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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

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of Department</td>
<td>Dunstan Brown</td>
<td><a href="mailto:dunstan.brown@york.ac.uk">dunstan.brown@york.ac.uk</a></td>
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<tr>
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<tr>
<td>Chair, Graduate Board of Examiners, Autumn Term</td>
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</tr>
<tr>
<td>Subject Librarian</td>
<td>Tony Wilson</td>
<td><a href="mailto:lib-linguistics@york.ac.uk">lib-linguistics@york.ac.uk</a></td>
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Programme Coordinators

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<tr>
<td>MA Comparative Syntax &amp; Semantics</td>
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<td><a href="mailto:richard.ogden@york.ac.uk">richard.ogden@york.ac.uk</a></td>
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Support Staff

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<tr>
<th>Role</th>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Gem Kirk</td>
<td><a href="mailto:gem.kirk@york.ac.uk">gem.kirk@york.ac.uk</a></td>
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<tr>
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<td><a href="mailto:marianne.mcneill@york.ac.uk">marianne.mcneill@york.ac.uk</a></td>
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<tr>
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<td><a href="mailto:ruth.ray@york.ac.uk">ruth.ray@york.ac.uk</a></td>
</tr>
<tr>
<td>Technician</td>
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<td><a href="mailto:huw.llewelyn-jones@york.ac.uk">huw.llewelyn-jones@york.ac.uk</a></td>
</tr>
</tbody>
</table>
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 (Peter Sells for Autumn Term, Heather Marsden thereafter) 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 thesis and 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
Supervisors are there to help you, both academically and personally. Your supervisor is also the person you should turn to in the first instance if you find yourself with personal difficulties that affect your work on the course: your supervisor will alert other members of staff where appropriate. If you are on a taught course, your supervisor can advise you on option choices etc. and will keep a record of your options and your attendance at supervision. Please feel free to approach him/her with any problems, they are always willing to help when they can.

Students on taught programmes are allocated a pastoral supervisor on arrival and transferred to a dissertation supervisor once their dissertation proposal has been accepted. 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, you may find it helpful to e-mail 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 made members of this group.

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://yorsearch.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. For example, items on the history of a country may be in the history section, whereas a manual on learning a second language will be somewhere else. 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

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. Departmental study space
In addition to the University and HRC facilities mentioned above, PhD students are also able to apply for study space in the Department, though space is limited. Students will be notified of the application process for these desks early in the academic year. Desks are available for one academic year.

3.4. 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.

3.5. 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.

3.6. 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/

3.7. Secure space for students storing data

There is a secure space for postgraduates to store data they are collecting for their research.

Electronic data

To access secure electronic storage space, follow these steps:

- Map the drive:

  \flexfs.its.york.ac.uk\lang

  Windows Explorer > Tools > Map Network Drive – enter the above path, making sure ‘Reconnect at login’ is ticked. (Or, on a Mac, use the ‘Connect to Server’ option under the ‘Go’ menu)

- Enter your university credentials to access. Do not cut and paste your credentials; this has been found not to work.

  You will see a list of folders. Locate the one in your name. You will not be able to access other folders. Initially only you and the share Administrator will have access. You may specify access for others (e.g. your supervisor) if required.

Flexfs can be accessed off campus via the Virtual Private Network (VPN) once the Junos Pulse app has been installed on your PC - http://www.york.ac.uk/it-services/connect/vpn/

Flexfs is not very fast, so running audio and especially video files directly from the drive is not recommended.

Hard copy data

There is also a locked two drawer filing cabinet in the department that can house hard copies of data supplied by participants etc.

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.

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

Please note that there are particular regulations governing attendance for students holding Tier 4 visas; those students should contact the Immigration Advice Team with any queries (immigration@york.ac.uk) or the Student Records and Visa Compliance Team (tier4@york.ac.uk).

4.2.3. Self-certification of illness; sick notes
During your stay in the Department you may experience some period of sickness. Obviously, for something minor it is not always possible to get a sick note from the doctor, so students must make a declaration of trust that they have been ill to account for their absence. This is called self-certification of illness.

If you are unwell for up to seven consecutive days during term-time you should register your illness, either through your e:Vision account or by completing an ‘illness self-certificate’ form and forwarding it to the Student Support Hub.

Outside assessment periods, all illness must be self-certified, up to a maximum of ten teaching days in the academic year.

The self-certification form is accessed online at: http://www.york.ac.uk/students/support/health/selfcert/

You must ask your doctor for a sick note if the period of absence is longer than seven consecutive days; or when you will have been absent for more than ten days in the same academic year.

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 below 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
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. Extension of registration or submission deadline

Any requests for an extension of registration for taught Masters students must be approved by the Special Cases Committee of the University on the recommendation of the GSB. Applications should be made, in writing, through your supervisor giving details of the length of extension required, and the reasons for it. You can find details of the relevant policy and the relevant form to complete on the University website at: https://www.york.ac.uk/students/help/

Please note that, if you are granted an extension and you intend to remain in York, you will need somewhere to live, but you will no longer be a full-time student of the University
and will therefore have no entitlement to University accommodation. You will almost certainly have to make your own arrangements. If you require a visa to study in the UK, such extensions may impact your visa status, and you must contact the Immigration Team for advice before making the request.

4.4. 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/

4.5. Problems and Complaints

If you have a difficulty with or complaint about some aspect of your programme, you should discuss it in the first instance with your supervisor (or the module coordinator concerned for taught courses). (S)he may be able to help you with the problem directly; if not, (s)he will be able to advise you what further steps to take. These might be to talk to the Chair of GSB informally, to have the matter raised at GSB by your Student Representative or ultimately to bring it to the attention of the Head of Department. If you feel that your problem has not been addressed or solved within a reasonable time you should please write to the Chair of GSB or Head of Department (or both if you are in any doubt as to whose responsibility the matter is).

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: Kobin Kendrick (kobin.kendrick@york.ac.uk)

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

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

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

**Attendance requirements**

All students should attend the Autumn Term sessions.

In the Spring Term, all students should attend the whole group sessions in Weeks 2 and 3. Students should also attend additional workshop sessions as appropriate to their programme and research topic (see each term’s schedule for more details). All students should attend for at least two of the additional workshops, but are encouraged to attend as many as they wish. If you need advice on which sessions would be most relevant to you, please contact the RTS coordinator.

In the Summer Term, students should attend whole group sessions in Weeks 1, 2 and 3. In addition, taught Masters students should attend as follows:

- MSc students and MA students using acoustic analysis in their dissertations must participate in the Praat workshops.
- MSc students must also attend the workshop on Calculating Likelihood ratios.
- Students whose dissertations involve quantitative data analyses, and who have not taken the Quantitative Methods module, should participate in the Basic Statistics workshop.

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.

**Research Training Seminar for part-time students**

We recommend that you attend RTS in the first year. If your timetable doesn’t allow you to attend all sessions, you can attend some sessions in the second year. You need to have completed the Academic Integrity Tutorial by the same deadline as full-time students in your first year, regardless of the year in which you register for RTS. You will complete the formative and summative assessments in the first year. If you cannot take this module in your first year due to time constraints, please talk to the RTS coordinator to see whether this can be organised.
Assessments and expectations for the Research Training Seminar

1. Completion of University of York Academic Integrity tutorial (on the VLE)
   **Deadline:** Friday 4 November 2016.

2. Completion of all formative exercises assigned. These will normally be assigned as preparation for the following week’s class. One will be a 750-word review of a research article (from a choice of set articles).

3. Formatting and presentation of all your module assignments and work you submit to your supervisor in accordance with the conventions covered in the Research Training Seminar.

4. A 1.5 hour closed exam in Spring Term Week 1 (Summative: 50%)

5. 1,000-word review of and reflection on a colloquium talk in Spring Term Week 10 (Summative: 50%)

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 weekly Colloquium series as well as additional Department-wide research talks. This involves both external and internal speakers who present their latest research. Your attendance at these is compulsory; you will also be expected to participate in the informal discussion which follows them and to help with clearing away refreshments afterwards. You should not worry if you don't understand everything in these lectures from the start and you should not be frustrated by this. It's normal. However, it is extremely important that you be exposed to cutting-edge research from the beginning in order to appreciate, if not the results themselves, the methods, difficulties and rewards of research. If you have suggestions as to speakers you would like to hear, please contact the co-ordinator of the Colloquium programme (Nino Grillo in 2016-17).

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, Márton Sóskuthy.

There are fixed deadlines for submitting ethics applications as follows:
MA Students

1. Submission of completed ethics application (if applicable), including all attachments, by noon on Tuesday of the week before the start of the Summer Term (11 April)
2. Submission of revised ethics application (if approval still pending), including all attachments by noon on Thursday Week 2, Summer Term (25 April). This deadline might be extended slightly if your application needs to be approved by the full ethics committee.

MSc Students

1. Submission of completed ethics application including all attachments by noon on Thursday Week 6, Summer Term (25 May)
2. Submission of revised ethics application (if approval still pending), including all attachments by noon on Thursday Week 9, Summer Term (15 June)
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 and Semantics and the MA in Phonetics and 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 a reading week. During this week regular classes will not usually be scheduled, but a full workload is expected. Please note that 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).

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 Professor Alison Henry, University of Ulster. The External examiner for the MSc in Forensic Speech Science is Dr Kirsty McDougall, University of Cambridge.

8.3. Presentation of assessments

Your assessments are to be your own, unaided work unless clearly instructed otherwise. If you are having serious difficulty over knowing how to make a start on work assigned, however, it would not be unreasonable to ask the relevant tutors for clarification of the wording of questions and where appropriate for one or two initial bibliographical references.

It is up to you to write up your work in a coherent and structured manner. 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 tutor, all work must be word-processed and submitted via the electronic submission point in the module's VLE site. Make sure that you put page numbers at the bottom of each page, and that your candidate number BUT NOT YOUR NAME appears in the header of each page of assessed work. We strongly recommend that you save and submit your assignments in PDF format, as best practice.

You should use 1.5 line spacing and a font no smaller than 12 point, with a left hand margin of at least 4cm.

Appendices should be reserved for material that is truly supplementary. If you expect the examiner to read the material or it 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.

You must incorporate a standard Department Academic Integrity Postgraduate Cover Sheet as the front page of all assessed work submitted. You can find the electronic file on the
Department website in the Forms and Documents section of ‘Current Students’, then under ‘Forms and documents for taught masters students’:

See: http://www.york.ac.uk/language/current/postgraduates/documents/

The cover sheet includes:

a) a declaration that the work is all your own and that you are aware of issues relating to academic misconduct;
b) a declaration that any proofreading and editing assistance has been in accordance with University guidelines;
c) an acknowledgement of any proofreading and editing assistance given, where applicable;
d) your examination number, in the top right-hand corner;
e) the number and title of the module;
f) a title, if appropriate;
g) the word count (This figure includes footnotes but excludes any purely numeric tables and figures, examples, appendices or bibliography);
h) a confirmation that work submitted may be used by the Department as an example in the future

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.

Regarding general presentation of assessed work, guidance about appropriate style and conventions used in linguistics will be provided in the Research Training Seminar, and you should be sure to follow this guidance. In general, you can follow the style sheet of Language, the journal of the Linguistic Society of America (available at: http://www.linguisticsociety.org/files/style-sheet.pdf) with the exceptions noted below:

- A4 paper
- No small capitals for authors’ names in the References
- All citations should have parentheses around the Year or, where appropriate Author(s) and Year
- Ignore parts b-d of the section on special matter

The Referencing style used in the LSA style sheet is a sub-type of the Harvard Referencing Style, which the University Library has a guide to at: http://www.york.ac.uk/integrity/harvard.html.

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

Unless you are advised otherwise, we require non-examination assessed work to be submitted electronically via the Virtual Learning Environment (VLE) associated with the relevant module.

Please ensure that you are familiar with the submission process well in advance of the deadline for submitting any assignments. The E-Learning team publish a further guidance document, ‘Submitting Work to an Anonymous Assignment Submission Point’, in the Support section of the VLE.

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.

There will be an Anonymised Assignment Submission Point in the VLE site of each of the Masters modules for which you need to submit work.

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

1) Include the Cover Sheet for the Submission of Assessed Work (found on the Department website under Current students / postgraduate / forms and documents) which includes an Academic Misconduct Declaration, as the first page of your document.
2) Only include your exam number. Your name must not appear anywhere on the document.
3) Ensure that you remove all identifying information from your document properties, so that no personal information remains which could affect anonymity. See the guidance mentioned above - Submitting Work to an Anonymous Assignment Submission Point
4) Submit work in PDF format, unless the module tutor has specified a different format.
5) Upload the correct assessment to the correct module VLE site!

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 gem.kirk@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.

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 Extension Request form found via Current students>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 Chair of the GSB for consideration, and you will be advised whether your extension request can be approved. 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. Extensions

In certain exceptional circumstances, students may apply to the Chair of the Graduate Board of Examiners for an extension to an assessment deadline. For details of the procedure and application form please see the Department website at: http://www.york.ac.uk/language/current/postgraduates/documents/

8.5.3. 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.

8.5.4. Word limits

When word limits are specified, you should take them seriously. For coursework, examiners allow a margin of ±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 on the cover sheet of each piece of work.

8.5.5. 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
- **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 each range. We give some examples below of the marks examiners use and when.

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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.
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/](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.

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>100</td>
<td>In the exceptional range on all appropriate criteria</td>
</tr>
<tr>
<td>Mid</td>
<td>95</td>
<td>Meets exceptional standards in a number of areas with no criteria failing to meet distinction level</td>
</tr>
<tr>
<td>Low</td>
<td>88</td>
<td>Exceptional by some criteria, with no categories significantly lower</td>
</tr>
</tbody>
</table>

**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.

<table>
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<tr>
<th>Level</th>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>80</td>
<td>Marked as in the distinction range or higher on all relevant criteria</td>
</tr>
<tr>
<td>Mid</td>
<td>75</td>
<td>Meets distinction standards in a number of areas with no criteria failing to meet merit level</td>
</tr>
<tr>
<td>Low</td>
<td>70</td>
<td>Distinction level by some criteria, with most criteria in at least the range below</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>68</td>
<td>Marked as in the merit range or higher on all relevant criteria</td>
</tr>
<tr>
<td>Mid</td>
<td>65</td>
<td>Meets merit standards in a number of areas with no criteria failing to meet pass level</td>
</tr>
<tr>
<td>Low</td>
<td>62</td>
<td>Merit level by some criteria, with most criteria in at least the range below</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Level</th>
<th>Mark</th>
<th>Description</th>
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<tbody>
<tr>
<td>High</td>
<td>58</td>
<td>Marked as in the Masters pass range or higher on all relevant criteria</td>
</tr>
<tr>
<td>Mid</td>
<td>55</td>
<td>Meets Masters pass standards in a number of areas with no criteria failing to reach marginal fail level</td>
</tr>
<tr>
<td>Low</td>
<td>52</td>
<td>Masters pass level by some criteria, with most criteria in at least the marginal fail range</td>
</tr>
</tbody>
</table>
Marginal Fail
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

\[\text{See section 8.6.2 for an explanation of how modules with fail marks in this category can be compensated for by better work in other modules as long as no more than 40 credits have marks in this range.}\]
opportunity for early reassessment wherever possible, rather than waiting for the results of your whole coursework stage in (or after) the Summer Term.

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

Due to the complexity of the assessment rules, it may be advisable to seek further clarification in the *Guide to Assessment and Marking for 2016/17*.

**‘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.⁵

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.⁵

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

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⁵ University regulations require us to give you at least three weeks’ notice before a resit date.
dissertation or Diploma essay submission to determine the final classification of your degree.

Masters Degrees (180 credits)
There are four possible outcomes for the taught Masters degree.

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

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

i. a rounded credit-weighted mark of at least 50% over all modules,
ii. a mark of at least 50% in the dissertation, 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 advised not to or are unable to proceed to dissertation may be eligible for a Diploma. Students originally registered for an MA may supplement the 100 credits of taught modules already taken by doing a Diploma essay in the Summer Term to achieve the required number of credits.

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

Postgraduate Certificate in Linguistics (60 credits)
If a student does not achieve a rounded, credit-weighted mean of 50% (after any allowed

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.
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. 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.

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 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:

http://www.york.ac.uk/media/languageandlinguistics/documents/currentstudents/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-2016-17/
### Autumn Term: 40 credits

| Introduction to Forensic Speech Science L17M (10) |
| Language Variation & Change L19M (10) |
| Quantitative Methods L33M (10) |

| For students with no prior background in English phonetics and phonology: |
| Phonetics & Phonology L29M(10) |

| For students with prior background in English phonetics and phonology: |
| Advanced Phonetics L69M (10) |
| or |
| Advanced Phonology L70M (10) |

### Spring Term: 40 credits

**Usually:**
- Articulatory & Impressionistic Phonetics L02M (20)
- Phonological Variation & Change L44M (20)

However students who have prior background equivalent to these may replace one of them with:
- The Phonetics of Talk in Interaction L28M (20)
  or
- Second Language Phonology L74M (20)

| Forensic Speech Science lab* |
| Summer Term (20 credits) |
| Research in Forensic Speech Science L32M (20) |

### Summer Term (20 credits)

**Research in Forensic Speech Science L32M (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 & 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 (8-10,000 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.

<table>
<thead>
<tr>
<th>Autumn Term 2016</th>
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<tbody>
<tr>
<td>Week 1</td>
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<td>Week 2</td>
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<td>Week 6</td>
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<td>Week 8</td>
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<td>Week 10</td>
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<td>Week 10</td>
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<tr>
<th>Spring Term 2017</th>
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<tbody>
<tr>
<td>Week 1</td>
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<td>Week 4</td>
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<tr>
<td>Week 6</td>
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<td>--------</td>
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<tr>
<td>Week 10</td>
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</table>

**Easter Vacation**

Tuesday 4 April, 12 noon | **Summative assessment due for:**<br>Articulatory & Impressionistic phonetics (essay) |

**Summer Term 2017**

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Thursday 12 noon</th>
<th><strong>Summative assessments due for:</strong>&lt;br&gt;Phonological variation &amp; Change 3rd component (essay – 50%)&lt;br&gt;Phonetics of talk in interaction&lt;br&gt;Second Language Phonology&lt;br&gt;Topics in LVC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td>Articulatory &amp; Impressionistic Phonetics oral and aural exam</td>
</tr>
<tr>
<td>Week 5</td>
<td>Thursday 12 noon</td>
<td>Research in Forensic Speech Science 1st Component due (Case report – 40%)</td>
</tr>
<tr>
<td>Week 6</td>
<td>Tuesday 12 noon</td>
<td>Draft dissertation proposal due&lt;br&gt;Ethics application due (if required)</td>
</tr>
<tr>
<td>Week 9</td>
<td>Tuesday 12 noon</td>
<td>Final dissertation proposal due&lt;br&gt;Revised ethics application due (if required)</td>
</tr>
<tr>
<td>Week 10</td>
<td>Thursday 12 noon</td>
<td>Research in Forensic Speech Science 2nd Component due (Case report – 60%)</td>
</tr>
</tbody>
</table>

**Summer Vacation 2017**

Wednesday 12 July (TBC) | Feedback session with external examiner; MSc Progression Board |
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<tbody>
<tr>
<td>Wednesday 16 August (TBC)</td>
<td>PG Presentation Day, Berrick Saul Building</td>
</tr>
<tr>
<td>Thursday 7 September, by 12 noon</td>
<td>Submit 2 hard copies of your completed MSc dissertation (8-10,000 words) to the PG Administrator and upload a PDF copy to the RTS VLE site’s online submission point</td>
</tr>
</tbody>
</table>

**November 2017** | 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. Research Training
   The 20 credit Research Training Seminar is a core module on all Masters programmes. It runs over three terms, although the sessions in the latter half of the Summer Term are optional for MA students.

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-2016-17/

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 modules\(^6\). If you have limited prior background

\(^6\) 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.
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.

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

<table>
<thead>
<tr>
<th>Autumn Term 2016</th>
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<tbody>
<tr>
<td>Week 1</td>
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<tr>
<td>Week 2</td>
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<td>Week 6</td>
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<td>Week 6</td>
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<td>Week 8</td>
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<td>Week 10</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Term 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
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<td>Week 1</td>
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<td>Week 2</td>
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<td>Week 4</td>
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<td>Week 7</td>
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<td>Week 8</td>
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<tr>
<td>Week 10</td>
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<tr>
<td>Week 10</td>
</tr>
</tbody>
</table>

Easter Vacation

| Tuesday 4 April, 12 noon | Summative assessment due for: Articulatory & Impressionistic phonetics (essay) |
| Week 0, Tuesday 11 April | Ethics application due (if required) |
### Timetable for the year – taught MA students (continued)

#### Summer Term 2017

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Thursday 12 noon</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Summative assessments due for:</strong></td>
</tr>
<tr>
<td></td>
<td>Advanced Topics at the Interfaces of Syntax</td>
</tr>
<tr>
<td></td>
<td>Advanced Syntactic &amp; Semantic Typology</td>
</tr>
<tr>
<td></td>
<td>Bilingualism</td>
</tr>
<tr>
<td></td>
<td>Psycholinguistic Approaches to 2\textsuperscript{nd} Language Acquisition</td>
</tr>
<tr>
<td></td>
<td>Language &amp; the Brain</td>
</tr>
<tr>
<td></td>
<td>Learning Mechanisms</td>
</tr>
<tr>
<td></td>
<td>Semantic Theory (2\textsuperscript{nd} component)</td>
</tr>
<tr>
<td></td>
<td>Syntactic Theory (2\textsuperscript{nd} component)</td>
</tr>
<tr>
<td></td>
<td>Second Language Syntax</td>
</tr>
<tr>
<td></td>
<td>Phonological Variation &amp; Change (3\textsuperscript{rd} component)</td>
</tr>
<tr>
<td></td>
<td>Phonetics of Talk-in Interaction</td>
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<tr>
<td></td>
<td>Second Language Phonology</td>
</tr>
<tr>
<td></td>
<td>Topics in LVC</td>
</tr>
<tr>
<td></td>
<td>Topics in Phonological Development</td>
</tr>
</tbody>
</table>

| Week 1 | Articulatory & Impressionistic Phonetics oral and aural exams |
| Week 2 | Tuesday Final dissertation proposal due (except for certain MA Linguistics students)\(^7\) |
| Week 2 | Thursday Revised ethics application due (if required) |
| Week 5 | Tuesday Key Ideas in Linguistics assessment (2\textsuperscript{nd} component) |
| Week 7 | Wednesday 31 May Present poster at PG Presentation Day, Berrick Saul Treehouse |
| Week 7 | Thursday 1 June Feedback session with external examiner; MA progression Board |

#### Summer Vacation 2016

| Thursday 7 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 2017

| 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-2016-17/

---

\(^7\) Some MA Linguistics students may submit an extended dissertation proposal as part of the Key Ideas in Linguistics assessment, due in Summer Term week 5. This will depend on the nature of the research topic and therefore will be decided on an individual by individual basis.
### 11.4.1. MA in Comparative Syntax & Semantics
The course coordinator for this programme is George Tsoulas.

<table>
<thead>
<tr>
<th>Autumn Term: 40 credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparative Syntax and Syntactic Typology L67M (20)</td>
<td></td>
</tr>
<tr>
<td>Issues in the Syntax and Semantics Interface L68M (20)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring Term: 40 credits</td>
<td></td>
</tr>
<tr>
<td>Advanced Comparative Syntactic or Semantic Typology L61M (20)</td>
<td></td>
</tr>
<tr>
<td>Advanced Topics at the Interfaces of Syntax L64M (20)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer Term and Summer Vacation</td>
<td></td>
</tr>
<tr>
<td>Dissertation (80 credits)</td>
<td></td>
</tr>
</tbody>
</table>

### 11.4.2. MA in Phonetics & Phonology
The course coordinator for this programme is Márton Sóskuthy.

<table>
<thead>
<tr>
<th>Autumn Term: 40 credits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Phonetics L69M (10)</td>
<td></td>
</tr>
<tr>
<td>Advanced Phonology L70M (10)</td>
<td></td>
</tr>
<tr>
<td>Quantitative Methods L33M (10)</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Plus one option from:</td>
<td></td>
</tr>
<tr>
<td>Language Acquisition L18M (10)</td>
<td></td>
</tr>
<tr>
<td>Language Variation &amp; Change L19M (10)</td>
<td></td>
</tr>
<tr>
<td>Psycholinguistics L31M (10)</td>
<td></td>
</tr>
<tr>
<td>Semantics L25M (10)</td>
<td></td>
</tr>
<tr>
<td>Syntax L23M (10)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring Term: 40 credits</td>
<td></td>
</tr>
<tr>
<td>Two of:</td>
<td></td>
</tr>
<tr>
<td>Articulatory &amp; Impressionistic Phonetics L02M (20)</td>
<td></td>
</tr>
<tr>
<td>The Phonetics of Talk in Interaction L28M (20)</td>
<td></td>
</tr>
<tr>
<td>Phonological Variation &amp; Change L44M (20)</td>
<td></td>
</tr>
<tr>
<td>Second language Phonology L74M (20)</td>
<td></td>
</tr>
<tr>
<td>Topics in Phonological Development L37M (20)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Summer Term and Summer Vacation</td>
<td></td>
</tr>
<tr>
<td>Dissertation (80 credits)</td>
<td></td>
</tr>
</tbody>
</table>
### 11.4.3. MA in Psycholinguistics

The course coordinator for this programme is Heather Marsden.

#### 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**
- **Quantitative methods L33M (10 credits)**
- **Language acquisition L18M (10 credits)**
- **Psycholinguistics L31M (10 credits)**
- **Syntax L25M (10 credits) OR Phonetics and phonology L29M (10 credits)**

**Route B**
- **Quantitative methods L33M (10 credits)**

AND 30 further credits from among the modules below and the modules in Route A:
- **Comparative syntax and syntactic typology L67M (20 credits)**
- **Advanced phonetics L69M (10 credits)**
- **Advanced phonology L70M (10 credits)**

#### Spring Term: 40 credits

In the Spring Term you will take two 20-credit modules from a range of options. Options include:
- Topics in phonological development L37M (20)
- Bilingualism L03M (20)
- Learning mechanisms L20M (20)
- Second language phonology L74M (20)
- Second language syntax L35M (20)
- Psycholinguistic approaches to second language acquisition L72M (20)

Note that module offerings may vary from year to year. Not every module is offered every year.

#### Spring and Summer Terms

**Key Ideas in Linguistics L73M (20)**

**Summer Term and Summer Vacation**

**Dissertation (60 credits)**
11.4.4. **MA in Sociolinguistics**  
The course coordinator for this programme is Paul Kerswill.

<table>
<thead>
<tr>
<th>Autumn Term: 40 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Variation &amp; Change L19M (10)</td>
</tr>
<tr>
<td>Phonetics &amp; Phonology L29M (10)</td>
</tr>
<tr>
<td>Syntax L25M (10)</td>
</tr>
<tr>
<td>Quantitative Methods L33M (10)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Term: 40 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phonological Variation &amp; Change L44M (20)</td>
</tr>
<tr>
<td>Topics in Language Variation &amp; Change L57M (20)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summer Term and Summer Vacation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertation (80 credits)</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Autumn Term: 40 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Variation &amp; Change L19M (10)</td>
</tr>
<tr>
<td>Semantics L23M (10)</td>
</tr>
<tr>
<td>Syntax L25M (10)</td>
</tr>
<tr>
<td>Phonetics &amp; Phonology L29M (10)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring Term: 40 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two of:</td>
</tr>
<tr>
<td>Advanced Topics at the Interfaces of Syntax L64M (20)</td>
</tr>
<tr>
<td>Articulatory &amp; Impressionistic Phonetics L02M (20)</td>
</tr>
<tr>
<td>Bilingualism L03M (20)</td>
</tr>
<tr>
<td>The Phonetics of Talk in Interaction L28M (20)</td>
</tr>
<tr>
<td>Phonological Variation &amp; Change L44M (20)</td>
</tr>
<tr>
<td>Second Language Phonology L74M (20)</td>
</tr>
<tr>
<td>Second Language Syntax L35M (20)</td>
</tr>
<tr>
<td>Semantic Theory L24M (20)</td>
</tr>
<tr>
<td>Syntactic Theory L26M (20)</td>
</tr>
<tr>
<td>Topics in Language Variation &amp; Change L57M (20)</td>
</tr>
</tbody>
</table>

| Research Training Seminar L34M (20) |
11.5. Taking an MA part-time

Most part-time students taking an MA over two years would like to spend roughly half the working week on study and half on paid work. However, because of the structure of our programme it is not easy to split the 180 credits equally over two years and spend no more than 20-25 hours a week studying during any given period. Because of this, we try to be as flexible as possible in allowing students to plan their study around their other commitments. The possible study plans shown below include commitments to general research training which do not have credits associated with them but which are part of our general requirements.

If the course were split into two blocks of 90 credits, as shown in Table A, the time commitment would be considerable in the first 6-7 months. From the Department’s perspective, this would be a reasonable pattern of study, though.

<table>
<thead>
<tr>
<th>Autumn yr 1</th>
<th>Spring yr 1</th>
<th>Easter to September Yr 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core module 1</td>
<td>Option 1</td>
<td>(RTS until June)</td>
</tr>
<tr>
<td>Core module 2</td>
<td>Option 2</td>
<td>(Colloquium until June)</td>
</tr>
<tr>
<td>Core module 3</td>
<td>RTS</td>
<td>(Key Ideas until May)</td>
</tr>
<tr>
<td>Research Training Seminar (RTS)</td>
<td>Colloquium</td>
<td><strong>Required time commitment</strong> $^6$</td>
</tr>
<tr>
<td><strong>Weekly commitment</strong> 32 hrs +</td>
<td>Key Ideas in Linguistics <strong>Weekly commitment</strong> 41 hrs</td>
<td>$= 3$ hours</td>
</tr>
<tr>
<td>Autumn yr 2</td>
<td>Spring yr 2</td>
<td>Easter to September Yr 2</td>
</tr>
<tr>
<td>Core module 4</td>
<td>(RTS)</td>
<td>Dissertation</td>
</tr>
<tr>
<td>Colloquium</td>
<td>(Colloquium)</td>
<td><strong>Weekly commitment</strong> 10 hrs</td>
</tr>
<tr>
<td>Dissertation</td>
<td>Dissertation</td>
<td></td>
</tr>
<tr>
<td><strong>Weekly commitment</strong> 14 hrs</td>
<td><strong>Weekly commitment</strong> 12 hrs</td>
<td></td>
</tr>
</tbody>
</table>

Table A

Because the time commitment is so uneven on this model, it is more common for students to split the taught modules over two years, have a period with little study from Easter until the following September and work almost full-time on the dissertation in the second year from Easter onwards, as shown in Table B. Part-time students should attend at least the first four weeks of ‘Key Ideas in Linguistics’ in year 1.

$^6$ Students could begin preparation for dissertation from this point onwards and attend Department colloquia, so might spend up to five hours a week on study.
<table>
<thead>
<tr>
<th>Autumn yr 1</th>
<th>Spring yr 1</th>
<th>Easter to September Yr 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core module 1</td>
<td>Option 1</td>
<td>(Colloquium until June)</td>
</tr>
<tr>
<td>Core module 2</td>
<td>Colloquium</td>
<td>Key Ideas in linguistics</td>
</tr>
<tr>
<td>RTS</td>
<td>RTS</td>
<td>until May</td>
</tr>
<tr>
<td>Weekly commitment 21 hrs</td>
<td>Key Ideas in linguistics</td>
<td>Required time commitment = 2 hours</td>
</tr>
<tr>
<td></td>
<td>Weekly commitment 23 hrs</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Autumn yr 2</th>
<th>Spring yr 1</th>
<th>Easter to September Yr 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core module 3</td>
<td>Option 2</td>
<td>RTS (until June)</td>
</tr>
<tr>
<td>Core module 4</td>
<td>Research group</td>
<td>Dissertation</td>
</tr>
<tr>
<td>Colloquium</td>
<td>(Colloquium)</td>
<td>Weekly commitment 25 hrs+</td>
</tr>
<tr>
<td>Weekly commitment 21 hrs</td>
<td>Dissertation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Weekly commitment 25 hrs+</td>
<td></td>
</tr>
</tbody>
</table>

Table B

If you would like to discuss a study pattern alternative to one of these, please contact the Chair of GSB. However, you should bear in mind that Core modules are only available in Autumn Terms and most twenty-credit option/higher level modules are only available in Spring Terms. These have pre-requisites, which must have been completed first. Also, it is usually not feasible to begin substantial work on a dissertation until you have completed both option (or on the specialist programmes, higher level) modules. Colloquia and Research group run in every term but not during the long University vacation over the summer.

Submission deadlines for coursework are the same as the deadlines given for full-time students taking the module in the same term. It is possible to spread attendance at Research training seminar over more than one year, but some components are obligatory and if you choose to participate in a given term, you must do the assessment that goes along with that term's work, at the standard time.

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/