UNIVERSITY OF YORK

POSTGRADUATE PROGRAMME SPECIFICATION

This document applies to students who commence the programme(s) in:	2017		
Awarding institution	**Teaching institution**		
University of York	University of York		
Department(s)			
Language and Linguistic Science			
Award(s) and programme title(s)	**Level of qualification**		
MA in Comparative Syntax and Semantics	Level 7 (Masters)		
Award(s) available *only* as interim awards			
Diploma in Comparative Syntax and Semantics			
Certificate in Linguistics			
Admissions criteria			
Good upper second class honours Bachelors degree or equivalent with pre-requisite study of both (generative) syntax and semantics (normally 30 ECTS credits of syntax and at least 10 of Semantics) For non-native speakers an IELTS score of 7.0 with scores of 7 in both writing and speaking; TOEFL (iBT) 96 with a minimum of 24 in writing and speaking Pearson (PT 67, with a minimum of 67 in writing and speaking) GCSE/IGCSE – B CPE (Cambridge Certificate of Proficiency in English – B			
Length and status of the programme(s) and mode(s) of study			

Programme	Length (years) and status	Start dates/months	Mode		
			Face-to-face, campus-based	**Distance learning**	**Other**
MA	1 year full-time or 2 years part-time		X		

Language of study	English

Programme accreditation by Professional, Statutory or Regulatory Bodies (if applicable)
n/a

Educational aims of the programme(s)
For the Masters, Diploma and Certificate: • Provide a broad exposure to central areas of Formal Semantic Theory and modern generative Syntactic Theory • To give students experience of using the methods, formalisms, tools and modes of thinking that characterise the study of modern formal syntax and formal semantics.
Additionally for the Diploma (if applicable): • To strengthen knowledge of formal generative syntax and of semantics with a focus on the cross-linguistic perspective • To develop students' ability to work independently • To allow students to develop their own areas of interest and expertise in generative syntax and/or formal semantics • To develop the research skills required to conduct independent study
Additionally for the Masters: • To apply the research skills required to conduct independent study in the areas of syntax, semantics or the interface between them • To provide foundations for continuation to PhD study

Intended learning outcomes for the programme – and how the programme enables students to achieve and demonstrate the intended learning outcomes	
This programme provides opportunities for students to develop and demonstrate knowledge and understanding qualities, skills and other attributes in the following areas:	*The following teaching, learning and assessment methods enable students to achieve and to demonstrate the programme learning outcomes:*

A: Knowledge and understanding

Awareness and knowledge of: *For the Masters, Diploma and Certificate:* 1. The terminology and forms of notation used in generative linguistic theory. 2. Current issues in syntax, semantics and the syntax-semantics interface. 3. Key questions that drive current research in the sub-disciplines of syntax and semantics. 4. Methods and concepts of syntactic and semantic analysis. *Additionally for the Diploma:* 5. Ethical issues and ability to work with them in the conduct of linguistic inquiry. Knowledge and understanding of: 6. Simple skills of independent research, including bibliographical skills, presentation skills and issues of ethics. Depth of knowledge and understanding of: 7. Current issues in generative syntax and formal semantics. 8. Current issues in the syntax semantics interface. 9. Current issues in studying syntax and semantics from a comparative perspective. 10. Advanced techniques, formalisms and methods as appropriate to syntax and semantics. *Additionally for the Masters:* 11. How to work with current theoretical and research based knowledge in	The programme centres around two main areas of Linguistics, Syntax and Semantics. At least 80% of the credits undertaken focus on one of these and it is a requirement of the programme that the dissertation topic focuses on the study of one of these from a comparative perspective. *Learning/teaching methods and strategies* (relating to numbered outcomes): • The core autumn term modules focus on solidifying the main concepts, terminology and notation of generative syntax, and doing the same for formal semantics (or in the case of students whose background in one of these, areas does not include formal approaches) providing an introduction to formal approaches to it as well as to the interface between syntax and semantics(1-4). These modules are delivered through lectures and seminars, for which regular work and reading are required. • The spring term modules provide students with more experience in syntax and semantics and comparative approaches to these (4,9). Lectures deliver key content. Practicals and seminars, which follow lectures, typically include discussion of readings and applications to specific data sets as well as hands-on work with data using the theories and tools of the discipline. Diverse methodologies give students a greater understanding and appreciation and alternative research methods (5-10). • Ethical issues (5) are covered generically within a research training seminar, and specifically within modules where data collection is required. The Department has procedures in place for ensuring that data collected for independent work conforms to University and nationally appropriate ethical guidelines. The research training seminar also covers other generic research skills (6) • Throughout autumn and spring terms students attend and Department colloquia, exposing them to a range of linguistic theories and ideas from inside and outside the Department (1, 4, 7,8). • In the summer term students start to prepare for dissertation-level work. This may involve a literature survey, the design of an experiment, or the initial collection of data (7-10). This preliminary work feeds into the dissertation (11-12), for those students who progress to Masters and forms the basis of the Diploma essay, for those who do not.

syntax and/or semantics. 12. How to apply advanced techniques, formalisms, and methods as appropriate to syntax and semantics.	*Types/methods of assessment* (relating to numbered outcomes) • In all modules, there is an expectation that students will engage with comparative linguistic analysis from the start and this is tested via essays involving synthesis and critique in the autumn term (1-4). Some formative work is done in small groups, with student-led presentations and discussions. • Both autumn modules and spring modules involve assessment which tests increasingly advanced techniques and involve increasingly extended pieces of writing (5-10). • The dissertation assesses students' ability to demonstrate knowledge and understanding outcomes (11-12).

B: (i) Skills – discipline related	
Able to: *For the Masters, Diploma and Certificate:* 1. Use the terminology and forms of notation employed in modern generative linguistic theory. 2. Use the conventions of academic writing in the social sciences with integrity. 3. Evaluate theoretical hypotheses. 4. Explain theoretical hypotheses with clarity. 5. Exercise independent thought. 6. Mount systematic arguments for and against linguistic hypotheses or analyses using tools and conventions of the discipline. *Additionally for the Diploma:* 7. Pose a cogent research question in the domain of syntax or semantics. 8. Design a project that involves the collection, manipulation, or analysis of syntactic/semantic data or a critical discussion of theoretical principles. 9. Accurately synthesise the arguments of others. *Additionally for the Masters:* 10. Apply advanced techniques of syntactic/semantic analysis to data. 11. Carry out a substantial piece of independent research involving critical discussion of theoretical literature and principles as well as the collection, manipulation and analysis of syntactic/semantic data.	Learning/teaching methods and strategies (relating to numbered outcomes): • The autumn term modules reinforce the skills required for outcomes 1-4, which include: accurate use of abstract representations of syntactic structure, logical form, and where appropriate experimental methods. They also give students the opportunity to develop the skills in 5 and 6. Their assessments test use of these key tools in current linguistics. • Throughout the autumn and spring terms, students attend Research Training Seminars. Seminars and workshops associated with this module cover generic skills in Linguistics (1, 2) and the social sciences more generally (3-6) . • All modules assume 1 and 2 and focus on developing outcomes 3-7. Types/methods of assessment (relating to numbered outcomes): • All assessments evaluate outcomes 1 and 2, the latter being additionally and specifically addressed by the academic integrity tutorial which is one of the pass requirements of the Research Training Seminar (RTS). • For Diploma students, the Diploma essay tests 7 and 8 and where appropriate, 9. • For Masters students, the dissertation tests outcomes, 7- 11.

B: (ii) Skills - transferable	
Able to: *For the Masters, Diploma and Certificate:* 1. Able to use a full range of learning resources, including the Library, electronic journals and other electronic resources. 2. Able to present written texts conforming to specified norms using modern technology. 3. Work in groups, presenting conclusions and reflecting differences of opinion. *Additionally for the Diploma:* 4. Engage confidently in academic communication. *Additionally for the Masters:* 5. Work autonomously, identifying own needs for development. 6. Undertake research tasks with minimum guidance.	Learning/teaching methods and strategies (relating to numbered outcomes): • Nearly all modules in L&LS make use of the VLE (1). Information literacy skills are delivered through the RTS with help from Library staff (1). • Group working in practicals is an integral part of many modules, and forms an important part of seminar work in all others (3), but is not summatively assessed. • Students get one-to-one supervision for their dissertation/Diploma essay. This encourages autonomous learning, but provides appropriate guidance on both the development of work and individuals' learning needs (5, 6). Types/methods of assessment (relating to numbered outcomes) • All work submitted for assessment is required to be word-processed and to conform to norms of presentation as appropriate (2). All students will present some technical material which requires some level of skill with word-processing, such as statistics, figures, graphs, or transcription. • Students present work orally in seminars and via a poster at a one-day conference which is attended by the whole department (4). This provides students with an opportunity to engage with peers and academics. • Autumn term modules: essays (1, 4). • Spring term modules: more in-depth essays (1, 2, 4) • Diploma essay (4). • MA dissertation (5, 6).
C: Experience and other attributes	
Able to: *For the Masters, Diploma and Certificate:* 1. Work as part of a small group or team. 2. Students become aware of the values of others, the differences between their own and other cultures. *Additionally for the Diploma:* 3. Prepare a plan for the successful completion of a longer project. *Additionally for the Masters:* 4. Students develop in self-	Learning/teaching methods and strategies (relating to numbered outcomes): • Much work takes place in the context of small groups (1). • All students taking the MA or Diploma are given training in planning longer pieces of work (3) such as extended essays or a dissertation. • The intake for MA programmes is a mixture of national and international students, which facilitates cross-cultural learning (2). • The MA dissertation requires students to act independently, make their own decisions (with guidance when needed), and encourages the taking of risks in the ways that students think and develop their projects. • Staff occasionally suggest projects to students which are connected with particular research projects. This fosters students' professionalism.

awareness and independence.	Types/methods of assessment (relating to numbered outcomes) • The satisfactory dissertation proposal is required to pass RTS assesses outcome 3.

Relevant Quality Assurance Agency benchmark statement(s) and other relevant external reference points (e.g. National Occupational Standards, or the requirements of Professional, Statutory or Regulatory Bodies)

University award regulations

To be eligible for an award of the University of York a student must undertake an approved programme of study, obtain a specified number of credits (at a specified level(s)), and meet any other requirements of the award as specified in the award requirements and programme regulations, and other University regulations (e.g. payment of fees). Credit will be awarded upon passing a module's assessment(s) but some credit may be awarded where failure has been compensated by achievement in other modules. The University's award and assessment regulations specify the University's marking scheme, and rules governing progression (including rules for compensation), reassessment and award requirements. The award and assessment regulations apply to all programmes: any exceptions that relate to this programme are approved by University Teaching Committee and are recorded at the end of this document.

Departmental policies on assessment and feedback

- Detailed information on assessment (including grade descriptors, marking procedures, word counts etc.) is available in the written statement of assessment which applies to this programme and the relevant module descriptions. These are available in the student handbook and on the Department's website: http://www.york.ac.uk/language/
- Information on formative and summative feedback to students on their work is available in the written statement on feedback to students which applies to this programmes and the relevant module descriptions. This is available on the Department's website: http://www.york.ac.uk/language/

Diagrammatic representation of the programme structure, showing the distribution and credit value of core and option modules

Masters

Autumn term	Spring term	Summer term	Summer vacation
40 credits from:	40 credits	Year two for part-time students	
Comparative Syntax and Syntactic Typology (20 credits)	**Advanced Comparative Syntactic or Semantic Typology** (20 credits)	**Dissertation** on some aspect of comparative syntax and or semantics (80 credits)	
Issues at the Syntax & Semantics Interface (20 credits)	**Advanced topics at the Interfaces of Syntax (**20 credits)		
Semantics (10 credits) And depending on prior background: **Psycholinguistics** or **Language acquisition** (10 credits)	**L2 Syntax**[1]((20 credits)		
Research Training Seminar (20 credits) (year 1 for part timers)			

Postgraduate Diploma

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[1] If this module is taken, the topic chosen for the summative assessment must focus on cross-linguistic comparison.

Autumn term	Spring term	Summer term
As for Masters	As for Masters	Diploma essay

Postgraduate Certificate (60 credits)

Autumn term	Spring term
As for Masters	As for Masters

Masters (part-time)

Year 1 (60-100 credits)

Autumn term	Spring term	Summer term	Summer vacation
20 or 40 credits from:	20 or 40 credits		
Comparative Syntax and Syntactic Typology (20 credits)	**Advanced Comparative Syntactic or Semantic Typology** (20 credits)		
Issues at the Syntax & Semantics Interface (20 credits)	**Advanced topics at the Interfaces of Syntax** 20 credits)		
Semantics (10 credits)	**L2 Syntax**[2]((20 credits)		
Psycholinguistics or **Language acquisition** (10 credits)			
Research Training Seminar (20 credits)			

Year 2 (80-100 credits)

Autumn term Year 1	Spring term	Summer term	Summer vacation
0 or 20 credits from:	0 or 20 credits		
Comparative Syntax and Syntactic Typology (20 credits)	**Advanced Comparative Syntactic or Semantic Typology**		
Issues at the Syntax & Semantics Interface (20 credits)	**L2 Syntax**[3]		
Semantics (10 credits)			
Psycholinguistics or **Language acquisition** (10 credits)			
Dissertation on some aspect of comparative syntax and or semantics (80 credits)			

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[2] If this module is taken, the topic chosen for the summative assessment must focus on cross-linguistic comparison.

[3] If this module is taken, the topic chosen for the summative assessment must focus on cross-linguistic comparison.

Diagrammatic representation of the timing of module assessments and reassessments, and the timing of departmental examination/progression boards

Masters				
Autumn term	**Spring term**	**Summer term**	**Summer vacation**	**Date of final award board**
	Tuesday Week 1 at latest: submission of AuT work **Tuesday Week 5**: marking completed **Easter vacation:** resubmission may be possible	**Thursday Week -1** submission of SpT work **End Week 3**: marking completed **Week 6**: progression board **End Week 6**: resubmission may be possible	**Thursday on or before 13 Sep (7 Sept 2017)**: submission of ISM	**Mid November**
Diploma and Certificate				
Autumn term	**Spring term**	**Summer term**	**Summer vacation**	**Date of final award board**
	Tuesday Week 1 at latest: submission of AuT work **Tuesday Week 5**: marking completed **Easter vacation:** resubmission may be possible	**Thursday Week 0** submission of SpT work **End Week 3**: marking completed **End Week 6**: resubmission may be possible **Week 7**: progression board Final decision about students on Diploma route **Week 10**: Submission of Diploma Essay	**Thursday Week 3 (17th July)** Marking of Diploma Essay completed **On or before 14 Sept 2017** Resubmission of failed essays	**Mid November**

Overview of modules

Requirements

Modules	Module code	Credit level[4]	Credit value[5]	Prerequisites	Assessment rules[6]	Timing (term and week) and format of main assessment[7]	Independent Study Module?[8]
Minimum 30 credits of Syntax and Semantics	Two from **LAN00068M, LAN00061M,** LAN00023M	7	**20 20** 10			Essays/ portfolio of exercises (as appropriate) by latest Wk 0 SpT	N
40 credits in Syntax and/or Semantics	To include at least one of LAN00061M LAN00064M	7	20 20	See module table below		Essays by latest Wk 0 SuT	N
Research Training Seminar	LAN00034M	7	20			Exam Wk1 SpT Review Wk10 SpT	N
Dissertation in comparative syntax/semantics	LAN00013M	7	80		NC	September	Y
or							
Diploma Essay	LAN00004M	7	20			Week 10 Spring	N

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[4] The credit level is an indication of the module's relative intellectual demand, complexity and depth of learning and of l earner autonomy. Most modules in postgraduate programmes will be at Level 7/Masters. Some modules are permitted to be at Level 6/Honours but must be marked on a pass/fail basis.

[5] The credit value gives the notional workload for the module, where 1 credit corresponds to a notional workload of 10 hours (including contact hours, private study and assessment)

[6] Special assessment rules (requiring University Teaching Committee approval)

P/F – the module is marked on a pass/fail basis (NB pass/fail modules cannot be compensated)

NC – the module cannot be compensated

[7] AuT – Autumn Term, SpT – Spring Term, SuT – Summer Term, SuVac – Summer vacation

[8] Independent Study Modules (ISMs) are assessed by a dissertation or substantial project report. They cannot be compensated (NC) and are subject to reassessment rules which differ from 'taught modules'.

Module Table

Module title	Module code	Credit level[9]	Credit value[10]	Prerequisites	Assessment rules[11]	Timing (term and week) and format of main assessment[12]	Independent Study Module?[13]
Comparative Syntax (& Syntactic Typology)	LAN00067M	7	20	30 ECTS credits of prior study in syntax		Essay by latest Wk 0 SpT	N
Issues at the Syntax & Semantics interface	LAN00068M	7	20	50 ECTS credits of prior study in syntax and semantics		Essay by latest Wk 0 SpT	N
Semantics	LAN00023M			n/a		Portfolio of exercises by latest Wk 0 SpT	N
Psycholin-guistics	LAN00013M			n/a		Portfolio of exercises by latest Wk 0 SpT	N
Phonetics & Phonology	LAN00029M			n/a		Portfolio of exercises by latest Wk 0 SpT	N
Introduction to Language Acquisition	LAN00018M			n/a		Portfolio of exercises by latest Wk 0 SpT	N
Advanced Comparative Syntactic or Semantic Typology[7]	LAN00061M	7	20	LAN00067M		Essay by latest Wk 0 SuT	N
Advanced Topics at the Interfaces of Syntax	LAN00064M	7	20	LAN00068M o LAN00023M		Essay by latest Wk 0 SuT	N
Second Language Syntax	LAN00035M			Term 1 requirements		Essay by latest Wk 0 SuT	

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[9] The credit level is an indication of the module's relative intellectual demand, complexity and depth of learning and of l earner autonomy. Most modules in postgraduate programmes will be at Level 7/Masters. Some modules are permitted to be at Level 6/Honours but must be marked on a pass/fail basis.

10 The credit value gives the notional workload for the module, where 1 credit corresponds to a notional workload of 10 hours (including contact hours, private study and assessment)

11 Special assessment rules (requiring University Teaching Committee approval)

P/F – the module is marked on a pass/fail basis (NB pass/fail modules cannot be compensated)

NC – the module cannot be compensated

12 AuT – Autumn Term, SpT – Spring Term, SuT – Summer Term, SuVac – Summer vacation

13 Independent Study Modules (ISMs) are assessed by a dissertation or substantial project report. They cannot be compensated (NC) and are subject to reassessment rules which differ from 'taught modules'.

Transfers out of or into the programme	
MA by Research in Linguistics, MA in Linguistics; MA in Psycholinguistics (subject to compatible background)	
Exceptions to University Award Regulations approved by University Teaching Committee	
Exception	**Date approved**
n/a	September 2015
Quality and Standards	

The University has a framework in place to ensure that the standards of its programmes are maintained, and the quality of the learning experience is enhanced.

Quality assurance and enhancement processes include:

- The academic oversight of programmes within departments by a Board of Studies, which includes student representation
- The oversight of programmes by external examiners, who ensure that standards at the University of York are comparable with those elsewhere in the sector
- Annual monitoring and periodic review of programmes
- The acquisition of feedback from students by departments.

More information can be obtained from the Academic Support Office:
http://www.york.ac.uk/about/departments/support-and-admin/academic-support/

Date on which this programme information was updated:	August 2017
Departmental web page:	http://www.york.ac.uk/language/

Please note

The information above provides a concise summary of the main features of the programme and learning outcomes that a typical students might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the leaning opportunities that are provided.

Detailed information on learning outcomes, content, delivery and assessment of modules can be found in module descriptions.

The University reserves the right to modify this overview in unforeseen circumstances, or where processes of academic development, based on feedback from staff, students, external examiners or professional bodies, requires a change to be made. Students will be notified of any substantive changes at the first available opportunity.