UNIVERSITY OF YORK

POSTGRADUATE PROGRAMME REGULATIONS

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 Sociolinguistics	Level 7 (Masters)

Award(s) available *only* as interim awards
Postgraduate Diploma in Sociolinguistics Postgraduate Certificate in Linguistics

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 accepted equivalent.

Length and status of the programme(s) and mode(s) of study

Programme	Length (years) and status (full-time/part-time)	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 a foundation in central areas of modern linguistics, with a focus on Sociolinguistics. To introduce the methods, tools and modes of thinking that characterise linguistic inquiry, particularly sociolinguistic research. To impart knowledge of one or more specific areas sociolinguistics and develop students' ability to work independently. To allow students to develop their own areas of interest and expertise in sociolinguistics To provide foundations for continuation to PhD study. To develop the research skills required to conduct independent 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

Knowledge and understanding of:	Learning/teaching methods and strategies (relating to numbered outcomes):
For the Masters, Diploma and Certificate: 1. The terminology and forms of notation used in linguistic and sociolinguistic theory. 2. Current issues in linguistics and sociolinguistics. 3. Key questions that drive current research in a range of linguistic sub-disciplines. 4. Methods and concepts of linguistic analysis. *Additionally for the Diploma:* 5. Depth of understanding or knowledge in sociolinguistics. 6. Awareness of current issues in sociolinguistics. 7. Understanding of techniques, formalisms and methods as appropriate to sociolinguistics. 8. Simple skills of independent research, including bibliographical skills, presentation skills and issues of ethics. *Additionally for the Masters:* 9. Ability to work with current theoretical and research based knowledge in sociolinguistics 10. Ability to apply techniques and methodologies as appropriate to sociolinguistics 11. Awareness of ethical issues and ability to work with them in the conduct of linguistic enquiry	• The autumn term modules focus on introducing the main concepts, terminology and notation of modern (socio)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 sociolinguistics (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). • 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
	Types/methods of assessment (relating to numbered outcomes) • Autumn term: Portfolio of exercises or short answers. (1-4) • 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) • Diploma Essay (where appropriate) (1-8) • Dissertation (1-11)

B: (i) Skills – discipline related

Able to:

For the Masters, Diploma and Certificate:

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.

Additionally for the Diploma:
6. Carry out an in-depth literature review on a topic of theoretical interest within sociolinguistics broadly construed or undertake a project involving original data collection, manipulation or analysis on such a topic.

Additionally for the Masters:
7. Ability to apply standard techniques of sociolinguistic 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 sociolinguistics (broadly construed).

Learning/teaching methods and strategies (relating to numbered outcomes):

See above, Section A, for a description of the course. In addition:

- The application of relevant terminology and notation is required in all work assessed for (socio)linguistics modules (not for research training). The autumn term modules in Language Variation and Change provide training in terminology and notation for sociolinguistics (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).

Types/methods of assessment (relating to numbered outcomes)

- Portfolios of exercises (1, 2, 5)
- Longer essays, including the Diploma essay (1-5)
- Dissertation project proposal (3, 6, 7)
- MA dissertation (6, 7) or Diploma Essay (6)

B: (ii) Skills - transferable	
Able to: *For the Masters, Diploma and Certificate:* 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. 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 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 appropriate for (socio)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. • 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).
	Types/methods of assessment (relating to numbered outcomes) • RTS: formative assessment includes poster/presentation of research ideas • Autumn term modules: portfolios of exercises (1, 4)) • Spring term modules: longer essays (1, 2) • Diploma essay (4) • MA dissertation (4, 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-awareness and independence	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 (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.
	Types/methods of assessment (relating to numbered outcomes) Satisfactory dissertation proposal - 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)
n/a

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 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/

Masters in Sociolinguistics (180 credits)

Autumn term	Spring term	Summer term	Summer vacation
40 credits from:	40 credits from:		
10 credits each **Core** Syntax Quantitative Methods Phonetics and Phonology Language Variation & Change If students can show equivalent background in one or two core modules, they may replace them with modules from: Psycholinguistics	Options vary from year to year; Typical offerings are (all 20 credits) Phonological Variation and Change Topics in Language Variation & Change	Subject specific training and dissertation (80 credits)	
Research training seminar (20 credits)			

Postgraduate Diploma in Sociolinguistics (if applicable)

Autumn term	Spring term	Summer term
40 credits from modules as for Masters in Sociolinguistics	**40 credits** from modules as for Masters in Sociolinguistics	Diploma Essay (20 cr)
Research training (20 cr)		

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 Diploma Essay	

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	**Thurs Week 1 latest** submission of SpT work **End week 5**: marking completed **Week 6**: progression board **End Week 6:** Resubmission may be possible	**Mid Sept** submission of ISM	**Mid November**
Diploma and Certificate				
Autumn	**Spring term**	**Summer term**	**Summer vacation**	**Date of final**

term				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 latest**: Submission of SpT work **End week 3**: marking completed **End Week 6:** resubmission may be possible **Week 7**: Progression board Final decision on students on Diploma route **Week 10**: Submission of Diploma Essay	**Thursday Week 3** Marking of Diploma Essay completed **On or before Sept 14**: 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]
Language Variation and Change	LAN00019M	Level 7/M	10			Essay Week 1 SpT	NO
Phonetics & Phonology	LAN00029M		10			Portfolio of exercises Week 1 SpT	NO
Syntax	LAN00025M		10			Portfolio of exercises. Week 1 SpT	NO
Quantitative Methods	LAN00033M		10			Exam, week 1 SpT	NO
OR							
Psycholinguistics	LAN00013M		10			Portfolio of exercises week 1 SpT	NO
AND							
Research training seminar	LAN00034M	Level 7/M	20		P/F	AuT Academic Integrity Tutorial SpT wk 10 Essay	NO
Dissertation	LAN00013M		80		NC	SuVac (mid September)	YES
OR							
Diploma essay (where appropriate)	LAN00004M	Level 7/M	20			Essay SuT	NO

Option modules

Module title	Module code	Credit level	Credit value	Prerequisites	Assessment rules	Timing and format of main assessment	Independent Study Module?
Topics in Language Variation & Change	LAN00057M	Level 7/M	20 each	LVC (or directed readings)		Essay week 1 SuT	NO
Phonological Variation and Change	LAN00044M			LVC, Phonetics & Phonology		Exercises week 4 SpT, week 10 SpT, essay week 1 SuT	

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[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.

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

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/admin/aso/

Departmental Statements on Audit and Review Procedures are available at:
http://www.york.ac.uk/admin/aso/teach/deptstatements/index.htm

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.