

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 & Linguistic Science					
Award(s) and programme title(s)			Level of qualification		
MA in Linguistics			Level 7 (Masters)		
Award(s) available <i>only</i> as interim awards					
<i>Postgraduate Diploma in Linguistics</i> <i>Postgraduate Certificate in Linguistics</i>					
Admissions criteria					
A Bachelors degree or equivalent qualification, normally at the level of a good upper second class honours award. For non-native speakers an IELTS score of 7.0 with scores of 7 in both writing and speaking or approved equivalent qualification.					
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 2 years part time	Sept	X		
Language of study		English			
Programme accreditation by Professional, Statutory or Regulatory Bodies (if applicable)					
N/a					
Educational aims of the programme(s)					
To provide or further develop a foundation in central areas of modern linguistics To introduce the methods, tools and modes of thinking that characterise linguistic inquiry and research. To impart knowledge of one or more specific areas of linguistics and develop students' ability to work independently. To allow students to develop their own areas of interest and expertise in linguistics To develop the research skills required to conduct independent study and thus 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

<i>This programme provides opportunities for students to develop and demonstrate knowledge and understanding qualities, skills and other attributes in the following areas:</i>	<i>The following teaching, learning and assessment methods enable students to achieve and to demonstrate the programme learning outcomes:</i>
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A: Knowledge and understanding

<p>Knowledge and understanding of: For the Masters, Diploma and Certificate:</p> <ol style="list-style-type: none"> 1. The terminology and forms of notation used in linguistic theory. 2. Current issues in linguistics. 3. Key questions that drive current research in a range of linguistic sub-disciplines. 4. Methods and concepts of linguistic analysis. <p>Additionally for the Diploma:</p> <ol style="list-style-type: none"> 5. Depth of understanding or knowledge in linguistics. 6. Awareness of current issues in linguistics. 7. Understanding of techniques, formalisms and methods as appropriate to linguistics. 8. Simple skills of independent research, including bibliographical skills, presentation skills and issues of ethics. <p>Additionally for the Masters:</p> <ol style="list-style-type: none"> 9. Ability to work with current theoretical and research based knowledge in linguistics 10. Ability to apply techniques and methodologies as appropriate to linguistics 11. Awareness of ethical issues and ability to work with them in the conduct of linguistic enquiry 	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • The autumn term modules focus on introducing the main concepts, terminology and notation of modern linguistics (1, 2, 3). These modules are delivered through lectures and seminars/practicals, for which regular work and reading are required. In all modules, there is an expectation that students will engage with linguistic analysis from the start, using the key tools of current linguistics, which include: phonetic transcription, statistical analysis, experimental methods, abstract representations of linguistic structure (3, 4). Some of this work is done in small groups, with student-led presentations and discussions. • The spring term modules provide students with more experience in linguistics (5). Lectures (where appropriate) deliver key content. Seminars and practicals, 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. These give students a greater understanding and appreciation and other research methods, including experimental methods (6, 7, 8). • Across spring and summer terms students broaden their knowledge of linguistics by looking at seminal papers and learning how to synthesise ideas in the Key Ideas in Linguistics module. The second half of this involves honing the research proposal and developing pilot material for the dissertation. • 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 (8). • Through the autumn to summer terms, students attend guest lectures and department seminars, exposing them to a range of linguistic theories and ideas from inside and outside the Department (2, 3, 4, 6). • Ethical issues are covered generically within a research training seminar, and specifically within the modules where data collection is required (11). The Department has procedures in place for ensuring that data collected for independent work conforms to University and nationally appropriate ethical guidelines <p>Types/methods of assessment (relating to numbered outcomes)</p> <ul style="list-style-type: none"> • Autumn term: Portfolio of exercises or short answers. (1-4)
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	<ul style="list-style-type: none"> • Spring term: Essay of approx. 5,000 words, or an equivalent mixture of other assessments such as oral/aural exam (for phonetics) + essay; or research proposal + mini-project (1-7) • Key Ideas in Linguistics (1-8) • Dissertation (1-11)
B: (i) Skills – discipline related	
<p>Able to: For the Masters, Diploma and Certificate:</p> <ol style="list-style-type: none"> 1. Use the terminology and forms of notation employed in linguistic theory. 2. Reason critically. 3. Pose a cogent research question. 4. Exercise independent thought. 5. Present a linguistic hypothesis and mount systematic arguments for and against it using conventions of the discipline. <p>Additionally for the Diploma:</p> <ol style="list-style-type: none"> 6. Carry out an in-depth literature review on a topic of theoretical interest within psycholinguistics broadly construed or undertake a project involving original data collection, manipulation or analysis on such a topic. <p>Additionally for the Masters:</p> <ol style="list-style-type: none"> 7. Ability to apply standard techniques of linguistic analysis to data. 8. Design and carry out an in-depth empirical project, supported by an appropriate literature review of a topic of theoretical interest within linguistics (broadly construed). 	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <p>See above, Section A, for a description of the course. In addition:</p> <ul style="list-style-type: none"> • The application of relevant terminology and notation is required in all work assessed for linguistics modules (not for research training). (1). • Modules in linguistics provide training in linguistic reasoning through seminar discussions and individual or group presentations, and modules typically present competing theories and analyses (1-5). • Teaching is organised around lectures, seminars and practicals, with seminars/practicals generally providing a focus for group work, discussion, practical work and exercises (1-5). • The Research Training Seminar provides training in research skills (6). • The dissertation is a project carried out mainly over the latter half of summer term and the summer vacation, enabling students to work on their own data and analysis (7). <p>Types/methods of assessment (relating to numbered outcomes)</p> <ul style="list-style-type: none"> • Portfolios of exercises (1, 2, 5) • Longer essays. (1-5) • Dissertation project proposal (3, 6, 7) • MA dissertation (6, 7)
B: (ii) Skills – transferable	
<p>Able to: For the Masters, Diploma and Certificate:</p> <ol style="list-style-type: none"> 1. Use a full range of learning resources, including the Library, electronic journals and other electronic resources. 2. Present written texts conforming to specified norms. 	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • Nearly all modules in L&LS make use of the VLE (1). Information literacy skills are delivered through the research training seminar with help from Library staff (1). Group working is an integral part of most modules, and forms an important part of seminar work (3), but is not summatively assessed. • All work submitted for assessment is required to be word-processed and to conform to norms of presentation as

<p>3. Work in groups, presenting conclusions and reflecting differences of opinion.</p> <p>Additionally for the Diploma:</p> <p>4. Engage confidently in academic communication.</p> <p>Additionally for the Masters:</p> <p>5. Work autonomously, identifying own needs for development.</p> <p>6. Undertake research tasks with minimum guidance</p>	<p>appropriate for (psycho)linguistics (2). All students will present some technical material which requires some level of skill with word-processing, such as statistics, figures, graphs, or phonetic transcription.</p> <ul style="list-style-type: none"> • Students present work in seminars and also 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. 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). <p>Types/methods of assessment (relating to numbered outcomes)</p> <ul style="list-style-type: none"> • RTS: formative assessment includes seminar/presentation of research ideas • Autumn term modules: portfolios of exercises (1, 4)) • Spring term modules: longer essays (1, 2) • MA dissertation (4, 5, 6).
C: Experience and other attributes	
<p>Able to:</p> <p>For the Masters, Diploma and Certificate:</p> <p>1. Work as part of a small group or team.</p> <p>2. Students become aware of the values of others, the differences between their own and other cultures.</p> <p>Additionally for the Diploma:</p> <p>3. Prepare a plan for the successful completion of a longer project</p> <p>Additionally for the Masters:</p> <p>4. Students develop in self-awareness and independence</p>	<p>Learning/teaching methods and strategies (relating to numbered outcomes):</p> <ul style="list-style-type: none"> • 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 (2) 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. • 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. <p>Types/methods of assessment (relating to numbered outcomes)</p> <ul style="list-style-type: none"> • Satisfactory dissertation proposal with pilot experimental materials where appropriate (part of assessment for Key Ideas in Linguistics)- outcome 3.
<p>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)</p>	
<p>n/a</p>	
University award regulations	
<p>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.</p>	

Departmental policies on assessment and feedback

- Detailed information on assessment and feedback (including grade descriptors, marking procedures, word counts etc) is available in the written statement of assessment which can be found in the departmental postgraduate student handbook. Module descriptions can be found 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 (180 credits; Full-time) Core modules shown in bold

Autumn term	Spring term	Summer term	Summer vacation
40 credits	2 from: (40 credits)		
10 credits each Syntax Semantics Phonetics and Phonology Language Variation & Change If students can show equivalent background in one or two core modules, they may replace them with: Quantitative Methods Psycholinguistics Language Acquisition	Options vary from year to year; Typical offerings are (all 20 credits) <ul style="list-style-type: none"> Articulatory and Impressionistic Phonetics Bilingualism Multimodality: Language and the Body Phonological Variation and Change Prosody of English Second Language Syntax Semantic Theory Syntactic Theory Topics in Language Variation & Change 	Dissertation in Linguistics (60 credits)	
Key Ideas in Linguistics (20 credits)			
Research training (20 credits)			

Masters (180 credits; Part-time) Core modules shown in bold

Year 1 (80 credits)

Autumn term	Spring term	Summer term	Summer vacation

<p><i>Two modules (10 credits each) from among:</i></p> <p>Syntax Semantics Phonetics and Phonology Language Variation & Change</p> <p>If students can show equivalent background in one or two core modules, they may replace them with:</p> <p>Quantitative Methods Psycholinguistics Language Acquisition</p>	<p><i>One module (20 credits) from the following:</i></p> <ul style="list-style-type: none"> • Articulatory and Impressionistic Phonetics • Bilingualism • Multimodality: Language and the Body • Phonological Variation and Change • Prosody of English • Second Language Syntax • Semantic Theory • Syntactic Theory • Topics in Language Variation & Change 	
<p>AND</p> <p>Key Ideas in Linguistics (20 credits)</p>		
<p>AND</p> <p>Research Training Seminar (20 credits)</p>		

Year 2 (100 credits)

Autumn term	Spring term	Summer term	Summer vacation
<p>ROUTE A STUDENTS</p> <p><i>The two core modules not taken in Year 1 (10 credits each)</i></p>	<p>ALL STUDENTS</p> <p><i>One module (20 credits) from a list of options comparable to the Year 1 list. (The list may not be exactly the same as the Year 1 list, but it will include a similar range of options.)</i></p> <p>Choose from Spring term modules not taken in Year 1</p>		
		<p>AND</p> <p>Dissertation (60 credits)</p>	

Postgraduate Diploma in Linguistics (120 credits)

Autumn term	Spring term	Summer term
<p>40 credits from modules as for Masters in Linguistics</p>	<p>40 credits from modules as for Linguistics</p>	
<p>Research training Seminar (20 credits)</p>		
<p>Key Ideas in Linguistics (20 credits)</p>		

Postgraduate Certificate in Linguistics (60 credits)

Autumn term	Spring term
Any combination of 60 credits from any of our Masters programmes, except for Research Training Seminar and Key Ideas in Linguistics	

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
Thu W10 1 st summative assessment due for Key Ideas in Linguistics	Tue W1 at latest: submission of AuT work Tue W5: Sp W1 assessment marking completed Thu W6 2nd summative assessment due for Key Ideas in Linguistics Easter vacation: Reassessment may be possible	Thu W1 latest submission of SpT work W5 Final summative assessment due for Key Ideas in Linguistics End W6 marking completed Before end W8 progression board End W9: Reassessment may be possible	Mid Sept: submission of ISM	Mid November
Diploma and Certificate				
Autumn term	Spring term	Summer term	Summer vacation	Date of final award board
Thu W10 1 st summative assessment due for Key Ideas in Linguistics	Tue W1 at latest: submission of AuT work Tue W5: Sp W1 assessment marking completed Thu W6 2nd summative assessment due for Key Ideas in Linguistics Easter vacation: Reassessment may be possible	SEE ABOVE	On or before 14 Sept: Resubmission of failed essays	Mid November

Overview of modules

Core module table

Module title	Module code	Credit level ¹	Credit value ²	Prerequisites	Assessment rules ³	Timing (term and week) and format of main assessment ⁴	Independent Study Module? ⁵
Syntax	LAN00025M	Level 7/M	10			Portfolio of exercises. Week 1 SpT	NO
Phonetics & Phonology	LAN00029M		10			Portfolio of exercises Week 1 SpT	NO
Semantics	LAN00023M		10			Portfolio of exercises week Week 1 SpT	NO
Language Variation and Change	LAN00019M		10			Essay week 1 SpT	NO
OR (where applicable)							
Quantitative Methods	LAN00033M	Level 7/M				End of module exam Wk 1 SpT	NO
Psycholinguistics	LAN00013M		10			Portfolio of exercises week 1 SpT	NO
Language acquisition	LAN00018M		10			Portfolio of exercises week 1 SpT	NO
AND							
Research training seminar	LAN00034M	Level 7/M	20			Exam Wk1 SpT Essay Wk10 SpT	NO
Key Ideas in Linguistics	LAN00073M		20			Abstracts: Au W10, Sp W6 Short essays: Su W1, Su W5	NO
Dissertation	LAN00047M		60		NC	SuVac (September)	YES

¹ The **credit level** is an indication of the module's relative intellectual demand, complexity and depth of learning and of learner 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. See University Teaching Committee guidance for the limits on Level 6/Honours credit.

² 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)

³ **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

NR – there is no reassessment opportunity for this module. It must be passed at the first attempt

⁴ AuT – Autumn Term, SpT – Spring Term, SuT – Summer Term, SuVac – Summer vacation

⁵ **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'. Masters programmes should include an ISM(s) of between 60 and 100 credits. This is usually one module but may be more.

Option modules

Option modules available may change from year to year. Typical modules on offer include:

Module title	Module code	Credit level	Credit value	Prerequisites	Assessment rules	Timing and format of main assessment	Independent Study Module?
Articulatory & Impressionistic Phonetics	LAN00002M	Level 7/M	20 each	Phonetics & Phonology		Essay Easter Vac, Oral & Aural Exam Wk1 SuT	NO
Bilingualism	LAN00003M			Language Acquisition		Essay Wk 1 SuT	
Second Language Syntax	LAN00035M			Syntax		Essay Wk 1 SuT	
Language and the Brain	LAN00060M			Syntax, Phonetics & Phonology, Introduction to Language Acquisition		Essay Wk 1 SuT	
Syntactic Theory	LAN00026M			Syntax		Exercises Week 5 SpT Essay Wk 1 SuT	
Semantic Theory	LAN00024M			Semantics		Exercises Week 7 SpT Exercises Wk 1 SuT	
Topics in Language Variation & Change	LAN00057M			LVC		Essay Wk 1 SuT	
The Phonetics of Talk in Interaction	LAN00028M			Phonetics & Phonology		Essay Wk 1 SuT	
Phonological Variation and Change	LAN00044M			Language Variation and Change, Phonetics & Phonology		Exercises Week 4 SpT, Week 10 SpT, Essay Week 1 SuT	
Second Language Phonology	LAN00074M			Phonetics & Phonology or Advanced Phonetics or Advanced Phonology		Essay Wk 1 SuT	
Prosody of English	pending			Phonetics & Phonology		Essay week 1 SuT	
Multimodality: Language and the Body	pending			Phonetics & Phonology		Essay week 1 SuT	

Transfers out of or into the programme	
Depending on prior background and or satisfaction of core requirements, MA in Linguistics	
Exceptions to University Award Regulations approved by University Teaching Committee	
Exception	Date approved
Quality and Standards	
<p>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.</p> <p>Quality assurance and enhancement processes include:</p> <ul style="list-style-type: none"> • 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. <p>More information can be obtained from the Academic Support Office:</p> <p>Departmental Statements on Audit and Review Procedures are available at: http://www.york.ac.uk/admin/aso/teach/deptstatements/index.htm</p>	
Date on which this programme information was updated:	August 2017
Departmental web page:	http://www.york.ac.uk/language/
Please note	
<p>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.</p> <p>Detailed information on learning outcomes, content, delivery and assessment of modules can be found in module descriptions.</p> <p>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.</p>	