

Programme Information & PLOs			
Title of the new programme – including any year abroad/ in industry variants			
BA English/Linguistics (Equal)			
Level of qualification			
Please select:	Level 6 (H)		
Please indicate if the programme is offered with any year abroad / in industry variants		Year in Industry Please select Y/N	
		Year Abroad Please select Y/N	
Department(s): Where more than one department is involved, indicate the lead department			
Lead Department	English and Related Literature		
Other contributing Departments:	Language and Linguistic Science		
Programme leaders			
Matthew Townend			
Purpose and learning outcomes of the programme			
Statement of purpose for applicants to the programme			
<p>The disciplines of English and Linguistics are superbly complementary. The combined BA in English/Linguistics (Equal) at York enables you to study language and literature from a great variety of approaches and perspectives, ranging from the artistic to the scientific. Studying English will give you new ways of thinking about the world and new possibilities of expression. Studying Linguistics will let you scientifically explore the fascinating and uniquely human capacity to express an infinite number of thoughts using finite means. Studying the combined degree in English and Linguistics will enable you to bring these two disciplines together in innovative and stimulating ways. Staff in both departments are world-renowned for their research, which covers every period of history, many distinct but interconnected aspects of the study of language, most literary genres, and all areas of the world. Supported by such staff, you will take an active role in determining your course of study, refining your own areas of specialism, managing independent and collaborative projects, and developing sophisticated skills in analysis and criticism. You will also develop advanced skills in argument and exposition, both in written and oral form. The programme emphasises the value of these skills and experience in wider contexts, preparing you for any number of possible future careers.</p>			
<p>Programme Learning Outcomes Please provide six to eight statements of what a graduate of the programme can be expected to do. Taken together, these outcomes should capture the distinctive features of the programme. They should also be outcomes for which progressive achievement through the course of the programme can be articulated, and which will therefore be reflected in the design of the whole programme.</p>			
PLO	On successful completion of the programme, graduates will be able to:		
1	Read diverse texts closely and critically, interpreting them with reference to the period and tradition in which they were produced, synthesizing information from secondary sources where appropriate.		
2	Analyze the affective power of language and narrative, and their cultural and political impact, and use this awareness better to understand the world and influence others.		
3	Select and deploy qualitative and quantitative research methods acquired through the study of the nature, use, and acquisition of language.		
4	Propose creative and principled solutions to linguistic problems and contribute them effectively to interdisciplinary teams, forming a bridge between humanities and scientific disciplines.		

5	Appreciate, engage with, and synthesize arguments from a variety of external standpoints, and interrogate their own assumptions, developing their critical practice in the light of self-reflection, peer review, and advice and feedback from others.
6	Identify and formulate novel questions which advance critical debate within a range of disciplines, and approach them both individually and in teams, using advanced written and oral skills.
7	Show sensitivity and perceptiveness concerning aspects of social, cultural, and political realities where language plays an important role and be able to highlight the relevance of literature- and linguistic-related issues in a globalized and interconnected world.
<p>Programme Learning Outcome for year in industry (where applicable)</p> <p>For programmes which lead to the title 'with a Year in Industry' – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year in industry b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year in industry by alteration of the standard PLOs.</p>	
N/A	
<p>Programme Learning Outcome for year abroad programmes (where applicable)</p> <p>For programmes which lead to the title 'with a Year Abroad' – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year abroad or b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year abroad by alteration of the standard PLOs.</p>	
N/A	
<p>Explanation of the choice of Programme Learning OutcomesPlease explain your rationale for choosing these PLOs in a statement that can be used for students (such as in a student handbook). Please include brief reference to:</p>	
<p>i) Why the PLOs are considered ambitious or stretching?</p> <p>The PLOs define the key attributes that will benefit our graduates in employment or further study beyond their degree. The PLOs signal an ambition that our graduates will distinguish themselves by their ability to interpret and express complex ideas, in relation to diverse cultural contexts and in effective language. The range of skills captured in the PLOs reflect a multi-disciplinary approach to literary and linguistic study and the expectation that our graduates will feel confident in their ability to devise, manage, and complete projects independently and collaboratively. The process of discovery that our students go through equips them with a lifelong curiosity about the world and gives them the tools needed to ask the right questions and formulate creative answers in a wide variety of areas of human activity, encouraging important skills they will need to be successful professionals and sensitive and responsible members of society. Having met the PLOs will identify our graduates by the sophistication of their analysis, and their capacity for independent thought.</p>	
<p>ii) The ways in which these outcomes are distinctive or particularly advantageous to the student:</p> <p>The PLOs refer to a wide-ranging and robust set of skills and knowledge with which our graduates will be equipped. They capture the distinctive character of the English and Linguistics degree at York and its emphasis on students' critical and analytical engagement with language and literature across a wide range. Students' highly-developed research, analytical and communication skills will be particularly advantageous as they move forward to a diverse range of careers.</p>	
<p>iii) How the programme learning outcomes develop students' digital literacy and will make appropriate use of technology-enhanced learning (such as lecture recordings, online resources, simulations, online assessment, 'flipped classrooms' etc)?</p> <p>The PLOs emphasise a strong focus on research, communication and critical enquiry. In order to achieve these outcomes students make use of a range of digital tools, developing increasing digital literacy over the course of their degree. Students must become effective in working with IT across software packages and services to achieve their aims, potentially including (depending on their individual route) statistical software, data collection tools, and awareness of the nature and quality of online information. In their essay research they use databases of critical scholarship, digitised historical texts and cultural artefacts; in their development of presentations and projects they make use of digital recording and editing tools; and in their time and resource management they utilise referencing software and apps. Students engage with technology-enhanced learning through the VLE, making use of lecture recordings, course blogs, discussion groups and online assessment. Discussion fora that are part of many modules help students distinguish different types of digital resources and information as well as the relevance of sharing with the appropriate audience. Students are thus encouraged to develop and curate continuously their online identity within and outside the University.</p>	

iv) How the PLOs support and enhance the students' employability (for example, opportunities for students to apply their learning in a real world setting)? The programme's employability objectives should be informed by the University's Employability Strategy: http://www.york.ac.uk/about/departments/support-and-admin/careers/staff/	
The PLOs make explicit the skills that will prepare graduates for a range of employment and further study. In addition to traditional knowledge acquisition, the revised PLOs also emphasise the management and dissemination of information, to the benefit of students joining the workforce within a changing knowledge economy. PLOs 4 and 6, for instance, are linked in their focus on autonomy and self-direction in relation to projects requiring independent thought and initiative, and also emphasize skills in team-work. PLO 6 is also linked with PLO2 in an emphasis on clear and effective communication, both written and oral. Across the PLOs, this reframing of concrete attributes will help graduates articulate and account for their transferrable skills, while promoting opportunities for work-related learning and ensuring alignment of professional skills development across the curriculum. The acquisition of these skills is supported by the various modes and methods of delivery and assessment including small group seminars and group projects, group and individual presentations and high level research papers/essays.	
vi) How will students who need additional support for academic and transferable skills be identified and supported by the Department?	
Contact with staff is key, both in academic and pastoral contexts. All students are allocated a personal supervisor before they arrive for their first term at York. Students meet with their supervisor at least once a term to discuss marks and feedback. Supervisors are thus able to note any problems and direct the student to support services on campus, for instance disability services or library and information services. Each department has a host of monitoring and reporting mechanisms in place to identify students who may be in need of further support. Students thus identified will be invited to meet with an appropriate departmental officer who in conjunction with supervisors and university services can offer support.	
vii) How is teaching informed and led by research in the department/ centre/ University?	
All of the staff teaching on the BA in English/Linguistics degree are research active and deliver research-led teaching in their area of specialism. This is delivered from year 1 of the degree onward. Departmental teaching committees have oversight and scrutiny of teaching in the department and respond to guidance and directives from the university. For further information on the relationship between research and teaching in the two departments, see the single-subject submissions.	
Stage-level progression Please complete the table below, to summarise students' progressive development towards the achievement of PLOs, in terms of the characteristics that you expect students to demonstrate at the end of each year. This summary may be particularly helpful to students and the programme team where there is a high proportion of option modules. Note: it is not expected that a position statement is written for each PLO, but this can be done if preferred (please add information in the 'individual statement' boxes). For a statement that applies across all PLOs in the stage fill in the 'Global statement' box.	
Stage 0 (if your programme has a Foundation year, use the toggles to the left to show the hidden rows)	
Stage 1	
On progression from the first year (Stage 1), students will be able to:	<i>Students will have acquired a broad understanding of literary history, key concepts, cultural contexts, and critical and theoretical approaches across their core modules in Stage 1. In addition, they will have developed in significant detail a broadly-based up-to-date understanding of the nature and functioning of human language and an understanding of the nature, content and scope of the discipline of linguistics. They will also have begun developing critical enquiry skills, in relation to their research and writing, through reading, classroom discussion, and assessment tasks. They will begin to exercise independent thought and judgement in the management of research projects, developing greater confidence in the communication of ideas, both written and orally, as well as in the ability to collect, evaluate, and organize data. Writing skills are a particular focus of Stage 1, where students follow a dedicated year-long writing 'strand' which aims to provide them with the groundwork for writing across the degree. Stage 1 will also provide foundational experience in working with texts and ideas, upon which Stages 2 and 3 will build.</i>

PLO 1 Read diverse texts closely and critically, interpreting them with reference to the period and tradition in which they were produced, synthesizing information from secondary sources where appropriate.	PLO 2 Analyze the affective power of language and narrative, and their cultural and political impact, and use this awareness better to understand the world and influence others.	PLO 3 Select and deploy qualitative and quantitative research methods acquired through the study of the nature, use, and acquisition of language.	PLO 4 Propose creative and principled solutions to linguistic problems and contribute them effectively to interdisciplinary teams, forming a bridge between humanities and scientific disciplines.	PLO 5 Appreciate, engage with, and synthesize arguments from a variety of external standpoints, and interrogate their own assumptions, developing their critical practice in the light of self-reflection, peer review, and advice and feedback from others.	PLO 6 Identify and formulate novel questions which advance critical debate within a range of disciplines, and approach them both individually and in teams, using advanced written and oral skills.	PLO 7 Show sensitivity and perceptiveness concerning aspects of social, cultural, and political realities where language plays an important role and be able to highlight the relevance of literature- and linguistic-related issues in a globalized and interconnected world.	PLO 8
---	---	---	--	--	---	--	-------

<p>Eng/Ling students take two interlocking Approaches to Literature modules (Approaches I and Approaches II), which are designed to introduce them to the fundamentals of studying English literature at university level through a specifically period- or chronologically-based lens. One of these modules will run from the 18th century through to the modern (Approaches I); the other will cover material drawn from the Middle Ages and the renaissance (Approaches II). Both of these modules are currently being redesigned from scratch and but will have a clear thematic core. Additionally, Stage 1 students have the option of selecting an English Language module on the History of English, which will guide them further in developing an understanding the linguistic and sociohistorical context of language use from the Old English period to the present day.</p>	<p>Through studying their three Stage 1 modules (Approaches I and Approaches II, and Key Concepts), Eng/Ling students will, as part of their introduction to the university-level study of English, start to explore the cultural and political meanings that literary works may have, and the role of language and narrative in articulating such meaning.</p>	<p>Through the foundational linguistics modules in Stage 1, students will begin to appreciate that the different areas of linguistics require different approaches in terms of data handling and analysis. They will have developed core conceptual and analytical skills in the central areas of linguistics including Phonetics, Phonology, and Syntax, with the additional option of exploring Semantics. Students have begun to develop their analytical and critical skills in the ability to collect, evaluate, organise and analyse linguistic data.</p>	<p>Students must first develop an understanding of what constitutes a principled solution to a linguistic problem. By the end of the Stage 1, students will have developed in significant detail a broadly-based up-to-date understanding of the nature and functioning of human language and an understanding of the nature, content and scope of the discipline of linguistics. This will set the groundwork for exploring the boundaries and extension of the field in following stages.</p>	<p>Eng/Ling students take the year-long Key Concepts module which introduces students to the key principles, terms and skills needed for the study of English literature at university. It is designed to provide all students with an entry into exciting, complicated and nuanced areas of literary analysis and theorisation, as well as a central set of 'key concepts' required for the first year, and the degree programme as a whole. Through linguistics, students will also come to appreciate the value and force of different types of argument: empirical, analytical, theoretical, and conceptual.</p>	<p>Eng/Ling students will write a selection of short essays, with formative work built in as standard to guide them through the process of learning to articulate their own and other people's arguments. As noted above, Key Concepts will start to inform them of the key principles, terms and skills needed for the university-level study of English. They will use such skills and understanding to write their essays in Approaches I and Approaches II, and we are also developing plans for a writing portfolio to form part of the assessment for Key Concepts. Students will be taught in a mixture of small group seminars and larger workshops. Reading will be given in advance of each 2-hour seminar and students will be encouraged to bring their questions for discussion and debate in a safe and collaborative environment. They will thus start to develop their abilities to interrogate and analyze diverse materials gathered from library, digital and other sources.</p>	<p>In Stage 1, students will develop an understanding of those linguistic properties that are most culturally sensitive and how different perspectives on these properties may influence policymaking, etc. Through Introduction to Phonetics/Phonology they will particularly begin to explore links between languages and cultures. These foundational skills may optionally be developed further by those Eng/Ling students who choose to take Introduction to Sociolinguistics. Students will also begin to explore the social, cultural and political dimensions of literature in their Stage I English modules (Approaches I, Approaches II, and Key Concepts).</p>
Stage 2						

On progression from the second year (Stage 2), students will be able to:				By the end of Stage 2, students will have reinforced their critical skills and understanding of literature, in the application of concepts and foundational knowledge from Stage 1 to more specific historical periods and literary fields, and in addition they will have both deepened and broadened their understanding of some of the core areas of linguistics. Students will have developed their capacity for examining relevant critical and cultural contexts, while having acquired a deeper sense of historical or periodised approaches that may be taken further in Stage 3. Students will also consolidate the independent research skills that will be the focus of Stage 3. They will be trained in scientific reasoning and the application of the scientific method across a selection of areas of linguistics and are capable, under guidance, to recognise problematic datasets and concepts, thus starting to develop their ability to formulate novel questions and problems. Students will have become aware of issues relating to independent research and data collection and management and have received interdisciplinary training which makes them conscious of their potential place and contribution within an interdisciplinary team.			
PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
Eng/Ling students will choose at least one, and up to three, Intermediate Option Modules, which develop from their introduction to the full range of literary 'periods' in their first year and provide an opportunity for more focused, in-depth study of literature in its historical period. Available modules cover the full range of historical periods between the Medieval and the Modern. Again, this may optionally be supplemented by an English Language module that continues to develop their understanding of the linguistic History of English, or begin to engage more specifically with Old English.	Eng/Ling students will take at least one Intermediate Option Module, all of which will engage both with questions of language and questions of history, culture, and politics. Eng/Ling students also have the option of taking a World Literature Module (and many choose to do so): such modules focus on literatures that are not in modern English, and they offer the opportunity for different levels of engagement with that non-English material, depending on students' existing qualifications in foreign languages and literatures (typically none, at GCSE or A-Level) as well as students' interests. Such World Literature Modules offer Eng/Ling students an opportunity to compare and combine approaches to language from the two sides of their degree.	By the end of Stage 2, students will have gained confidence and experience in selecting appropriate methods for a variety of contexts. Eng/Ling students are required to take Introduction to Language Acquisition and continue either Syntax or Phonetics/Phonology, and supplement these modules with other linguistics modules of their choice, which will introduce them to methodologies appropriate to those areas of the field.	In this stage, Eng/Ling students will begin to recognize the ingredients of a creative and principled solution to a linguistic problem, and to have awareness of the scientific evaluation criteria (empirical coverage, theoretical coherence, beauty, elegance). Stage 2 students also receive interdisciplinary training that makes them conscious of their potential place and contribution within an interdisciplinary team.	Eng/Ling students can choose to take the year-long Critical Questions module which progresses on from the ideas covered in Key Concepts and presents examples of critical practice from across the range of study, and puts into question the theories, ideas and assumptions at work within them. They will be expected to begin to engage critically with primary literature both within English Literature and within Linguistics.	Most Eng/Ling students will take at least one Intermediate Option Module in English, for which they will produce assessed written work. On such modules students will practise and extend their writing skills by designing their own essay topics and titles. Seminar debate will become more rigorous, and individual and group presentations may increasingly form a key part of seminar work. Eng/Ling students who choose to take Critical Questions will also be introduced to other sorts of writing for different audiences and create a portfolio of these pieces of writing, which will form the assessment for the module. Some students will also take a Topic Module: these are, in effect, research-based modules which culminate in the presentation of a group project, participation in which will extend and refine students' ability to work in groups and decide upon their own avenues of exploration.	Eng/Ling students will now gain a deepening awareness of the significance of language in issues of diversity, inclusivity, etc. Teaching sessions will encourage students to discuss and reflect on the broader relevance of linguistic problems. A variety of optional modules will focus on many of the real world applications of linguistic knowledge: for example, World Englishes, which will guide students in forming a clear understanding of the global role of the English language. Students also have the option of taking a World Literature Module in the English Department.	

Stage 3							
(For Integrated Masters) On progression from the third year (Stage 3), students will be able to:							
PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8

Eng/Ling students have the choice of up to four Advanced Option Modules, each closely connected to the tutor's research interests and expertise. In each module, students investigate a period/place/theme in depth. They may also choose Old English II in the English Language department, and engage more deeply in a variety of Old English texts in their original language.	Eng/Ling students may choose to explore further political or multicultural issues in Advanced Option Modules. They may, in addition, choose to explore some of these issues further in their Dissertation.	In Stage 3, students are given freedom to select from a variety of linguistics modules that build upon the foundational knowledge and skills built up during the previous two years. Narrower topics within the broader fields of Syntax, Phonetics, Phonology, Semantics, and etc. will explore more specific research methods for more specific questions. Students will also be given opportunities to critically evaluate methodologies. Students will now be challenged to demonstrate an ability to independently determine appropriate research methods for advanced problems, and where possible, to use those methods in novel research.	In their chosen modules, Eng/Ling students will be given opportunities to design their own proposals at a variety of levels – from approaching novel sets of data to designing and deploying their own solution to a larger problem. Where possible, Stage 3 students are also encouraged to find and describe connections between their research problems and broader, interdisciplinary concerns. This PLO can be particularly developed by a bridge dissertation, via which Eng/Ling students can pursue a large, individually designed project which must by design bridge the scientific approach of Linguistics and the more humanities-based approach of English Literature.	Eng/Ling students can extend and develop the ideas which have fascinated them and use them to undertake literary and linguistic research either in an area that they have not previously studied, or deepen their study of area of their choice which they have already covered.	Most Eng/Ling students will choose to take at least one Advanced Optional Module. Such modules involve research-led teaching, and train students into how research is carried out in the wider academic community. Assessment involves the writing of a long essay on a topic of the student's own choosing. In such research-focused teaching, students will have further opportunity for still more rigorous debate and discussion, and advanced presentations will play an important role. Many Eng/Ling students will also complete a dissertation: an 8000 word extended essay on an advanced research topic devised by the student her/himself. They will be allocated a dissertation supervisor (or one supervisor in each department if they choose to write a bridge dissertation), and attend lectures that will guide them through the challenges of identifying a topic, structuring their research, and writing an extended piece of critical prose.	Due to the flexibility of the program, this PLO is able to branch into many diverse applications during Stage 3. In the Linguistics Department, Eng/Ling students may select various modules that will challenge them to demonstrate an understanding of the role of language in specific real-world situations. Forensic Phonetics will guide students to a competence in using linguistic methodologies in legal contexts; Pragmatics will require students to develop a nuanced understanding of how communication proceeds in natural conversation (and what to do when formal “meanings” do not fully match communicated intent); Language and Discrimination encourages students to re-evaluate and objectively assess the perception of language in its intersection with various discriminatory systems globally; and so on. In the English Department, there are also many Advanced Option Modules to choose from which address issues of language and politics, and the place of literature in a globalized world.	
---	--	---	---	--	---	--	--

Programme Structure

Module Structure and Summative Assessment Map

Please complete the summary table below which shows the module structure and the pattern of summative assessment through the programme.

‘Option module’ can be used in place of a specific named option. If the programme requires students to select option modules from specific lists these lists should be provided in the next section.

From the drop-down select 'S' to indicate the start of the module, 'A' to indicate the timing of each distinct summative assessment point (eg. essay submission/ exam), and 'E' to indicate the end of the module (if the end of the module coincides with the summative assessment select 'EA') . It is not expected that each summative task will be listed where an overall module might be assessed cumulatively (for example weekly problem sheets).

If summative assessment by exams will be scheduled in the summer Common Assessment period (weeks 5-7) a single ‘A’ can be used within the shaded cells as it is understood that you will not know in which week of the CAP the examination will take place.

Stage 0 (if you have modules for Stage 0, use the toggles to the left to show the hidden rows)

Stage 1																																	
Credits	Module		Autumn Term										Spring Term										Summer Term										
	Code	Title	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	
20		Approaches to Literature I	S					A				EA																					
20		Key Concepts	S																				A				EA						
20		Approaches to Literature II											S				A																
20		Introduction to Phonetics and Phonology	S																									EA					
20		Introduction to Syntax	S						A				A						A									EA					
20		First Year Linguistics Option (Option List A)	S																									EA					
Stage 2																																	
Credits	Module		Autumn Term										Spring Term										Summer Term										
	Code	Title	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	
		Students MUST take the following:																															
20		Introduction to Language Acquisition	S					A			A		EA																				
20		Intermediate Phonetics and Phonology OR Intermediate Syntax											S						A			A					EA						
		Students ALSO take 40 credits from the following English Options:																															
20		Critical Practice	S																								E		A				
30		World Literature Option (Option List D)											S														E	A		A			
10		Optional 2nd year topic module (Option List C)																					S			E				A			
20		Intermediate English Option (Option List B)	S					A				EA																					
		Students ALSO take 40 credits from the following options:																															
20		Intermediate English Option (Option List B) OR Intermediate Linguistics Option (Option List F)											S				A																

[illegible][illegible][illegible]

Option List A	Option List B	Option List C	Option List D	Option List E	Option List F	Option List G	Option List H
First Year Linguistics Options	Intermediate English Options (new)	Stage 2 Topic modules	World Literature Modules	Advanced Options	Intermediate Linguistics Options		
		TBC but indicative list can be found https://www.york.ac.uk/english/students/module-catalogue/topic-modules/second-year-topic-modules/		TBC but indicative list can be found: https://www.york.ac.uk/english/students/module-catalogue/special-modules/			
History of English I	The Age of Extremes: twentieth Century British and Irish Literature		TBC but modules we are approving now:		Intermediate Phonetics and Phonology		
Introduction to Sociolinguistics	American Literature from the First World War to the End of Empire		The Anglo-Saxon World Image	Forensic Phonetics	Intermediate Syntax		

	Victorians: British Literature 1832 - 1901		Camus	Phonological Development	Intermediate Language Variation and Change		
	The Shock of the New: Medieval Literature		Dante	The Prosody of English	World Englishes		
	The Renaissance		Eros - The Literature and Philosophy of Love	Methods in Language Variation and Change	Morphology		
	Inventing Britain, 1700 - 1830		The European Avant-Garde	Formal Syntactic Theory	Structure of a Language		
			Garcia Lorca	Pragmatics	The Language of Turn and Sequence		
			Introduction to Greek and Latin Literature	Psycholinguistics	History of English II		
			Muslim Translations of Britain	Independent Study	Old English I		
			Old Norse Literature	Old English 2			
				Advanced Topics in Phonetics and Phonology			
				Advanced Topics in Language Variation and Change			
				Advanced Topics in Syntax and Semantics			
				English Corpus Linguistics			
				Psycholinguistic approaches to second language acquisition			
				Language and discrimination			
				The Phonetics of Talk in Interaction			
				Articulatory and Impressionistic Phonetics			
				Language, behaviour and the social mind			
				Neurolinguistics: Language and the brain			
				Second language syntax			
				Bilingualism			
				Research extension			

Management and Admissions Information

This document applies to students who commenced the programme(s) in:

2017/18

Interim awards available Interim awards available on undergraduate programmes (subject to programme regulations) will normally be: Certificate of Higher Education (Level 4/Certificate), Diploma of Higher Education (Level 5/Intermediate), Ordinary Degree and in the case of Integrated Masters the Bachelors with honours. Please specify any proposed exceptions to this norm.

Certificate of Higher Education (Level 4/Certificate) generic Diploma of Higher Education (Level 5/Intermediate) generic

Admissions Criteria

TYPICAL OFFERS A levels AAA or A*AB with minimum A in English for Q300 AAA for QV31 AAB for QV33, QV35, QL32 and QQ31

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

Programme	Length (years)	Status (full-time/part-time) Please select	Start dates/months (if applicable – for programmes that have multiple intakes or start dates that differ from the usual academic year)	Mode				
				Face-to-face, campus-based		Distance learning		Other
BA (HONS) in English and Linguistics	3	Full-time	n/a	Please select Y/N	Yes	Please select Y/N	No	n/a

Language(s) of study

English.

Language(s) of assessment

English.

Programme accreditation by Professional, Statutory or Regulatory Bodies (PSRB)

Is the programme recognised or accredited by a PSRB

Please Select Y/N: No if No move to next Section
if Yes complete the following questions

Name of PSRB

Are there any conditions on the approval/ accreditation of the programme(s)/ graduates (for example accreditation only for the full award and not any interim award)

Additional Professional or Vocational Standards

Are there any additional requirements of accrediting bodies or PSRB or pre-requisite professional experience needed to study this programme?

Please Select Y/N:

if Yes, provide details

(max 200 words)

University award regulations

The University's 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.

Are students on the programme permitted to take elective modules?

(See: <https://www.york.ac.uk/media/staffhome/learningandteaching/documents/policies/Framework%20for%20Programme%20Design%20-%20UG.pdf>)

Please Select Y/N:

Careers & Placements - 'With Placement Year' programmes

Students on all undergraduate and integrated masters programmes may apply to spend their third year on a work-based placement facilitated by Careers & Placements. Such students would return to their studies at Stage 3 in the following year, thus lengthening their programme by a year. Successful completion of the placement year and associated assessment allows this to be recognised in programme title, which is amended to include 'with Placement Year' (e.g. BA in XYZ with Placement Year'). The Placement Year also adds a Programme Learning Outcome, concerning employability. (See Careers & Placements for details).

In exceptional circumstances, UTC may approve an exemption from the 'Placement Year' initiative. This is usually granted only for compelling reasons concerning accreditation; if the Department already has a Year in Industry with criteria sufficiently generic so as to allow the same range of placements; or if the programme is less than three years in length.

Programme excluded
from Placement Year?

If yes, what are the reasons for this exemption:

Study Abroad (including Year Abroad as an additional year and replacement year)

Students on all programmes may apply to spend Stage 2 on the University-wide North America/ Asia/ Australia student exchange programme. Acceptance onto the programme is on a competitive basis. Marks from modules taken on replacement years count toward progression and classification.

Does the programme include the opportunity to undertake other formally agreed study abroad activities? All such programmes must comply with the Policy on Study Abroad

<https://www.york.ac.uk/staff/teaching/procedure/programmes/design/>

Please Select Y/N:	No	
Additional information		
Transfers out of or into the programme		
ii) Transfers into the programme will be possible? (please select Y/N)	Yes	
Additional details:		
Students may transfer in to or out of the programme in accordance with University regulations. Transfers will be dependent upon student numbers and available places.		
ii) Transfers out of the programme will be possible? (please select Y/N)	Yes	
Additional details:		
Students may transfer in to or out of the programme in accordance with University regulations. Transfers will be dependent upon student numbers and available places.		
Exceptions to University Award Regulations approved by University Teaching Committee		
Exception Please detail any exceptions to University Award Regulations approved by UTC	Date approved	
Date on which this programme information was updated:		
25/05/2017		
Please note:		
<p>The information above provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.</p> <p>Detailed information on the learning outcomes, content, delivery and assessment of modules can be found in the module descriptions.</p> <p>The University reserves the right to modify this overview in unforeseen circumstances, or where the process 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>		
Programme Map		
Please note: the programme map below is in interim format pending the development of a University Programme Catalogue.		

Programme Map: Module Contribution to Programme Learning Outcomes

This table maps the contribution to programme learning outcomes made by each module, in terms of the advance in understanding/ expertise acquired or reinforced in the module, the work by which students achieve this advance and the assessments that test it. This enables the programme rationale to be understood:

- Reading the table vertically illustrates how the programme has been designed to deepen knowledge, concepts and skills progressively. It shows how the progressive achievement of PLOs is supported by formative work and evaluated by summative assessment. In turn this should help students to understand and articulate their development of transferable skills and to relate this to other resources, such as the Employability Tutorial and York Award;
- Reading the table horizontally explains how the experience of a student at a particular time includes a balance of activities appropriate to that stage, through the design of modules.

Stage	Module	Programme Learning Outcomes							
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
		Read diverse texts closely and critically, interpreting them with reference to the period and tradition in which they were produced, synthesizing information from secondary sources where appropriate.	Analyze the affective power of language and narrative, and their cultural and political impact, and use this awareness better to understand the world and influence others.	Select and deploy qualitative and quantitative research methods acquired through the study of the nature, use, and acquisition of language.	Propose creative and principled solutions to linguistic problems and contribute them effectively to interdisciplinary teams, forming a bridge between humanities and scientific disciplines.	Appreciate, engage with, and synthesize arguments from a variety of external standpoints, and interrogate their own assumptions, developing their critical practice in the light of self-reflection, peer review, and advice and feedback from others.	Identify and formulate novel questions which advance critical debate within a range of disciplines, and approach them both individually and in teams, using advanced written and oral skills.	Show sensitivity and perceptiveness concerning aspects of social, cultural, and political realities where language plays an important role and be able to highlight the relevance of literature- and linguistic-related issues in a globalized and interconnected world.	#REF!

1	Approaches to Literature I	Progress towards PLO	Students are introduced to key primary texts from the eighteenth century to the modern period, to which they begin to apply their understanding of selected secondary sources.	Students are introduced to a range of historical and cultural contexts.			Students begin to develop independent thought by devising their own essay topics, planning essays, and constructing arguments which respond to their reading.	Students will begin to work independently by devising their own essay topics and working with a range of primary and secondary sources in print and digital. They will begin to develop their writing skills, and will also begin to develop the oral skills required for critical discussion and debate in response to their reading.	Students are introduced to different cultural perspectives through a range of texts.	
		By working on (and if applicable, assessed through)	Lectures, seminar discussion, workshop group activities, and guided independent study. Assessment: 2 x 1500-word essays.	Directed programme of reading, both primary and secondary, through lectures and guided independent study. Assessment: 2 x 1500-word essays.			Lectures, seminar discussion, workshop group activities, and guided independent study. Assessment: 2 x 1500-word essays.	Seminar discussion and workshop group activities. Responding to feedback, and through guided independent study. Assessment: 2 x 1500-word essays.	Lectures, seminar discussion, workshop group activities, and guided independent study. Assessment: 2 x 1500-word essays.	

1	Approaches to Literature II	Progress towards PLO	Students are introduced to key primary texts from the middle ages to the renaissance, to which they begin to apply their understanding of selected secondary sources.	Students are introduced to a range of historical and cultural contexts.			Students begin to develop independent thought by devising their own essay topics, planning essays, and constructing arguments which respond to their reading.	Students will begin to work independently by devising their own essay topics and working with a range of primary and secondary sources in print and digital. They will begin to develop their writing skills, and will also begin to develop the oral skills required for critical discussion and debate in response to their reading.	Students are introduced to different cultural perspectives through a range of texts.	
		By working on (and if applicable, assessed through)	Lectures, seminar discussion, workshop group activities, and guided independent study. Assessment: 1000-word textual analysis and 2000-word essay.	Directed programme of reading, both primary and secondary, through lectures and guided independent study. Assessment: 1000-word textual analysis and 2000-word essay.			Lectures, seminar discussion, workshop group activities, and guided independent study. Assessment: 1000-word textual analysis and 2000-word essay.	Seminar discussion and workshop group activities. Responding to feedback, and through guided independent study. Assessment: 1000-word textual analysis and 2000-word essay.	Lectures, seminar discussion, workshop group activities, and guided independent study. Assessment: 1000-word textual analysis and 2000-word essay.	

1	Key Concepts	Progress towards PLO	Students are introduced to a range of key literary terms, concepts and theoretical approaches, as well as a range of literary genres.	Students are introduced to the ways in which critical tools can help them to understand language's social and political impact.			Students are introduced to the process of writing and revision for university-level essays, and will begin to develop their own critical voice.	Students are introduced to strategies for devising and managing essays and other research projects to completion, and to the tools of academic research (primary, secondary, archival, and digital). Students are trained to apply principles of effective writing practice, and to the demands of academic essays and other forms. Students are introduced to the practice of peer review and feedback, and will begin to develop a vocabulary of critiquing their own and others' writing.	Students will be introduced to a variety of social, cultural, and political theories.	
		By working on (and if applicable, assessed through)	Lectures, and guided independent study. Assessment: 2-hour closed exam.	Lectures, and guided independent study. Assessment: 2-hour closed exam.			Fortnightly writing workshops, and guided independent practice. Assessment: portfolio of writing and revision.	Fortnightly writing workshops, and guided independent practice. Assessment: portfolio of writing and revision.	Lectures, and guided independent study. Assessment: 2-hour closed exam.	

1	Introduction to Phonetics and Phonology	Progress towards PLO			study of the nature and use of phonetic and phonological patterns to gain an understanding of a range of issues in phonetics and phonology	Learning what a principled solution to a phonetic and phonological problem would be	As a first step, to become aware of the existence of competing explanations for a range of phonetic and/or phonological patterns		Understand the potential of speech sounds to convey social and cultural aspects of language	
		By working on (and if applicable, assessed through)			WORK: find an example of a phenomenon ASSESS: through formative exercises in discovering patterns and making generalisations over those patterns. Summative project work requiring the use of library resources to discover the phonetic and phonological properties of a particular language.	WORK: Learning the international phonetic alphabet; and learning about the internal structure of words and syllables; and ways of formalising these. ASSESS: Formative and summative exercises in phonetic transcription	WORK: By being exposed to a range of patterns, and explanations of them, and by reading from a range of different sources.		WORK: Understand the phonetic and phonological changes made to words when loaned in; exposure to variability in phonetics and phonology which depends on aspects of identity.	
1	Introduction to Syntax	Progress towards PLO			Begin to understand research on structural aspects of natural language	Begin to understand the notion of a principled solution to a problem within the framework of a particular theory	Begin to understand the value of competing analytical hypotheses and test them			

		By working on (and if applicable, assessed through)			WORK: Perform basic morphological and syntactic analysis, tree drawing/ constituency tests. ASSESS: formative weekly exercises and summative assessments 4 times a year.	WORK: Discussion of these problems/soluti ons in the seminars. ASSESS: Summative work on the effect of proposals on the theory in general	WORK: Evaluating competing hypotheses and finding relevant data. ASSESS: Formative and summative work on proposing and comparing different analyses.			
1	Introduction to sociolinguistics	Progress towards PLO			Students will be given hands on experience in sociolinguistic data analysis in seminars, including but not limited to: written corpus data, audio recordings and quantitative data. This will be complemented by in lecture introductions to the main theories and researchers in the field.		For each sociolinguistic domain, they will be shown competing theoretical and methodological standpoints and required to debate and think critically about these. They will be encouraged to draw parallels across research strands, authors and approaches.		Students will be exposed to contemporary socio cultural aspects of language use, including language discrimination, language planning and policy, and current debates around standard English in education.	

		By working on (and if applicable, assessed through)			WORK: By working on listening to audio of sociolinguistic data, they will gain experience in detecting and coding for variation and the complexities involved in this task. They will acquire appropriate methods in preparation for a summative project, which they will work on individually. ASSESS: In addition to the summative, they will have a range of formative tasks, such as: presentations on variation, quizzes, and graph and table preparation.		WORK: By working on a theoretically challenging essay, they will be required to draw together various research traditions and present a critically informative argument. This module particularly emphasises cultural and social influences on language, including: class, ethnicity, gender, mobility, age and identity.		WORK: By working on seminar materials with radio and TV debates surrounding "standard English" and its use in the public sphere, they will see the relevance of language and linguistics outside of the classroom. Ethnolects and multiethnolects are also analysed, demonstrating the increasing diversity of Englishes spoken in a globalised world.	
1	History of English 1	Progress towards PLO			Students are introduced to key concepts of language change through examples and events from the history of English.	Students discover the relationship between sociopolitical history and its effects on linguistic variation.				

		By working on (and if applicable, assessed through)			WORK: Discuss and explore examples that reveal how lasting effects of the history of the language are revealed in varying linguistic domains. ASSESS: Exercises and exam to cement foundational concepts.	WORK: Identifying how linguistic change can be attributed to external causes in a community's history.				
2	Intermediate Option Module	Progress towards PLO	Students will build on knowledge of historical contexts and critical skills gained in Year 1 Approaches modules, focussing on texts from a particular historical period.	Students will build on knowledge and critical skills gained in Year 1 Approaches modules, focussing on social and political contexts of a particular historical period.			Students will further develop independent thought by devising their own essay topics, planning essays, and constructing arguments which respond to their reading.	Students will build on their independent work by devising their own essay topics and working with a range of primary and secondary sources, in print and digital. Students will further develop their writing skills. Students will further develop the oral skills required for critical discussion and debate, in response to their reading.	Students will develop their understanding of cultural diversity by engaging with a diverse range of texts and perspectives.	

		By working on (and if applicable, assessed through)	Lectures, seminars, and guided independent study. Assessment: oral participation, 1000-word research/textual analysis, 2500- word essay.	Lectures, seminars, and guided independent study. Assessment: oral participation, 1000-word research/textual analysis, 2500- word essay.			Lectures, seminars, and guided independent study. Assessment: 1000-word research/textual analysis, 2500- word essay.	Lectures, seminars, and guided independent study (including responding to feedback). Assessment: 1000-word research/textual analysis, 2500- word essay.	Lectures, seminars, and guided independent study. Assessment: oral participation, 1000-word research/textual analysis, 2500- word essay.	
2	World Literature Module	Progress towards PLO	Students will develop knowledge of non-Anglophone literatures, focussing on texts from a specific language and/or culture.	Students will develop understanding of approaches to translation, as well as developing (where relevant) skills in a language other than English.			Students will further develop independent thought by devising their own essay topics, planning essays, revising exam topics, and constructing arguments which respond to their reading.	Students will build on their independent work by devising their own essay topics and working with a range of primary and secondary sources, in print and digital. Students will further develop their writing skills. Students will further develop the oral skills required for critical discussion and debate, in response to their reading.	Students will develop their understanding of non-Anglophone literatures and cultures.	

		By working on (and if applicable, assessed through)	Seminars, lectures or workshops, and guided independent study. Assessment: 2500-word essay, 2-hour exam.	Seminars, lectures or workshops, and guided independent study. Assessment: 2500-word essay, 2-hour exam.			Seminars, workshops, and guided independent study. Assessment: 2500-word essay, 2-hour exam.	Seminars, lectures or workshops, and guided independent study (including responding to feedback). Assessment: 2500-word essay, 2-hour exam.	Seminars, lectures or workshops, and guided independent study. Assessment: 2500-word essay, 2-hour exam.	
2	Critical Practice	Progress towards PLO	Students will build on their understanding of theoretical approaches and concepts gained in the Year 1 Key Concepts module.	Students will build on their understanding of the way in which critical tools can help them to assess language's social and political impact.			Students will further develop their writing skills and critical voice.	Students will further develop their strategies for devising and managing essays and other research projects, and the tools of academic research (primary, secondary, archival, and digital). Students will develop their writing skills, with an emphasis on writing for both academic and non- academic audiences. Students will further develop the oral skills required for critical discussion and debate.	Students will build on their understanding of a variety of social, cultural, and political theories.	

		By working on (and if applicable, assessed through)	Lectures, workshops, and guided independent study. Assessment: portfolio, including writing for academic and non-academic audiences.	Lectures, workshops, and guided independent study. Assessment: portfolio, including writing for academic and non-academic audiences.			Lectures, workshops, and guided independent study. Assessment: portfolio, including writing for academic and non-academic audiences.	Lectures, workshops, and guided independent study (including responding to feedback). Assessment: portfolio, including writing for academic and non-academic audiences.	Lectures, workshops, and guided independent study. Assessment: portfolio, including writing for academic and non-academic audiences.	
2	Intermediate Topic Module	Progress towards PLO	Students will pursue to a specific topic of study, focused on a range of primary texts and secondary sources.	Students will examine relevant historical and cultural contexts.			Students will devise and manage a collaborative research project and presentation.	Students will prepare and deliver a collaborative research presentation, demonstrating written and digital proficiency.		
		By working on (and if applicable, assessed through)	Lectures, workshops, and guided independent study. Assessment: collaborative 10- minute research presentation.	Lectures, workshops, and guided independent study. Assessment: collaborative 10- minute research presentation.			Lectures, workshops, and guided collaborative study. Assessment: collaborative 10- minute research presentation.	Lectures, workshops, and guided collaborative study. Assessment: collaborative 10- minute research presentation.		

2	Introduction to language acquisition	Progress towards PLO			Students gain basic understanding of research methods in language acquisition		Students are exposed to a variety of standpoints relating to language acquisition theory and the application of theory to language acquisition data.	Students in groups choose a topic for a group presentation and research it, working as a team	Students are encouraged to be inclusive when speaking in the seminar or group presentations. Discussion of how inclusivity might be expressed in the context of the module is instigated by the lecturer.	
		By working on (and if applicable, assessed through)			WORK: Through exposure to experimental and observational studies covered in the content of the module, both in lectures and in seminars. ASSESS: This basic understanding is tested in the closed exam.		WORK: through lectures and seminar discussion of assigned primary research papers. ASSESS: The summative presentation provides an opportunity to synthesise and critically engage with a topic students research on their own.	WORK/ASSES: Through work towards summative group presentation, which develops all the skills of any group project: defining who does what, meeting deadlines, working with others of varied interests and abilities, asking questions when part of the presentation session audience, in addition to engagement with the academic focus of the module content.	WORK: Through reflection on this topic in the relevant teaching sessions.	

2	Intermediate syntax	Progress towards PLO			Extend and develop the basic syntactic knowledge gained in first year into a fully-fledged, coherent theory of syntax	Propose solutions to novel problems within a well defined syntactic framework	Evaluate and critique different syntactic proposals to linguistic problems	Learn to think, write, and problem solve collaboratively		
		By working on (and if applicable, assessed through)			WORK: By working through a textbook and attending lectures which incrementally develops the theory over the course of a term.	WORK: By working through guided problems and learning to apply the concepts of the theory to problems not covered in the textbook.	WORK: By critically thinking about multiple approaches to a single problem and learning to decide which is better.	WORK: By working in groups on problem sets. ASSESS: Formative essay writing.		

2	Intermediate Phonetics and Phonology	Progress towards PLO			<p>This module develops both quantitative and qualitative research methods by focusing on acoustic analysis using instrumental measurements, phonological analysis based on data from a variety of languages and combining these two in exercises that require skills in both areas. By looking at these two areas in an integrated way, students not only gain a deeper understanding of phonetics and phonology, but also have a chance to discover links between these two areas.</p>	<p>Students are given a certain degree of freedom in developing their own solutions to problems in phonetics and phonology while being required to work in a set range of theoretical and analytical frameworks.</p>	<p>Students are familiarised with a variety of theoretical and analytical frameworks and are encouraged to explore and compare these in their own work on data from a wide range of languages.</p>	<p>Students learn about fundamental issues and questions in phonetics and phonology, providing them with a strong foundation for more advanced modules where they will be required to develop and explore their own research questions.</p>	<p>Students develop their sensitivity to linguistic diversity and the important role that phonetics and phonology plays in fields with a more social or applied orientation such as dialectology, clinical linguistics, etc.</p>	
---	--------------------------------------	----------------------	--	--	--	--	--	---	--	--

		By working on (and if applicable, assessed through)			WORK: By working with specialist software for acoustic analysis, creating and managing linguistic data sets, and by developing and presenting quantitative analyses of phonetic data and qualitative analyses of phonological data sets from a variety of languages.	WORK: By developing analyses of acoustic phonetic and phonological data using tools from a range of different frameworks. ASSESS: Formative and summative exercises on specific datasets.	WORK: By using more than a single framework in analysing phonetic and especially phonological data. ASSESS: By comparing the merits of different frameworks in data analysis tasks.	WORK: By covering a broad range of frameworks in phonetics and phonology and highlighting their main contributions and weaknesses.	WORK: By using data from a range of different languages and language varieties, and also relying on data sets from other fields such as clinical linguistics.	
2	Intermediate Language Variation and Change	Progress towards PLO			Students will gain further understanding of a variety of research methods, both quantitative and qualitative, used in the study of language variation and change. This will allow them to appreciate the nature of some of the issues involved in research on how and why language varies and changes.		Students will widen their knowledge of theoretical and methodological debates in the field. They will develop their ability to synthesise arguments from different perspectives on topics relating to linguistic variation and change.	Students will expand their ability to identify novel ways of answering research questions which are grounded in relevant literature.	Students' awareness of the applied value of research on language variation and change will be enhanced. They will develop an understanding of the work of language planning and policy and the importance of social context in the study of language variation and change.	

		By working on (and if applicable, assessed through)			<p>WORK: Engage with a variety of different approaches to the study of language variation and change through the literature.</p> <p>ASSESS: Discuss the appropriateness of research methods in their group presentation (formative assessment).</p>		<p>WORK/ASSES S: By working on essay topics for summative assessment, students will be required to engage critically with relevant literature and demonstrate clear understanding of the arguments.</p>	<p>WORK/ASSES S: By working on a group presentation for formative assessment, students will work collaboratively and independently.</p>	<p>WORK: Through seminar discussion, critical reading and research for essay writing, students will widen their understanding and appreciation of the social, cultural and political contexts which influence language use.</p> <p>ASSESS: Essays</p>	
2	World Englishes	Progress towards PLO			Students will learn about the range of contexts in which English is used throughout the world, including the functions it has in spoken and written forms.		Students will analyse the different models of the development of New Englishes, and produce arguments for and against their appropriacy in different cases.		Students will acquire the tools to understand the repercussions of views put forward by proponents and opponents of the use of English in non-English speaking countries.	

		By working on (and if applicable, assessed through)			WORK: Understanding the history and current social and political contexts of English in several countries. ASSESS: Formatively through class discussion and summatively through choice of essay topics and exam questions.		WORK: Evaluating the different models. ASSESS: Formatively through class discussion and summatively through choice of essay topics and exam questions.		WORK: Arguments for the use of English in various roles in different countries, in particular the social repercussions of doing so. ASSESS: Formatively through class discussions and summatively through choice of essay topics and exam questions.	
2	Intermediate Semantics	Progress towards PLO			Students will learn how to apply rigorous semantic analysis methods to linguistic data.	Apply concepts of semantic composition to unfamiliar constructions	Critically evaluate multiple plausible approaches to a problem			
		By working on (and if applicable, assessed through)			WORK: Through detailed coverage in the lectures, and working on problems involving semantic composition. ASSESS: Formative and summative coursework and exam.	WORK: By extending the concepts of semantic compositionality to novel data, work out the semantic denotations of unfamiliar expressions. ASSESS: Formative and summative coursework and exam.	WORK: Through lectures and working on problems with multiple solutions, engaging with areas in which there is disagreement in the field (e.g. definite descriptions) and understand the rationale behind choosing one semantic solution over another.			

2	Morphology	Progress towards PLO			Be able to carry out appropriate cross-linguistic analysis of the way grammatical information is encoded in words	Determine areas where abstract theories are challenged by the classification of unfamiliar data and identify possible solutions	Evaluate different frameworks of morphology	Students learn about fundamental issues and questions in morphology, providing them with a critical foundation for further study of other components of language where assumptions about the morphological system are made	An appreciation of diversity in how grammatical information is encoded by words and the endangerment status of languages that are crucial for our understanding of the different systems	
		By working on (and if applicable, assessed through)			WORK: Tasks requiring formal analytical techniques to be applied to the morphological structures of a typologically diverse range of languages.	WORK/ASSES: Formative bi-weekly homework assignments and receiving class feedback for group discussion	WORK: Apply different morphological frameworks to datasets to assess which framework provides a more adequate analysis of the data and to identify problematic areas of different frameworks.	WORK/ASSES: Evaluating different morphological analyses and connecting their morphological analysis with other parts of grammar, e.g., syntax, phonology.	WORK: Working on typologically and geographically diverse languages, students are introduced to languages that may be under threat for social, cultural and political reasons.	

2	Structure of a Language (Modern Hebrew)	Progress towards PLO				Students need to understand and be able to explain a complex morphological pattern.	Students are exposed to a variety of standpoints relating to the "revival" of Hebrew.	Students choose a language, besides Hebrew, which has been claimed to have undergone a "revival" and research this "revival", comparing it with that of Hebrew.	Students are introduced to different perspectives of understanding the success of the "revival" of Hebrew, and to the complexities of the Israeli society - with its multiple immigration waves from very varied cultural backgrounds, as well as the tensions between Jews and Arabs.	
		By working on (and if applicable, assessed through)				WORK/ASSES: Students write a summative essay, comprised of a description of the Semitic root and pattern morphology, intended for lay readers (next year's cohort in the same module).	WORK: Lectures and seminar discussion of readings. ASSESS: Formative assignment in week 2.	WORK/ASSES: Summative essay.	WORK: Through reflection on these topics in the relevant teaching and seminar sessions, as well as through experiencing first-hand the foreignness of the structures and the issues discussed in class.	

2	The Language of Turn and Sequence	Progress towards PLO			Students will learn the basics of Conversation Analysis, an empirical, qualitative approach to the study of talk-in-interaction. By the end of the module, students will have acquired a thorough understanding of the systematic nature of talk-in-interaction and know about different ways to study it.		Students will learn about the benefits of looking at conversational data from a variety of standpoints and by evaluating their strengths and weaknesses.	Students will identify potential questions for a project report that are informed by wider reading in CA.	Students will understand how conversation works and how a change in context, speaker and place of the interaction may affect the social dimensions, including actions performed by different types of talk-in-interaction.	
		By working on (and if applicable, assessed through)			WORK: By attending lectures covering theoretical aspects of CA and by attending seminars devoted to applying theory to natural language data. Seminars will additionally cover hands-on skills in the application of CA methodology to conversational data.		WORK: Discussion of various types of conversational data in small groups in seminars.	WORK: Seminar exercises that require further reading and assessing different analyses of conversational data from a variety of standpoints.	WORK: By working on a range of conversational data (from different places, people with different social background), and working on different activities in conversation.	

2	History of English 2	Progress towards PLO			Students develop and elaborate on their understanding of the relationship between historical and contemporary stages of the English language.	Students explore individual instances in which findings from other fields (for example, Archaeology) inform the study of language change, and vice versa.	Students engage with critical debates within the relevant literature.			
		By working on (and if applicable, assessed through)			WORK: Reading formal, scholarly articles on specific phenomena across the language's history. ASSESS: Essay summarizing a finding/reading outside of module content.	WORK: Reading and discussing individual researchers' work on integrating interdisciplinary findings in published articles.	WORK: Group discussions on readings representing conflicting and/or complementary viewpoints within the study of the history of English. ASSESS: Essay-based exam in which module readings must be discussed in relation to broader questions and concepts.			
2	Old English 1	Progress towards PLO			Apply knowledge of English Grammar learned in stage 1 to a new language, Old English			Apply new language skills in the context of a creative project		

		By working on (and if applicable, assessed through)			WORK: Comparing the grammars of Modern and Old English; learning to read and write simple Old English. ASSESS: Summative exam.			WORK: Writing, producing and presenting a scene from OE literature as a visual narrative (film, comic, etc.); Taking on different roles with the project group (writer, illustrator, actor, producer, etc.) ASSESS: production of visual narrative		
3	Advanced Option Module	Progress towards PLO	Students will consolidate the knowledge gained from previous modules, and apply this to a specialist research-led subject.	Students will consolidate the knowledge and critical skills gained from previous modules, toward an advanced understanding of language's social and political impact.			Students will develop advanced skills and independent thinking by devising their own essay topics, planning essays, and constructing arguments which respond to their research.	Students develop advanced skills in managing independent projects by devising their own research topics and working with a range of primary and secondary sources, in print and digital. Students will develop advanced writing skills. Students will develop the advanced oral skills required for critical discussion and debate, in response to their reading and research.	Students will consolidate the understanding of cultural diversity gained from previous modules, by engaging with a diverse range of texts and perspectives around a specialist research-led subject.	

		By working on (and if applicable, assessed through)	Seminars, lectures, and/or workshops, and guided independent study. Assessment: 3500-word essay.	Seminars, lectures, and/or workshops, and guided independent study. Assessment: 3500-word essay.			Seminars and/or workshops, and guided independent study. Assessment: 3500-word essay.	Seminars and/or workshops, and guided independent study. Assessment: 3500-word essay.	Seminars, lectures, and/or workshops, and guided independent study. Assessment: 3500-word essay.	
3	English Dissertation	Progress towards PLO	Students will consolidate the knowledge gained from previous modules, and apply this to an original research topic.	Students will consolidate the knowledge and critical skills gained from previous modules, toward an advanced understanding of language's social and political impact.			Students will develop advanced skills and independent thinking by devising their own research topic, planning and constructing an argument which responds to their independent research.	Students develop advanced skills in managing an independent project by devising their own research topic and working with a range of primary and secondary sources, in print and digital. Students will develop advanced writing skills. Students will develop the advanced oral skills required by discussion with supervisors.	Where relevant, students will consolidate the understanding of cultural diversity gained from previous modules.	
		By working on (and if applicable, assessed through)	Lectures, guided independent study, and one- to-one supervision meetings. Assessment: 8000-word dissertation.	Lectures, guided independent study, and one- to-one supervision meetings. Assessment: 8000-word dissertation.			Lectures, guided independent study, and one- to-one supervision meetings. Assessment: 8000-word dissertation.	Lectures, guided independent study, and one- to-one supervision meetings. Assessment: 8000-word dissertation.	Lectures, guided independent study, and one- to-one supervision meetings. Assessment: 8000-word dissertation.	

3	Bridge Dissertation	Progress towards PLO	Students will consolidate the knowledge gained from previous modules, and apply this to an original interdisciplinary research topic that brings together the two sides of their degree.	Students will consolidate the knowledge and critical skills gained from previous modules, toward an advanced interdisciplinary understanding of language's social and political impact.	Students will work to independently identify the research methods appropriate to their chosen topic, and to employ them effectively to pursue their research question(s).	Students will learn to develop a project that spans the fields of linguistics and literary analysis, and to convey their findings to specialists within both disciplines.	Students will develop advanced skills and independent thinking by devising their own interdisciplinary research topic, planning and constructing an argument which responds to their independent research.	Students develop advanced skills in managing an independent project by devising their own interdisciplinary research topic and working with a range of primary and secondary sources, in print and digital. Students will develop advanced writing skills. Students will develop the advanced oral skills required by discussion with supervisors and peers.	Where relevant, students will consolidate the understanding of cultural diversity gained from previous modules, and approach culturally sensitive topics from a balanced and informed standpoint.	
---	---------------------	----------------------	--	---	---	---	--	--	---	--

		By working on (and if applicable, assessed through)	Lectures, bridge dissertation cohort meetings, guided independent study, and one-to-one supervision meetings. Assessment: 8000-word dissertation.	Lectures, bridge dissertation cohort meetings, guided independent study, and one-to-one supervision meetings. Assessment: 8000-word dissertation.	Lectures, bridge dissertation cohort meetings, guided independent study, and one-to-one supervision meetings. Assessment: 8000-word dissertation.	Lectures, bridge dissertation cohort meetings, guided independent study, and especially one-to-one supervision meetings, which will encourage students to consider and balance suggestions and feedback from supervisors in both literature and linguistics. Assessment: 8000-word dissertation.	Lectures, bridge dissertation cohort meetings, guided independent study, and one-to-one supervision meetings. Assessment: 8000-word dissertation.	Lectures, bridge dissertation cohort meetings, guided independent study, and one-to-one supervision meetings. Assessment: 8000-word dissertation.	Lectures, bridge dissertation cohort meetings, guided independent study, and one-to-one supervision meetings. Assessment: 8000-word dissertation.	
3	Forensic Phonetics	Progress towards PLO			Students will apply a range of different qualitative and quantitative research methods (including a range of auditory and acoustic analyses) to the analysis of speech in the forensic context. Students will also develop and understanding of appropriate statistical methods of evaluating speech evidence.	Students will develop creative and linguistically appropriate solutions to questions of speaker identity, and disputed utterance analysis	Students will develop their awareness and understanding of the considerable controversies in forensic speech science in terms of both the methods of analysis (i.e. linguistic issues) and the admissibility of such evidence in different countries (i.e. legal issues).		This module requires students to develop an awareness of the contexts in which speech analysis is used as forensic evidence. This involves the social complexities of speech evidence across different jurisdictions and the potential implications of speech as evidence for different groups.	

		By working on (and if applicable, assessed through)			<p>WORK: Working on recordings from authentic forensic cases and associated research projects, applying a range of quantitative and qualitative analyses of phonetic and linguistic features.</p> <p>ASSESS: Centred on practical analysis of forensic case materials, requiring application of appropriate analysis methods to deliver forensically valid conclusions.</p>	<p>WORK: Work on forensic speech cases in the context of legal systems, and integrate methods and research from phonetics and speech technology.</p> <p>ASSESS: Students will have to display their personal ability to apply creative solutions to speaker comparison tasks in the closed exam.</p>	<p>WORK: By working on forensic cases, evaluating different approaches to forensic analysis (including both phonetic and automatic methods, and different conclusion frameworks), and understanding the fluid legal contexts in which forensic evidence is presented.</p>		<p>WORK/ASSES: By working on aspects of forensic linguistics in lab tasks and in the closed exam, including the application of language analysis in the context of asylum claims; and through experience of the role of forensic speech cases in shaping expert witness rules in the UK and beyond.</p>	
3	Old English 2	Progress towards PLO			Develop basic knowledge of Old English grammar learned in Stage II to a higher level					
		By working on (and if applicable, assessed through)			<p>WORK: Reading a wide variety of different Old English texts</p> <p>ASSESS: Through an open exam and a closed one</p>					

3	Prosody of English	Progress towards PLO			Gain understanding of methods used in systematic analysis of English prosody (rhythm, stress and intonation) through instrumental analysis of example data	Propose a principled account of the overall prosodic design of a sample of speech, taking account both of fine-grained instrumental analysis and the interactional and/or sociolinguistic setting in which the speech was produced.	Evaluate the implications of competing approaches to analysis of prosody (intonation, stress and rhythm).	Identify patterns in novel data, previously unseen, and relate them to patterns seen in readings and in other data.	Show sensitivity concerning aspects of social and cultural realities	
		By working on (and if applicable, assessed through)			WORK/ASSES S: By analysing prosodic properties of data of various types (recorded in a lab; natural conversation; radio phone-in shows; dialectal data) in practicals and formative assessments, and in the open exam. Students also learn to use instrumental methods for the analysis of speech.	WORK: Working in groups in practicals and seminars to produce an analysis of the prosodic design of samples of data, and by working individually to produce a written report of that analysis for formative coursework. ASSESS: Produce a written report of the prosodic design of samples of data in the open exam.	WORK: Using different models of intonation of English (ToBI and the "British School") to account for intonational patterns.	WORK: Students work in groups in practicals and seminars to discuss and evaluate possible accounts of the prosodic design of samples of speech, relating the analysis to readings and other sample data.	WORK: By working on data from everyday settings, including e.g. complaints and narratives; and exposure to dialectal data.	

3	Methods in Language Variation and Change	Progress towards PLO			Students will be presented with a detailed overview of a variety of different research methods used in the study of language variation and change. They will use the understanding they develop to make principled decisions about the appropriateness of different methods for their chosen area of research.	By identifying gaps in knowledge in the field in general, students will propose creative solutions to research questions they propose. Students are encouraged to consider the wider implications, in an interdisciplinary sense, of the research topics they choose.	Students must be able to contextualise their area of research in the broader sociolinguistic literature on linguistic diversity and be able to critically engage with a variety of perspectives on their topic.	Students will both identify and formulate their own novel research questions in language variation and change. They will plan and execute their research projects based on the novel research questions they identify.		
		By working on (and if applicable, assessed through)			WORK/ASSES S: By undertaking a research project on a topic of their own choosing, students will select and use appropriate quantitative and/or qualitative research methods.	WORK/ASSES S: By working on the research project of their own devising and through a variety tasks that involve hands-on data collection	WORK/ASSES S: By engaging with appropriate background literature in the initial research proposal and the final project (summative assessments), and also the annotated bibliography (formative assessment).	WORK/ASSES S: By working through all stages of experimental design, data collection, data analysis, and presentation of findings, students will work effectively on the novel questions they propose.		

3	Phonological Development	Progress towards PLO			Students learn Qualitative research methods in phonological development	Students will learn to identify and describe the patterns in child phonological production data, using qualitative methods	Students will be able to identify the main arguments used to justify different positions and to evaluate these arguments in the light of empirical evidence. Students will learn about the similarities and differences between patterns and trends in phonological development of infants from different language backgrounds.	Students formulate a research question and devise a plan for investigating it		
		By working on (and if applicable, assessed through)			WORK/ASSES S: Students conduct a small scale research project assessed by formative essay, dedicated to the analysis of child spoken data, identifying patterns and trends in the data and presenting the findings in both table form and discursive text	WORK/ASSES S: formative essay, dedicated to the analysis of child spoken data, identifying patterns and trends in the data and presenting the findings in both table form and discursive text	WORK: Through investigating opposing views and being asked to compare and critically evaluate them and through studying about crosslinguistic differences and similarities in development.	WORK/ASSES S: Through writing (a general plan for) an original research proposal in one of the formative essays		

3	Formal Syntactic Theory	Progress towards PLO			Students learn to conceptualise new data with respect to existing data as the module progresses. They learn how a given theoretical proposal makes predictions about data sets which are not antecedently given.	Students learn how different theoretical proposals group together different sets of data, and make further predictions which can be tested empirically.	Students learn more advanced syntactic argumentation based on specific theoretical proposals.			
		By working on (and if applicable, assessed through)			WORK/ASSESS: By working on formative and summative assignments which increment the understanding of facts relevant in syntactic theorising and eventually require the introduction of novel data, as dictated by the student's particular proposals for theoretical analysis of the basic data.	WORK/ASSESS: By working on summative assessments in which data needs to be grouped, and relations between examples as dictated by a particular theoretical proposal can be evaluated.	WORK/ASSESS: By working on two summative assessments during the term involve developing arguments which discriminate between approaches in terms of empirical coverage or theoretical coherence.			

3	Pragmatics	Progress towards PLO			Students will acquire substantial knowledge of pragmatic theories grounded in the philosophy of language and cognitive science. They will learn how communication is shaped by our inferential capacities and develop sensitivity towards the finer nuances of human communication.		Students will learn about the strengths and weaknesses of several approaches to meaning in context. Students will also learn about cultural differences in communication and how aspects of explicit and implicit communication differ across languages.	Students will develop their own ideas for their final essays over the course of the term.	Students will learn that literal meaning frequently does not exhaust communicated meaning and that one's choice of words may have both positive and negative consequences in different social, cultural and political settings.	
		By working on (and if applicable, assessed through)			WORK: By reading some of the most foundational literature in the field and by evaluating the strengths and weaknesses of different theories and approaches to context-dependent meaning.		WORK/ASSES S: By discussing various different approaches in seminars and by developing critical writing skills through coursework.	WORK/ASSES S: Formative assessments and doing wider reading after seminars and lectures.	WORK: By learning about the discrepancy between semantic and pragmatic meaning.	

3	Psycholinguistics	Progress towards PLO			Progress towards understanding different experimental and observational methodologies		Students will be able to identify the main arguments used to justify different positions and to evaluate these arguments in the light of empirical evidence			
		By working on (and if applicable, assessed through)			WORK/ASSES S: By critically reading and engaging with psycholinguistic research literature, including both discussion in the classroom and assessments where students need to summarise and critically assess research articles.		WORK: Through reading opposing views and being asked to compare and critically evaluate them.			
3	Neurolinguistics	Progress towards PLO			Progress towards understanding different experimental methodologies used in brain research		Students will be able to identify the main arguments used to justify different positions and to evaluate these arguments in the light of empirical evidence			

		By working on (and if applicable, assessed through)			WORK: Studying methodologies and critically reading research papers using same methodologies. ASSESS: in summative open exam.		WORK: Through reading articles presenting opposing views. ASSESS: Compare and critically evaluate them in an essay.			
3	Bilingualism	Progress towards PLO			Students learn about bilingual language data analysis, using qualitative or quantitative methods of their choice and independently identifying (or collecting) their own data		Students learn about the problems and benefit of living in two languages, about preconceptions about multilinguals and about the complexities of multilingual education. Students are exposed to controversies involving different approaches to issues of bilingual language acquisition, understanding of code switching and language processing in bilinguals, and the value of growing up bilingually to cognitive development.	Students formulate a research question, find (or collect) data to investigate it, analyse the data and write a research report.	Students learn about the problems and benefit of living in two languages, about preconceptions about multilinguals and about the complexities of multilingual education.	

		By working on (and if applicable, assessed through)			WORK: Analysis of bilingual or second language data ASSESS: Through an independent summative data-based essay,		WORK: Through reading and engaging with the oral presentation, through seminar discussions. ASSESS: Through final summative open exam.	WORK/ASSES S: Through writing a data- based essay, a summative assignment.	WORK: Through reading and engaging with the oral presentation, through seminar discussions. ASSESS: Through final summative open exam.	
3	Phonetics of talk in interaction	Progress towards PLO			Students learn the qualitative research method of conversation analysis, and study language as used in real contexts, especially as it relates to issues in phonetics and phonology. Conversation analysis has its origins in Sociology.	Propose creative and principled solutions to linguistic problems; forming a bridge between humanities and scientific disciplines	Students critically engage with arguments from a variety of standpoints, which usually involve conversation analytic accounts of talk vs. approaches which rely more on experimental or intuitive approaches to the same phenomena.	Students identify and formulate a project to work on, and collaborate with others in collating a class corpus.	Students are encouraged to think about social and cultural realities as implemented through social actions in conversation. The data we use is socially diverse and covers a range of different contexts and interpersonal relations.	

		By working on (and if applicable, assessed through)			WORK: By working on conversational data using the methods of conversation analysis, combining it with the methods of phonetics (both auditory and instrumental work). Students learn how social activities (such as turn-taking, telling stories, making assessments, presenting a stance) are implemented linguistically, with a particular focus on phonetics.	WORK: Students with different backgrounds work together in small groups in data sessions and combine methodologies from different traditions.	WORK/ASSES S: By reading a wide range of literature from conversation analytic, phonetic and phonological traditions; by writing an essay for assessment, and by making oral arguments in class.	WORK/ASSES S: The summative assessment for the module is wide enough to allow students to develop their own interests. Students are encouraged to work with others in small groups in data sessions and seminars. One piece of assessment includes an overview of the data for summative assessment, which students receive feedback on.	WORK: A central question of the module is how social interactions shape and are shaped by linguistic and social constraints; these are explored through lectures, seminars and data sessions.	
3	Articulatory and Impressionistic Phonetics	Progress towards PLO			Students learn the skills and methods of articulatory and impressionistic phonetics. They develop an awareness of the sounds of language.	Students propose principled solutions to phonetic problems.	Students synthesize and critically engage with arguments from a variety of standpoints in phonetics, showing clear reasoning and an understanding of linguistic diversity	Students formulate novel questions and work effectively on them	Students learn to appreciate the phonetic diversity among languages.	

		By working on (and if applicable, assessed through)			<p>WORK: Students learn to produce and perceive the sounds on the IPA chart, and their classification in scientific terms, including articulatory and some acoustic work. This is done through ear training classes, seminars, language classes (with a focus on practical observation), reading, discussion and writing.</p>	<p>WORK: By working on problems in phonetic classification, particularly as these relate to categories of the IPA, such as the status of rhotics, the classification of fricatives or issues in phonological classification of non-European languages.</p> <p>ASSESS: These topics are covered in seminars, in formative and summative tasks.</p>	<p>WORK: By working on a wide range of languages, focusing on challenges of phonetic classification; by wide reading of literature in phonetics, including both classics of the phonetics literature and more recent work.</p>	<p>WORK/ASSES: By working on essay topics with broad themes that allow students plenty of scope to find interesting and novel material with which to provide a formulation of their own thinking while critically engaging with wider literature, and with an understanding of the broader background.</p>	<p>WORK: By learning to produce sounds that are typologically rare; exercises where students reproduce words or utterances of other languages (including, usually, languages of their classmates).</p>	
3	Language and Discrimination	Progress towards PLO				Students will develop a theoretical understanding of discrimination and related issues, and how language plays a role.	Students approach experiences, both personal and novel, from an objective standpoint, learning to view issues from perspectives outside of their own.	Students generate questions and critical approaches to issues outside of those addressed in module content and discussions.	Students gain a balanced and sensitive view of discriminatory linguistic practices in real world situations, and the unique position of English as a global prestige language.	

		By working on (and if applicable, assessed through)				WORK: Read seminal texts on the role of English in discrimination, hold group discussions on general issues. ASSESS: Essay in which students must apply learned theory and concepts to a novel situation	WORK: Students bring their own experiences to group discussions, and consider other experiences, practicing a balanced view in each case.	WORK: Sharing and generating ideas for projects in group discussions. ASSESS: Formative essay proposal in which students must create and develop their own topic and research programme.	WORK: Readings, both academic and from general media, which draw attention to current issues in language use; group discussions to further explore these issues. ASSESS: Essay in which students are expected to present a balanced view, and demonstrate a sensitivity to the issues considered.	
3	Second Language Syntax	Progress towards PLO			Students are exposed to primary experimental research in second language acquisition throughout the module		Students are exposed to lecture content that continuously brings back themes from earlier in the module to reconsider them in light of new information	Students begin to develop quantitative data analysis skills using real second language syntax experimental data	The module raises awareness of multilingualism. Some findings challenge preconceptions.	

		By working on (and if applicable, assessed through)			<p>WORK: Through reading primary research papers assigned for the module and discussing them in seminars. Discussion includes evaluation of the research methods.</p> <p>ASSESS: Open exam questions include opportunities to show how choice of research method impact on the types of conclusions that can be drawn.</p>		<p>WORK/ASSES: In a formative exercise and the open exam, students bring together the findings from two studies with at least one theory of second language acquisition, synthesising the findings and proposals, and using critical evaluation and argumentation skills to identify what this synthesis of research shows.</p>	<p>WORK: Through three practical sessions in the e-lab, using Excel.</p> <p>ASSESS: In the open exam, students can optionally choose a question that requires data analysis and discussion of the results</p>	<p>WORK: By reading and discussing experimental research on multilingualism including populations that the students have usually not encountered before such as heritage language speakers.</p>	
3	Psycholinguistic approaches to Second Language Acquisition	Progress towards PLO			<p>The module is about quantitative research methods. Students are introduced to a range of methods used in psycholinguistic research</p>	Students identify research questions arising out of previous psycholinguistic research and design a way of investigating them		Students identify research questions arising out of previous psycholinguistic research and design a way of investigating them	<p>The module raises awareness of multilingualism and also of scientific objectivity. Some findings challenge preconceptions: the "expected" result is not always found</p>	

		By working on (and if applicable, assessed through)			<p>WORK: Through reading primary research papers assigned for the module and discussing them in seminars, with emphasis on understanding of and evaluation of the research methods and data analysis methods.</p> <p>ASSESS: Final summative assessment is a research proposal, where students identify a research question and select a method by which to investigate it, and design the study.</p>	<p>WORK: discussing the research questions and methods of existing research, in seminars.</p> <p>ASSESS: Writing a research proposal for the final summative assessment.</p>		<p>WORK/ASSES S: The module's final summative assessment: a research proposal.</p>	<p>WORK: Reading and discussing experimental research on multilingualism that uses a range of psycholinguistic test methods and investigates a range of linguistic phenomena.</p>	
3	English Corpus Linguistics	Progress towards PLO			Be able to select and deploy the appropriate corpus-based method for analyzing English usage	Demonstrate an understanding of corpus design and the ability to identify and use appropriate corpora	Determine the validity of different standpoints regarding language use through corpus-based investigation	Understand how to identify good research questions and answer them using corpus-based research	Understand the importance of corpus-based analysis as a means for testing the validity of broader claims about language use and change	

		By working on (and if applicable, assessed through)			<p>WORK: By attending lectures on different corpus types, discussing in seminars how they are used.</p> <p>ASSESS: Through project work on their application.</p>	<p>WORK/ASSES S: Through assessment in a research project that requires use of corpora and the formulation of the appropriate queries, with appropriate use of tools for search and data analysis</p>	<p>WORK/ASSES S: By developing and carrying out corpus-based research as part of formative and summative assessment</p>	<p>WORK: By discussing the formulation of research questions in class, by attending lectures that provide guidance on this. ASSESS: Project reports that introduce the questions and discuss the methods used to address them with appropriate evaluation of the results obtained</p>	<p>WORK/ASSES S: By demonstrating in assessed project work an understanding of how broader claims about language use might be tested empirically through corpus investigation</p>	
3	Language Behaviour and the social mind	Progress towards PLO			Students are given a rich overview of contemporary approaches on the study of how our social lives affect, and are affected by, our behaviours and particularly our language behaviours. It is a heavily practical module which from the outset asks them to think about research design and implementation, with a particular focus on socio psychological methods.		Students will acquire a critical understanding of the competing and ongoing debates in the social sciences on the extent to which our actions and behaviours are our own, and how this varies across cultures.	Students will learn through interactive seminars to come up with novel research questions, and ways to answer their research questions.	Students will gain an appreciation of contemporary debates on racism, sexism, stereotyping, mental laziness, global approaches and findings in key behavioural research. They should develop an intuitive and insightful understanding of the role of individuals in their larger social environment.	

		By working on (and if applicable, assessed through)			<p>WORK: By working on experimental design, online tests and experiments and fairly involved debates, students will develop a new way of looking at language use, and particularly in the real-life implications of variation in language on a wide range of behaviours. They will participate in online experiments, class based activities, and then work in groups to design, execute and write up their own experimental project looking at the effects of language on a behaviour of their choice.</p>	<p>WORK/ASSES: Students will be allocated into arbitrary teams (as would typically be the case in the workplace) and asked to use each other's strengths to complete an experimental project.</p>	<p>WORK: By working in groups, they will look at classic papers that take either cognitive or behaviourist approaches and be asked to distill the approaches and summarize them. They will be asked to take a stance for their experimental reports, where they will use these theories to develop and argument for the effect of social information on linguistic behaviour.</p>	<p>WORK/ASSES: By working on group projects, the students will be expected to generate their own experimental research question and develop an appropriate experiment to answer it. They will have to discuss, in their groups, how to allocate work roles and workload, as well as manage group time and meeting schedules. They will be expected to function as an independent research group, as they would in a real-life academic or workplace setting, and this is vital experience for them for their post-University life.</p>	<p>WORK: They will complete in-seminar tests and experiments that demonstrate the wide ranging effects that language can have on non-linguistic behaviours, and will be expected to articulate the real-world implications of this.</p>	
--	--	---	--	--	--	--	--	---	--	--

3	Advanced Topics in Syntax and Semantics/Language Variation and Change/Phonetics and Phonology	Progress towards PLO			Students are introduced to a variety of topics in the relevant discipline through primary literature. They acquire knowledge of qualitative and/or quantitative methods.	Students come up with new solutions to problems. Advanced topics modules give the opportunity to students to conduct original research				
		By working on (and if applicable, assessed through)			WORK: By working on individual projects and in groups for discussion of original research articles.	WORK/ASSESS: By working on their individual projects and writing substantial assessed work				
		Progress towards PLO								
		By working on (and if applicable, assessed through)								