do not use a self-certification form if you miss an assessment or assessment deadline due to illness. You must get a doctor's letter in such circumstances. See Section 9 on Exceptional Circumstances affecting Assessment.

4.2.4. Absences of Between Three Days and Four Weeks

If you wish to be away from the University for more than three days, for non-medical reasons, you must first seek your supervisor's permission. Your supervisor will consult the Chair of the Graduate School Board before granting permission. More information is available on the web: <http://www.york.ac.uk/about/organisation/governance/corporate-publications/ordinances-and-regulations/regulation-6/#6.4>

4.2.5. Leave of Absence

In rare circumstances—for example because of extended illness—you may need to apply for leave of absence; that is, leave for a period of four weeks or more, during which your studies are suspended. If you encounter difficulties, do talk to your supervisor, in addition to consulting the university guidance at: www.york.ac.uk/students/help

Any Leave of Absence requires permission from the University's Special Cases Committee, to which the Graduate School Board will make a recommendation on your behalf. If you need to take leave of absence, it should first be discussed with your supervisor, not only because their written endorsement is required but because your supervisor's experience will help you give full and careful consideration to the substantial issues involved in disrupting the continuity of your course and moving out of phase with your own cohort.

You will be asked to submit a request form to the Chair of the Graduate School Board, giving reasons and, where relevant, providing medical evidence. The Chair will forward this, with observations, to the University Special Cases Committee. You can find the form here:

<https://www.york.ac.uk/students/studying/manage/plan/taught/loa-taught/>

You are advised that the Department cannot guarantee that any classes which you would have taken will still be available on your return from leave of absence. Nor can the Department guarantee that the method of teaching or examination for a particular module will remain unchanged. You should therefore check with the Department well in advance of your return, in case any reorganisation of your course is required.

When considering Leave of Absence or any other change in status, you should contact Registry Services (registry@york.ac.uk) or your funding provider if you receive outside funding, and the Immigration Advice Team (immigration@york.ac.uk) if you hold a Tier 4 visa.

Students living in University accommodation are expected to leave their accommodation if they go on leave of absence or withdraw from their course. If you live in University accommodation and are considering withdrawing or taking leave of absence you are reminded that you need to give 4 weeks advance notice that you will leave their accommodation. If you do not give the required advance notification, you will be charged beyond your official end date. Students can give notice by submitting a Request to Vacate form to Accommodation Services: <http://www.york.ac.uk/about/departments/support-and-admin/accommodation/currentstudents/requesttochangeleaveyourroom/>

4.3. Changing Your Registration or Mode of Attendance

If you wish to transfer from one of our Masters programmes to another, you are advised to talk to the Chair of GSB (MA students) or the MSc Course Director (MSc students).

If you wish to change your mode of study from full-time to part-time this is usually only possible from the start of a new term or the summer vacation.

Again, you can find details of the relevant policy and the form to complete on the University website at: <https://www.york.ac.uk/students/help/>.

4.4. Problems and Complaints

Anything that stops you from undertaking your studies in the usual way is called 'an academic progress' issue. If you are having problems with your course 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 here <http://www.york.ac.uk/students/help/>.

If you are having any problems while studying at York which might affect your ability to complete assigned work, you may be eligible to apply for mitigating circumstances. If successful, this would allow you an extension or a resit for the assessment affected. See section 9 'Exceptional Circumstances' 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: <http://www.york.ac.uk/students/help/appeals/>. For information on academic appeals, see the Assessment section.

5 Research Training

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: Kolin Kendrick (kolin.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.

5.3. Academic Integrity

An important factor in research training is the understanding of academic misconduct issues

5.3.1. 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.

5.3.2. 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 \(VLE\)](#).

5.3.3. 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).

5.3.4. 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.”

For the full text of the regulation outlining academic misconduct and penalties see:

<http://www.york.ac.uk/about/organisation/governance/governance-documents/ordinances-and-regulations/regulation-5/#5.7>

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.

5.3.5. 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

5.4. 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.

5.4.1. 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. If you have suggestions for speakers you would like to hear, you are welcome to contact the co-ordinator of the colloquium programme (Eva Zehentner in 2017-18).

6 Ethics Approval for Research Involving Human Participants

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

PART II: TAUGHT POSTGRADUATE PROGRAMMES

7 Masters Programmes

Our Masters programmes range from the very broad, requiring little or no prior background in linguistics, to the highly specialised. However, because our programmes are flexibly structured most have pathways suitable for students both with and without prior background.

All our taught schemes are modular i.e. they comprise modules which are allocated a certain credit value based on notional student workload (10 hours per credit). More information on the specific modular structure of different programmes can be found in the relevant sections of this handbook.

7.1. Programmes Not Requiring Any Linguistics Background

The **MA in Linguistics** is a general research training degree. Its aim is to give you a broad foundation in the central areas of modern linguistics, while at the same time allowing you to develop your own particular areas of specialism and expertise as you proceed through the course. It aims partly to impart knowledge, and partly to introduce the methods, tools and modes of thinking which characterise the pursuit of academic research.

The principal aim of the **MSc in Forensic Speech Science** is to provide a comprehensive foundation in the aims, practices, and principles of speech analysis for forensic purposes. The course provides a thorough grounding in the theoretical underpinnings of forensic speech analysis, especially in phonetics, acoustics, and language variation. Students are trained in practical techniques used in forensic speech and audio analysis, and apply their skills and knowledge to recorded materials from criminal cases. The course consists of four stages, designed to take students from general principles and methodologies through to specific practical skills and research issues in forensic speech analysis and in the broader domain of speaker identification.

The **MA courses in Sociolinguistics and Psycholinguistics** develop your skills and knowledge more specifically in the relevant area but also provide you with a broad general foundation.

7.2. Programmes Aimed at Those With Prior Background

The **MA in Comparative Syntax & Semantics** and the **MA in Phonetics & Phonology** are aimed at students who have enough background in these areas to know that they wish to specialise in them and who have enough background in some other areas of linguistics not to need to take foundation courses in them. From the outset they provide the opportunity to deepen prior knowledge of the chosen area of specialism.

7.3. Intermediate Awards

Programmes leading to a Masters level award comprise 180 credits. There are however, intermediate awards which comprise a lower credit value. These are:

The Postgraduate Diplomas in Linguistics, Forensic Speech Science, etc. (120 credits)

The Postgraduate Certificate in Linguistics (60 credits)

While we do not recruit onto programmes leading to awards lower than a Masters, it is sometimes necessary for students to curtail their study and there are two awards which allow us to recognise credit undertaken towards the Masters.

The Graduate Board of Examiners holds progression meetings in May (MAs) and July (MSc) at which they consider students' achievement and confirm which students may proceed to write a dissertation.

Students are only permitted to proceed to dissertation writing if they have passed or are able to compensate a small amount of failure in their coursework.

The Postgraduate Diplomas comprise essentially the same coursework as the taught Masters programmes but they contain no component of independent study.

For the Forensics programme, MA in Linguistics and MA in Psycholinguistics, coursework alone suffices for a diploma, for the other programmes, instead of writing a dissertation, students complete a 20 credit Diploma Essay.

If a student should fail a non-compensatable component of the relevant Masters degree or carry fails below the compensatable level, they may be awarded a Postgraduate Certificate in Linguistics if they have achieved sufficient credits.

7.4. Attendance

7.4.1. Attendance Expectations

Lectures, tutorials, seminars and practicals are compulsory. We also expect you to prepare for classes, to do the required work and to submit any work on time. The Department's experience indicates that students who do not attend teaching sessions consistently often perform significantly worse in their assessment than those who do.

Whilst we expect you to attend all scheduled sessions, we realise that this is not always possible. When you cannot attend teaching sessions you should let module coordinators know promptly.

Always contact your supervisor if you need to be absent or will miss more than a couple of days of teaching or any assessment deadlines, or any type of activity that is scheduled in connection with your course. Repeated failure to attend teaching sessions may lead to you being reported to the GSB. Employment is not a justification for absence from classes and permission for absence will not be given on these grounds.

The University requires members of staff to keep records of student attendance, and attendance will be taken at every teaching session. Taught Masters students are also expected to attend weekly colloquia.

7.4.2. 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. You may be assigned work that requires you to be on campus and staff who need to be absent at other times will sometimes make up missed classes during these weeks. These weeks are intended for private study and research as well as for the completion of assigned work.

8 Assessment, Marking and Feedback Procedures

8.1. 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.

8.2. 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.

8.3. 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.

8.3.1. General Document Format

Please follow the general style guidelines below for all assessed work that you submit.

- Set paper size to A4.
- Set line spacing to 1.5 throughout the document.
- Use extra space between sections.
- Use 12 point font throughout the document (including title, headings, and notes).
- 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.

A useful, simple style for headings of sections and subsections is the American

Psychological Association (APA) style (see

<https://owl.english.purdue.edu/owl/resource/560/16/> and the sample paper here

<https://owl.english.purdue.edu/owl/resource/560/18/>). 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>).

8.3.2. In-text Citations and Bibliographic References

The Department uses the APA referencing style for in-text citations and bibliographic references. APA style guidelines can be found here:

<https://www.york.ac.uk/students/studying/develop-your-skills/study-skills/study/integrity/referencing-styles/apa/>

Additional information about APA style can be found at Purdue University's OWL website: <https://owl.english.purdue.edu/owl/resource/560/01/>.

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.

8.3.3. Cited Forms and Numbered Examples

The Department uses the Linguistic Society of America (LSA) style for cited forms, numbered examples, and glosses and translations (see Sections 6-8 in the LSA style sheet available at <https://www.linguisticsociety.org/sites/default/files/style-sheet.pdf>). How to apply these style conventions correctly will be covered in the Research Training Seminar.

8.3.4. 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.

8.4. Submission of Assessments

8.4.1. 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.

8.4.2. 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.

8.4.3. 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 section 8.4.1 for details of the penalties for work submitted late.

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 geoffrey.krause@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.

8.4.4. Extensions to Deadlines / Exceptional Circumstances affecting Assessment

If, for any reason, you know that 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](#) found via Current students>Postgraduates>Forms and Documents> Forms and Documents for Taught Masters Students, attach supporting evidence for your claim then submit to the PG Administrator, ideally by hand. 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. Applications must be made on the appropriate form. You can find details of this procedure and the relevant form to complete on the University website at:

<https://www.york.ac.uk/students/studying/manage/plan/taught/ext-taught/>

For full details of the Exceptional Circumstances affecting Assessment Policy, please see section 9.

8.5. Penalties

8.5.1. 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.

8.5.2. 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.

8.5.3. 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 $+10\%$.

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

8.5.4. 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.

8.6. Marking Scheme and Outcomes

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.

8.6.1. Marking Criteria

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.

Our marks can be divided into ranges as follows:

Exceptional range	85-100 ¹
Distinction range	70-84
Merit range	60-69
Masters Pass range	50-59
Marginal Fail range	40-49
Outright Fail range	0-39 (NB 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

¹ 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.

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 available at <http://www.york.ac.uk/language/current/postgraduates/documents/>

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 Fail²

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

8.6.2. 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 May (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.

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.

² 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.

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 2017/18.

‘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.³

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.³

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.

8.6.3. 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.

³ University regulations require us to give you at least three weeks’ notice before a resit date.

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 degree⁴

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 dissertation⁵, 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 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%.

⁴ 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%.

⁵ After no more than one opportunity to perform amendments.

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

8.6.4. Feedback on Your Work

You should receive individual written feedback on all your assessed course work within 20 working days of the submission deadline. This will consist of:

- i. the first marker's evaluation on a feedback sheet or comments on a script or in the form of a short report. Where markers' comments have been made directly on to a hard copy script, you may be given a photocopy of your marked assessment showing their comments.
- ii. a numerical grade. Once marks have been agreed by the second marker, they will be available to view in the e:Vision system. However, 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:

- a) Oral comments on areas of work that could be improved or that were particularly successful
- b) Oral provision in class of correct answers to an exercise
- c) Oral comments in class on presentations or on student participation
- d) Any of the above, provided individually (this is often more appropriate when the feedback is particularly negative)
- e) Oral or written comments on transferable skills
- f) Written comments on individual work
- g) Corrections on written exercises
- h) Marks written on exercises
- i) Marks posted on noticeboards
- j) Email answers to individual queries
- k) Discussion in surgery hours
- l) (Outline) model answers to exercises or exams
- m) Sample answers to exercise or exam questions (written or oral)
- n) Comments in response to discussion in an electronic forum
- o) Departmental Assessment Feedback sheets
- p) Departmental Presentation 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.

8.6.5. 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 9, 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:

www.york.ac.uk/students/help/appeals/

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, or visit <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 4.5.

9 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 via the Department web pages: <http://www.york.ac.uk/language/current/postgraduates/documents/>.

You should attempt to hand this in person to the Postgraduate Administrator. If he/she is absent and the assessment deadline for which you are seeking an extension is less than 48 hours away, hand it to another member of staff in the Department Office with a request that it be brought urgently to the attention of the Chair of the Graduate Board of Examiners. If you are unable to deliver the form in person and the deadline is approaching, contact the office by phone to check who you should email it to for urgent attention.

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:

<https://www.york.ac.uk/media/staffhome/supportingstudents/documents/confirmation%20of%20illness%20form.pdf> Exceptional circumstances confirm illness.pdf

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.

10 MSc in Forensic Speech Science

10.1. 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.

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.

10.2. Programme Structure and Module Choices

The structure of the MSc programme appears in the table below. Full descriptions of all the modules listed are available on the departmental website at

<http://www.york.ac.uk/language/current/postgraduates/modules-2018-19>

Autumn Term: 40 credits	
Introduction to Forensic Speech Science L17M (10) Language Variation and Change L19M (10) Quantitative Methods L33M (10)	
For students with no prior background in English phonetics and phonology: Phonetics and Phonology L29M(10)	For students with prior background in English phonetics and phonology: Advanced Phonetics L69M (10) <i>or</i> Advanced Phonology L70M (10)
Spring Term: 40 credits	
Usually: Articulatory and Impressionistic Phonetics L02M (20) Sociophonetics L44M (20) However, students who have prior background equivalent to these may replace one of them with: Prosody of English L30M (20)	
Forensic Speech Science lab*	

Summer Term (20 credits)
Research in Forensic Speech Science L32M (20)
Autumn, Spring and Summer Terms
Research Training Seminar L34M (20)
Summer Vacation
Dissertation (60 credits)

*A weekly non-assessed lab in which students will 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.

The Research Training Seminar detailed in section 5 runs throughout the Autumn, Spring and Summer Terms. You must make a presentation to the Department about your chosen dissertation topic at the Presentation day in August.

10.2.1. 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 Co-ordinator 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 Chair of GSB, who will advise whether an alternative module could be provided.

10.2.2. 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.

10.3. Assessment for the MSc

Your MSc work will be marked by an internal examiner, who then passes the work on to a moderator. The work is then forwarded to the External Examiner. The range of work sent to External Examiners varies at the discretion of the External Examiner and the Chair of your Board of Examiners. 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 lateness. Dissertations are double blind marked: i.e. two examiners mark each dissertation independently and then come to a joint decision.

10.3.1. Types of Assessment

Assessment for the taught MSc modules is varied, and 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 (8,000-10,000 words).

10.3.2. Timetable for the Year with Deadlines for Submission of Work

Assessments for the taught modules consist of several parts, which are submitted progressively over the first three terms of the course.

Autumn Term 2018		
Week 1	w/c 24/09/18	Induction week
Week 2	(Monday)	Teaching starts
Week 6		Reading week
Week 6	Thursday 12 noon	Introduction to Forensic Speech Science 1 st component due (Lab report – 25%)
Week 6	Friday 12 noon	Deadline for completing Academic Integrity Tutorial
Week 8	Wednesday 12-1pm	Option Module Meeting
Week 10	Thursday 12 noon	Introduction to Forensic Speech Science 2 nd component due (Lab report – 25%)
Week 10	Friday 12 noon	Submit option module choices to the PG Administrator.
Spring Term 2019		
Week 1	Tuesday 12 noon	Summative assessments due for: Advanced Phonetics Advanced Phonology Language Variation and Change Phonetics and Phonology
Week 1		Quantitative Methods exam, RTS exam (50%), Intro to Forensic Speech Science exam (50%)
Week 2	(Monday)	Classes start
Week 4	Thursday 12 noon	Sociophonetics 1 st component due (acoustic analysis – 15%)
Week 6		Reading Week
Week 10	Wednesday 12 noon	RTS Summative assessment due (50%)
Week 10	Thursday 12 noon	Sociophonetics 2 nd component due (acoustic analysis – 35%)
Summer Term 2019		
Week 1	Thursday 12 noon	Summative assessments due for: Articulatory and Impressionistic Phonetics (essay) Sociophonetics 3 rd component (essay – 50%) Prosody of English Topics in LVC
Week 1		Articulatory and Impressionistic Phonetics oral and aural exam
Week 4	Thursday 12 noon	Research in Forensic Speech Science 1 st Component due (Case report – 40%)
Week 6	Thursday 12 noon	Outline dissertation proposal due
Week 9	Thursday 12 noon	Final dissertation proposal due
Week 10	Thursday 12 noon	Research in Forensic Speech Science 2 nd Component due (Case report – 60%)

Summer Vacation 2019	
Monday 15 July (TBC)	Feedback session with external examiner; MSc Progression Board
Wednesday 14 August (TBC)	PG Presentation Day, Berrick Saul Building
Thursday 5 September, by 12 noon	Submit 2 hard copies of your completed MSc dissertation (8,000-10,000 words) to the PG Administrator and upload a PDF copy to the RTS VLE site's online submission point
November 2019	Final Award board

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

Please see Section 8 for details of assessment procedures and information on submitting assignments.

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

10.4. 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 during the Autumn Term.

11 All Taught MA Programmes

The programme of study

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

1. Coursework between October and April (MA Comparative Syntax & Semantics, MA Phonetics & Phonology, MA Sociolinguistics) or between October and June (MA Linguistics, MA Psycholinguistics)
2. Dissertation work between April/June and mid-September

The coursework component falls into three parts:

- a. **Autumn Term**
All programmes involve modules considered to be core to the programme and therefore obligatory. You will usually take four modules worth 10 credits each. In most programmes these are all core modules lasting for three hours a week in the first term.
- b. **Spring Term**
In the Spring Term you specialise by taking two related 20 credit modules. These may be core or optional depending on the programme. Additionally, students on MA Linguistics and MA Psycholinguistics take a further 20 credit core module over part of the Spring and Summer Terms.

c. **Autumn, Spring and Summer Terms**

Research Training Seminar

The 20 credit Research Training Seminar is a core module on all Masters programmes.

Key Ideas in Linguistics

This a core module on the MA Linguistics and MA Psycholinguistics programmes.

11.1. Programme Structure and Module Choices

The structure for each MA programme is listed in the next section. Full descriptions for all of the modules named can be found on the Department website at

<http://www.york.ac.uk/language/current/postgraduates/modules-2018-19>

11.1.1. 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 shown in bold in the tables below. Any deviation from the standard programme specification must be approved by the Chair of the Graduate School Board.

11.1.2. Foundation and Advanced Paths

While we do not usually allow students with equivalent prior background to repeat earlier study, your prior background may be substantially different in approach from the one we teach and we would then advise or even require that you take the standard core modules. Where we think you have the prerequisite knowledge and a more specialist module is available, it may be possible to replace core modules⁶. If you have limited prior background in one particular core area, it will usually be possible for you to replace this with the Quantitative Methods module; please contact the Chair of the GSB to discuss this further.

11.1.3. Option Modules

In the Spring Term modules you can expect to gain more experience of hands-on work with data using the theories and tools appropriate to your chosen sub-discipline, as well as a greater understanding and appreciation of other research methods appropriate to your chosen field. The programmes vary in whether they allow any free options. In specialist MAs there may be no choice or a very constrained one. If you find yourself wanting to study an area not available on your programme, you may consider switching to the MA in Linguistics where there are no core requirements beyond Autumn Term and students choose from a large choice of options in the Spring. Such a switch is usually straightforward; talk to your supervisor if you are considering making one.

We advise you to start planning your Spring Term choices early; you are encouraged to talk to the module tutors and your supervisor about your possible option choices, since the choices you make for that term will affect the dissertation topics open to you in the summer. **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.

⁶ If you want to take an advanced route or to be exempted from a core requirement on the basis of having prior background in a relevant area, you should provide written details of your prior study, including details of number of credits/hours studied and course content.

There will be a meeting for students to discuss Spring Term option module choices towards the end of the Autumn Term. Option choice forms will be made available where appropriate and you should return these to the Postgraduate Administrator by noon on Friday of Week 10, Autumn Term.

Please note that advertised option modules may not run if an insufficient number of students register for them. Due to timetabling constraints, it may not be possible to guarantee the availability of all option module combinations.

11.1.4. 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.

11.2. Assessment and Marking on Taught MA Programmes

Assessment method varies by module. Many core modules are assessed by open exams consisting of exercises or short essays. Others include a closed exam. Some modules have oral or aural exams. The majority of 20 credit modules are assessed by long essays or multiple assessments totalling 5,000 words.

Your MA work will be marked by an Internal Examiner, who then passes the work on to a moderator. The work is then forwarded to the External Examiner. The range of work sent to External Examiners varies at the discretion of the External Examiner and the Chair of your Board of Examiners.

Examiners generally 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 for lateness.

Your performance in coursework for the taught part of the MA course will determine whether you are allowed to proceed to the writing of the dissertation component. Additionally, the GSB will monitor your progress on a continuing basis and will formally review the progress of all students at the Progression meeting of the Graduate Board of Examiners in May.

11.3. Timetable for the Year – Taught MA Students

Autumn Term 2018		
Week 1	w/c 24/09/18	Induction week First Key Ideas in Linguistics lecture for MA Psycholinguistics and MA Linguistics students
Week 2	(Monday)	Teaching starts
Week 6		Reading week
Week 6	Friday 12 noon	Deadline for completing Academic Integrity Tutorial
Week 8	Wednesday 12-1pm	Option Module Meeting
Week 10	Wednesday 12 noon	Key Ideas in Linguistics (1 st component)
Week 10	Friday 12 noon	Submit option module choices to the PG Administrator.

Spring Term 2019		
Week 1	Tuesday 12 noon	Summative assessments due for: Advanced Phonetics Advanced Phonology Advanced Syntax Comparative Syntax and Syntactic Typology Issues in the Syntax and Semantics Interface Language Acquisition Language Variation and Change Phonetics and Phonology Phonological Development Psycholinguistics Semantics Syntax The Emergence of Structure from Use
Week 1		Quantitative Methods exam, RTS exam
Week 2	(Monday)	Classes start
Week 4	Thursday 12 noon	Sociophonetics (1 st component)
Week 6	Wednesday 12 noon	Key Ideas in Linguistics (2 nd component)
Week 6		Reading Week
Week 7	Tuesday 12 noon	Semantic Theory (1 st component)
Week 8	Tuesday 12 noon	Draft dissertation proposal due
Week 9	Thursday 12 noon	Syntactic Theory (1 st component)
Week 10	Wednesday 12 noon	RTS Summative assessment due
Week 10	Thursday 12 noon	Sociophonetics (2 nd component)
Week 10	Thursday 4-6pm	Initial meeting (approx. 30 minutes) with dissertation panel to take place within this timeslot (or otherwise by appointment during Week 10)
Summer Term 2019		
Week 1	Thursday 12 noon	Summative assessments due for: Advanced Comparative Syntactic and Semantic Typology Articulatory and Impressionistic Phonetics (essay) Bilingualism Comparative Semantics Key Ideas in Linguistics (3 rd component) Learning Mechanisms in Phonological Development Prosody of English Psycholinguistic Approaches to 2 nd Language Acquisition Semantic Theory (2 nd component) Sociophonetics (3 rd component) Syntactic Theory (2 nd component) Topics in Language Variation and Change
Week 1		Articulatory and Impressionistic Phonetics oral and aural exams
Week 2	Tuesday	Final dissertation proposal due
Week 2	Thursday	Revised ethics application due (if required)
Week 5	Tuesday 12 noon	Key Ideas in Linguistics (4 th component)

Week 7	Thursday 30 May	Present poster at PG Presentation Day, Berrick Saul Treehouse
Week 7	Friday 31 May	Feedback session with external examiner; MA progression Board
Summer Vacation 2019		
Thursday 5 September, by 12 noon		Submit 2 hard copies of your completed MA dissertation to the PG Administrator and upload a PDF copy to the RTS VLE site's online submission point
November 2019		Final Award board

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

11.4. Taught MA Programme Outlines

The tables to follow set out the programme outlines for each of the taught MA programmes.

For module descriptions, please see the departmental website:

<http://www.york.ac.uk/language/current/postgraduates/modules-2018-19>

11.4.1. MA in Comparative Syntax & Semantics

The programme leader is George Tsoulas.

Autumn Term: 40 credits
Comparative Syntax and Syntactic Typology L67M (20) Issues in the Syntax and Semantics Interface L68M (20)
Spring Term: 40 credits
Advanced Comparative Syntactic or Semantic Typology L61M (20) Comparative Semantics L64M (20)
Autumn, Spring and Summer Terms
Research Training Seminar L34M (20)
Summer Term and Summer Vacation
Dissertation (80)

11.4.2. MA in Phonetics & Phonology

The programme leader is Paul Foulkes.

Autumn Term: 40 credits
Advanced Phonetics L69M (10)
Advanced Phonology L70M (10)
Quantitative Methods L33M (10)
Plus one option from:
<ul style="list-style-type: none">• Language Acquisition L18M (10)• Language Variation and Change L19M (10)• Psycholinguistics L31M (10)• Semantics L25M (10)• Syntax L23M (10)
Spring Term: 40 credits
Two options from:
<ul style="list-style-type: none">• Articulatory and Impressionistic Phonetics L02M (20)• Bilingualism L03M (20)• Learning Mechanisms in Phonological Development L20M (20)• Prosody of English L30M (20)• Sociophonetics L44M (20)
Autumn, Spring and Summer Terms
Research Training Seminar L34M (20)
Summer Term and Summer Vacation
Dissertation (80)

11.4.3. MA in Psycholinguistics

The programme leader is Nino Grillo (Autumn Term), then Heather Marsden (Spring/Summer).

Autumn Term: 40 credits

There are two different routes in the Autumn Term, depending on your prior background. Students with no prior background in Linguistics or Psycholinguistics take the modules in Route A, below. Students who already have some background in these subjects take Route B. We will help you to determine which route you should take, when you apply.

Route A

- **Language Acquisition L18M (10)**
- **Psycholinguistics L31M (10)**
- **Quantitative Methods L33M (10)**
- Syntax L25M (10) OR Phonetics and Phonology L29M (10)

Route B

- **Quantitative Methods L33M (10)**

AND 30 further credits from among the modules below:

- Advanced Phonetics L69M (10)
- Advanced Phonology L70M (10)
- Advanced Syntax L79M (10)
- Language Acquisition L18M (10)
- Phonetics and Phonology L29M (10)
- Phonological Development L54M (20)
- Psycholinguistics L31M (10)
- Syntax L25M (10)

Spring Term: 40 credits

One or two options from list A, but no more than one option from list B:

List A:

- Bilingualism L03M (20)
- Learning Mechanisms in Phonological Development L20M (20)
- Psycholinguistic Approaches to Second Language Acquisition L72M (20)

List B:

- Articulatory and Impressionistic Phonetics L02M (20)
- Prosody of English L30M (20)
- Syntactic Theory L26M (20)

Autumn, Spring and Summer Terms

Key Ideas in Linguistics L73M (20)
Research Training Seminar L34M (20)

Summer Term and Summer Vacation

Dissertation (60)

11.4.4. MA in Sociolinguistics

The programme leader is Claire Childs.

Autumn Term: 40 credits
Language Variation and Change L19M (10) Phonetics and Phonology L29M (10) Syntax L25M (10) Quantitative Methods L33M (10)
Spring Term: 40 credits
Phonological Variation and Change L44M (20) Topics in Language Variation and Change L57M (20)
Autumn, Spring and Summer Terms
Research Training Seminar L34M (20)
Summer Term and Summer Vacation
Dissertation (80)

11.4.5. MA in Linguistics

If you have taken a single subject undergraduate degree in linguistics before embarking on this programme, please talk to the Chair of GSB about whether you should be exempt from any of the core requirements. If you are given permission to replace a core module with a more advanced one this may open up some options in the Spring Term that are not shown below.

The programme leader is George Tsoulas.

Autumn Term: 40 credits
Language Variation and Change L19M (10) Semantics L23M (10) Syntax L25M (10) Phonetics and Phonology L29M (10)
Spring Term: 40 credits
Two options from:
<ul style="list-style-type: none">• Articulatory and Impressionistic Phonetics L02M (20)• Bilingualism L03M (20)• Comparative Semantics L64M (20)• Sociophonetics L44M (20)• Prosody of English L30M (20)• Semantic Theory L24M (20)• Syntactic Theory L26M (20)• Topics in Language Variation and Change L57M (20)

Autumn, Spring and Summer Terms

Key Ideas in Linguistics L73M (20)
Research Training Seminar L34M (20)

Summer Term and Summer Vacation

Dissertation (60)

11.5. 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.

11.5.1. MA in Linguistics (Part-Time)

Year 1**Autumn Term: 20 credits****Two core modules from:**

- Language Variation and Change L19M (10)
- Semantics L23M (10)
- Syntax L25M (10)
- Phonetics and Phonology L29M (10)

Spring Term: 20 credits**One option from:**

- Articulatory and Impressionistic Phonetics L02M (20)
- Bilingualism L03M (20)
- Comparative Semantics L64M (20)
- Sociophonetics L44M (20)
- Prosody of English L30M (20)
- Semantic Theory L24M (20)
- Syntactic Theory L26M (20)
- Topics in Language Variation and Change L57M (20)

Autumn, Spring and Summer Terms

Key Ideas in Linguistics L73M (20)
Research Training Seminar L34M (20)

Year 2**Autumn Term: 20 credits****Remaining two core modules from:**

- Language Variation and Change L19M (10)
- Semantics L23M (10)
- Syntax L25M (10)
- Phonetics and Phonology L29M (10)

Spring Term: 20 credits**One option from:**

- Articulatory and Impressionistic Phonetics L02M (20)
- Bilingualism L03M (20)
- Comparative Semantics L64M (20)
- Sociophonetics L44M (20)
- Prosody of English L30M (20)
- Semantic Theory L24M (20)
- Syntactic Theory L26M (20)
- Topics in Language Variation and Change L57M (20)

Summer Term and Summer Vacation**Dissertation (60)****11.5.2. MA in Psycholinguistics (Route A Part-Time)****Year 1****Autumn Term: 20 credits****Psycholinguistics L31M (10)**

Syntax L25M (10) OR Phonetics and Phonology L29M (10)

Spring Term: 20 credits**One option from list A or list B:****List A:**

- Bilingualism L03M (20)
- Learning Mechanisms in Phonological Development L20M (20)
- Psycholinguistic Approaches to Second Language Acquisition L72M (20)

List B (NOTE, only one List B is allowed across the programme):

- Articulatory and Impressionistic Phonetics L02M (20)
- Prosody of English L30M (20)
- Syntactic Theory L26M (20)

Autumn, Spring and Summer Terms**Key Ideas in Linguistics L73M (20)****Research Training Seminar L34M (20)**

Year 2**Autumn Term: 20 credits**

Language Acquisition L18M (10)
Quantitative Methods L33M (10)

Spring Term: 20 credits

One option from list A or list B:

List A:

- Bilingualism L03M (20)
- Learning Mechanisms in Phonological Development L20M (20)
- Psycholinguistic Approaches to Second Language Acquisition L72M (20)

List B (NOTE: you cannot choose an option from list B if you did a list B option in your first year):

- Articulatory and Impressionistic Phonetics L02M (20)
- Prosody of English L30M (20)
- Syntactic Theory L26M (20)

Summer Term and Summer Vacation**Dissertation (60)****11.5.3. MA in Psycholinguistics (Route B Part-Time)****Year 1****Autumn Term: 20 credits**

20 credits from:

- Advanced Phonetics L69M (10)
- Advanced Phonology L70M (10)
- Advanced Syntax L79M (10)
- Language Acquisition L18M (10)
- Phonetics and Phonology L29M (10)
- Phonological Development L54M (20)
- Psycholinguistics L31M (10)
- Syntax (10)

Spring Term: 20 credits

One option from list A or list B:

List A:

- Bilingualism L03M (20)
- Learning Mechanisms in Phonological Development L20M (20)
- Psycholinguistic Approaches to Second Language Acquisition L72M (20)

List B (NOTE, only one List B is allowed across the programme):

- Articulatory and Impressionistic Phonetics L02M (20)
- Prosody of English L30M (20)
- Syntactic Theory L26M (20)

Autumn, Spring and Summer Terms

Key Ideas in Linguistics L73M (20)

Research Training Seminar L34M (20)

Year 2

Autumn Term: 20 credits

Quantitative Methods L33M (10)

Plus one option from:

- Advanced Phonetics L69M (10)
- Advanced Phonology L70M (10)
- Advanced Syntax L79M (10)
- Language Acquisition L18M (10)
- Phonetics and Phonology L29M (10)
- Psycholinguistics L31M (10)
- Syntax (10)

Spring Term: 20 credits

One option from list A or list B:

List A:

- Bilingualism L03M (20)
- Learning Mechanisms in Phonological Development L20M (20)
- Psycholinguistic Approaches to Second Language Acquisition L72M (20)

List B (NOTE: you cannot choose an option from list B if you did a list B option in your first year):

- Articulatory and Impressionistic Phonetics L02M (20)
- Prosody of English L30M (20)
- Syntactic Theory L26M (20)

Summer Term and Summer Vacation

Dissertation (60)

11.6. 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 during the Autumn Term.

Appendix A: 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.

University of York Standing Committee on Assessment, November 2013

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.

Appendix B: English Language Tuition

English Language courses are not included in the Masters courses. Your English is expected to be good enough to allow you to deal with the demands of the course. However, even students with a strong command of English may struggle to adapt to academic study, especially those who are used to an academic culture different from academic culture in the UK. If you discover that you are having difficulties with English, you should talk to your supervisor about it and it may be useful to mention it to module tutors too.

English Language courses are free of charge to University of York students; individual attendance on courses is limited to one or two courses per term.

The Centre for English Language Teaching (CELT) is located in the same building as the Department of Language and Linguistic Science. It provides a series of courses in either Academic English or General English.

Courses include:

- Credit-bearing courses in Academic Writing, Academic Speaking, English as an International Language, English Language and British Life.
- Academic writing workshops, consisting of weekly two-hour workshops
- English conversation courses
- 32-hour intensive general English courses, consisting of sixteen x two-hour classes over one term (two classes per week).
- See the CELT Website for current details <http://www.york.ac.uk/celt/>