

SCHOOL OF  
LINGUISTICS &  
ENGLISH LANGUAGE



PRIFYSGOL  
**BANGOR**  
UNIVERSITY

MA PROGRAMMES

HANDBOOK  
2011-2012

## Calendar 2011-12

### Semester One

Date	Details
26 Sept – 4 Nov	Lectures [Week 1-6]
7 Nov – 11 Nov	Reading Week [Week 7]
14 Nov – 9 Dec	Lectures [Week 8-11]
<b>Christmas Vacation (19<sup>th</sup> Dec 2011 – 9<sup>th</sup> Jan 2012)</b>	
9 Jan – 20 Jan	Undergraduate Examination Period [no lectures]
19th Jan -12.00 Noon	Postgraduate Coursework Deadline for Semester 1

### Semester Two

Date	Details
23 Jan – 24 Feb	Lectures [Week 1 – 5]
27 Feb – 2 March	Reading Week [Week 6]
5 March – 23 March	Lectures [Week 7 – 9]
<b>Easter Vacation (26 March – 16 April, 2012)</b>	
16 – 27 April	Lectures [Week 10 – 11]
30 April – 4 May	Revision Week [no lectures]
7 May – 1 June	Undergraduate Examination Period [no lectures]
24 May – 12.00 Noon	Postgraduate Coursework Deadline for Semester 2
31 May	MA Dissertation Proposal Deadline
30 Sept	MA Dissertation Submission Deadline

NB - Other Schools and Colleges may not have the same Lecture Weeks and Reading Weeks as the School of Linguistics and English Language - you must check.

## KEY INFO

**Coursework:** All Coursework must be submitted as follows:

ONE hard copy to be posted in the Coursework Collection Box by 12 noon on the deadline date, together with a Coursework Cover Sheet

ONE copy submitted electronically on Blackboard via Turnitin

Remember to keep a copy (electronic or hard) for yourself!

**Extensions:** Extensions to the deadline dates for assignments will only be given in case of ill health or other serious personal circumstances (supported by a medical certificate or other evidence). Extensions will not be given because of problems with computers and printers.

All applications for extensions should be made in the first instance to the Director of Graduate Studies, at least 2 days before the assignment deadline. Applications should be made in writing (hard copy or by email).

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## 1.0 OVERVIEW OF MA PROGRAMMES

### 1.1 Postgraduate programmes

Degree	Full time study	Part-time study
M.A. in Linguistics	1 year (12 months)	2 years
MA in Bilingualism	1 year (12 months)	2 years
MA in Cognitive Linguistics	1 year (12 months)	2 years

**Director of Graduate Studies:** For queries on any academic aspect of postgraduate provision in the School of Linguistics and English Language.

**Postgraduate administrator:** For queries on any aspect of funding or application status: Suan Lee ([s.lee@bangor.ac.uk](mailto:s.lee@bangor.ac.uk))

### 1.2 MA Programmes: Aims

**M.A. in Linguistics:** This is for students with a first degree in any subject who want a qualification in linguistics. Students also write a research dissertation on a topic of their own choice. Students who have a B.A. in Linguistics may be exempt from compulsory modules which they have already covered as part of their first degree.

**MA in Bilingualism:** This provides graduate-level study in the field of bilingualism. It consists of a taught component and a research dissertation of 20,000 words maximum. The purpose of the course is to provide students with the necessary theoretical, analytical and methodological tools and skills to undertake advanced research in an area of bilingualism.

**MA in Cognitive Linguistics:** This is aimed at those who wish to undertake a taught programme of graduate-level study in order to pursue research in some aspect of Cognitive Linguistics. It involves a taught element plus a research dissertation of 20,000 words maximum.

## 2.0 MA PROGRAMMES

All MA Programmes are in two parts. Part One consists of the taught element, and Part Two is the Dissertation.

### 2.1 MA in Linguistics

Students must take 180 Credits in total from the lists below:

<b>Part One (120 credits)</b>	
<b>Students must take the following compulsory modules:</b>	
<i>SEMESTER ONE</i>	<i>SEMESTER TWO</i>
QXL4414 Introduction to Grammar (10)	QXL4463 Language, Culture & Power (20)
QXL4410 Introduction to Meaning (10)	
QXL4419 Intro. to Phonetics & Phonology (10)	
QXL4432 Research Methods in Linguistics (10)	
<b>Students must take three further 20 credit modules from the following:</b>	
QXL4417: Language Acquisition (20)	QXL4404: Language Contact and Bilinguals (20)
QXL4457: Metaphor & Thought (20)	QXL4416: Speech & Language Disorders (20)
QXL4435: Current issues in Bilingualism (20)	QXL4407: Language processing (20)
QXL4472: Welsh Linguistics (20)	QXL4461: Language, Space & Time (20)
QXL4448: The Bilingual Mind (20)	QXL4446: Forensic Linguistics (20)
QXL4447: Grammatical Systems & Change (20)	
QCL4470: Agweddau Ar Ddwyieithrwydd (20)	
<p><i>NOTE: Students with ESRC funding must take 20 credits worth of Modules from the Graduate Programme Transferable Skills Courses instead of one of the above optional 20 credit Modules. Students who intend to seek ESRC +3 doctoral funding are advised to do so.</i></p>	
<p><b>Part 2</b>  <b>DISSERTATION (60 credits)</b>            QXL4400: MA Dissertation in Linguistics</p>	

**Compulsory modules:** students who show evidence of already having covered the material in these modules may select alternative modules in consultation with the Programme Director.

## 2.2 MA in Cognitive Linguistics

Students must take 180 Credits in total from the lists below:

<b>Part One (120 credits)</b>	
<b>Students must take the following modules:</b>	
<i>SEMESTER ONE</i>	<i>SEMESTER TWO</i>
QXL4410: Introduction to Meaning (10)	
QXL4414: Introduction to Grammar (10)	
QXL4457: Metaphor and Thought (20)	
<b>Students must take at least 20 credits from the following Cognitive Linguistics modules:</b>	
QXL4447: Grammatical Systems & Change	QXL4405: Cognitive Critical Discourse Analysis
	QXL4461: Language, Space & Time
<b>Students may then take the remaining credits from the following modules:</b>	
QXL4417: Language Acquisition (20)	QXL4404: Language Contact and Bilinguals (20)
QXL4419: Intro. to Phonetics & Phonology (10)	QXL4416: Speech & Language Disorders (20)
QXL4435: Current issues in Bilingualism (20)	QXL4432: Linguistics Research Training (10)
QXL4472: Welsh Linguistics (20)	QXL4463: Language, Culture & Power (20)
QXL4448: The Bilingual Mind (20)	QXL4407: Language processing (20)
QXL4470: Agweddau Ar Ddwyieithrwydd (20)	QXL4446: Forensic Linguistics (20)
<b>Part 2</b> <b>DISSERTATION(60 credits)</b> QXL4464: MA Dissertation in Cognitive Linguistics	

**Compulsory modules:** students who show evidence of already having covered the material in these modules may select alternative modules in consultation with the Programme Director.

## 2.3 MA in Bilingualism

Students must take at least 180 Credits.

<b>Part One (120 credits)</b>	
<b>Students must take the following compulsory modules:</b>	
<i>Semester One</i>	<i>Semester Two</i>
QXL4414: Introduction to Grammar (10)	PLP4020: Bilingual Research & Methods (20)
QXL4410: Introduction to Meaning (10)	
QXL4419: Introduction to Phonetics & Phonology (10)	
<b>Students must take at least one of the following Bilingualism modules:</b>	
QXL4435: Current issues in Bilingualism (20)	QXL4404: Language Contact & Bilingualism (20)
QXL4448: The Bilingual Mind (20)	
<b>Students must take at least 20 credits from the following Research Training modules:</b>	
XME4001: Research Methods in Education (30)	PHP4006: Advanced Statistics (15)
PRP4004: Quant. & Qual. Analysis (15)	
ZXX4507: Statistics for PG Research (S1)(10)	ZXX4510: Statistics for PG Research(S2) (10)
<b>Students must then make up the remaining number of credits required from the following modules:</b>	
PLP4010: Brain & Language (15) XMC4201: Iaith Plant (20) QCL4470: Agweddau Ar Ddwieithrwydd (20) XME4201: Child Language (20) QXL4463: Language, Culture & Power (20) QXL4416: Speech & Language Disorders (20) QXL4407: Language processing (20) QXL4461: Language, Space and Time (20) QXL4417: Language Acquisition (20) QXL4446: Forensic Linguistics (20) QXL4432: Linguistics Research Training (10) QXL4416: Speech & Language Disorders QXL4457: Metaphor & Thought (20) QXL4472: Welsh Linguistics (20) ZXX4502: I.T & Data Handling (10) ZXX4507: SPSS for Postgraduate Research (10) ZXX4509: App of IT data Handling (S2) (10) ZXX4510: SPSS Postgrad Research S2 (10)	
<i>NOTE: Students with ESRC funding must take 20 credits worth of Modules from the Graduate Programme Transferable Skills Courses instead of one of the above optional 20 credit Modules. Students who intend to seek ESRC +3 doctoral funding are advised to do so.</i>	
<b>Part 2</b> <b>DISSERTATION (60 credits)</b> QXL4467: MA Dissertation in Bilingualism	

## MA: Part-time and Full-time Study

Part-time study for the above MA degrees normally involves module completion at half the rate of full-time study (typically 60-80 credits from taught modules per academic year rather than 120, while dissertation preparation and writing extends over the whole of the final year). The selection and sequencing of Modules is carried out in consultation with the Programme Director. There is flexibility in that students may switch by semester from full-time to part-time or vice versa subject to the approval of the Programme Director.

### 2.4 Progression from Part 1 to Part 2 of the M.A. Programmes (Linguistics, Bilingualism, Cognitive Linguistics)

There is no automatic right to progression to Part 2. In order to progress from Part 1 of the MA programme (the taught component) to Part 2 (the Dissertation component), students must fulfill the following conditions (see Reg 02: 2010, Version 1, paragraphs 58-60):

- (a) have a mark of at least 40% in Modules totalling two thirds of credits (i.e. Modules worth 80 credits)
- (b) not have a mark less than 30% in any Module
- (c) have a mark of at least 40% in all Core Modules

Students can be re-examined within the overall time-limit for the course in any module which they fail, but the mark will be capped at 40% (i.e. the maximum mark will be 40%).

### 2.5 M.A. Dissertation

#### Selecting and Submitting a Dissertation Topic:

The Director of Graduate Studies can provide initial guidance of MA students. However, students are also encouraged to contact other members of staff for initial advice about their dissertation topics from December onwards. Students will be provided with a pro forma for their **Dissertation Research Proposal**. This should be completed and submitted via the Coursework Collection Box by the due date. The dissertation topic is subject to approval by the Director of Graduate Studies. In cases where a topic does not relate to a student's MA course, or for which the School doesn't have supervisory capacity in any given year, the student will be required to select a new topic. However, the School will make every effort to accommodate the student's preferred research topic.

**Supervision of M.A. Dissertations:** Shortly after being submitted, each student/research proposal will be allocated, a dissertation supervisor by the Director of Graduate Studies. The basis for allocation of supervisors is research expertise of supervisors and staff availability. Students should thereafter arrange an initial meeting with their supervisors with whom they will agree a schedule of work. A typical dissertation will normally require up to four hours of tutorials. Supervisors are not permitted to read more than one draft of the dissertation.

**Length:** The word limit for an M.A. dissertation is 20,000 words maximum, including references, but excluding appendices.

**Submission of M.A. Dissertation:** Full-time students should submit the MA Dissertation by the end of September 2012. Students should submit two soft bound copies of their M.A. dissertation to the Postgraduate Administrator of the College of Arts, Education and Humanities (Dr. Suan Lee). The dissertations should be presented in the format specified by Postgraduate Administrator of the College.

The "Application for Approval to Submit a Thesis/Dissertation" form (SD1 form) must be submitted to the Student Records Office at least 10 working days but not more than 28 days before the submission deadline of the deadline. The SD1 form can be obtained from the College Postgraduate Administrator Dr. Suan Lee ([s.lee@bangor.ac.uk](mailto:s.lee@bangor.ac.uk)).

Please include the following pages at the beginning of your dissertation:

- Title page
- Summary (of up to 300 words)
- Contents
- Acknowledgements
- Author's declaration (which must be signed. A sample can be obtained from Dr. Suan Lee).

Details of the University's Binding Unit are:

Address: Normal Site, Holyhead Road, Bangor LL57 2PZ  
Tel: 01248 382969  
Email: [binding@bangor.ac.uk](mailto:binding@bangor.ac.uk)

Dissertations can be hand delivered to Dr. Suan Lee by the deadline (second floor of the New Arts building (room 203b), or sent by post: Dr. Suan Lee, College of Arts, Education and Humanities, Bangor University, College Road, Bangor, Gwynedd, LL57 2DG

Please refer to the University MA Students' Handbook and paragraph 48 of the MA regulations for further information. These files can be downloaded from the following web pages:

<http://www.bangor.ac.uk/ar/main/publications/handbooks.php.en>  
<https://www.bangor.ac.uk/ar/main/regulations/home.htm#reg02>

A summary of the submission procedure is also available on the CAH website:

[http://www.bangor.ac.uk/cah/postgrad\\_dissertation.php.en](http://www.bangor.ac.uk/cah/postgrad_dissertation.php.en)

## **2.6 MA Dissertation Extension Requests**

Extensions of up to three months may be awarded by the School's Director of Graduate Studies, subject to written request (with appropriate supporting evidence).

If students wish to apply for an extension beyond that period they must complete an extension request form from the Academic Registry website <http://www.bangor.ac.uk/ar/main/publications/forms.php.en> and also available from the Postgraduate Administrator of the College of Arts, Education and Humanities. The decision will then be made at University level. MA students who extend their dissertation period beyond 12 months (i.e. the end of September following registration), may normally continue using University facilities (email/library etc.) without charge.

## **2.7 Examiners' Decisions**

The following rules apply to MA dissertations:

If a dissertation is not passed by the examiners the candidate may re-present it once only, not less than six and not more than twelve months from the date of the meeting of the examiners, on payment of a fee.

If students do not submit the dissertation within the prescribed time limit, they will be permitted to present the dissertation on one occasion only, not less than six and not more than twelve months from the original time-limit, on payment of an examination fee.

Current fees are available on the following website: <http://www.bangor.ac.uk/ar/main/fees/index.php.en>

MA dissertations that ultimately are not satisfactory may be either passed at Diploma level or failed.

## **2.8 Award of MA Degree**

The University formally issues degrees only in July (when students may attend the ceremony if they wish).

## **2.9 Residence in Bangor During the M.A. Year**

Full-time residence in Bangor for one year is normally a prerequisite for the award of an MA.

### 3.0 MODULE DESCRIPTIONS

**Note 1:** *The School reserves the right to alter modules, and withdraw modules from time to time.*

**Note 2:** *Lectures marked \* may have a shared lecture with BA students. MA students have separate tutorials from undergraduates.*

#### **QXL 4404 LANGUAGE CONTACT AND BILINGUALS\***

This module presents various empirical and theoretical issues in language contact, focusing on phenomena such as bilingual acquisition, individual and societal bilingualism, diglossia, and contact-induced language change. A variety of cognitive, social, and political issues relating to language contact will be discussed, as will the potential outcomes of contact situations, such as lexical borrowing, code-mixing, transfer effects, structural change, and language shift. These issues will be explored in relation to specific language situations and a number of case-studies will be used as examples. The module will have a particularly strong focus on regional and minority languages.

#### **QXL4405 COGNITIVE CRITICAL DISCOURSE ANALYSIS (CDA)**

Research into Critical Discourse Analysis ("CDA") can benefit significantly from integrating insights made by socio-cognitive approaches to language use and comprehension, such as those offered by Cognitive linguistics. These areas include Metaphor analysis; Mental Spaces; Conceptual Frame based reasoning; and Force dynamics. These approaches will complement a full consideration of early research by established CDA theorists (eg, Foucault, Fairclough, Wodak, etc.) who have focused their attentions on (eg) news broadcasts, political interviews, Internet discussions, to identify discriminatory discourse practices. However, in this module we will also focus attention on how discriminatory discourse practices have adverse social and legal outcomes.

#### **QXL4407 LANGUAGE PROCESSING\***

This module explores the various facets of language processing, i.e. the ways humans produce and comprehend language. The investigation of language processing will cover various language domains, such as production and perception of speech, processing at the level of morphology, word, syntax and discourse. Where appropriate, reference to similarities and differences in processing patterns by monolingual and bilingual typical and atypical populations will be made.

#### **QXL4410 INTRODUCTION TO MEANING**

This module introduces students to some of the most important phenomena in semantics and pragmatics. The module takes a cognitive semantics perspective addressing phenomena such as polysemy, the encyclopaedic nature of word meaning, and range of lexical, discourse and conceptual phenomena that give rise to meaning construction, figurative language and abstract thought, including metaphor and metonymy. The module also provides a survey of some of the most important approaches in cognitive semantics to these phenomena including Image Schema theory, Frame Semantics, the Principled Polysemy model, Conceptual Metaphor Theory, Mental Spaces Theory and Conceptual Blending Theory

#### **QXL4414 INTRODUCTION TO GRAMMAR**

Taking primarily a cognitive linguistic perspective, this module introduces students to some of the key issues relating to syntax. Topics include an overview of lexical classes and grammatical categories, the role of language use in the emergence of grammar, a survey of cross-linguistic variation in linguistic structure, syntactic issues in language change and language acquisition, and the nature of grammatical constructions. The module also introduces students to some of the key cognitive theories of grammar, including Cognitive Grammar and Construction Grammar. The module situates these approaches with a comparison with Generative Grammar.

#### **QXL4416 SPEECH AND LANGUAGE DISORDERS\***

This module introduces students to developmental and acquired speech and language disorders in children and adults. By examining developmental disorders in children, such as children with Specific Language Impairment or children with Autistic Spectrum disorders, various language domains are explored, such as phonological, grammatical, semantic and pragmatic disorders. By examining acquired disorders in adults, such as adults with Aphasia, we look at neurolinguistics, i.e. the study of the breakdown of cognitive (memory/attention) and linguistic abilities due to brain damage and introduce brain-imaging techniques.

#### **QXL4417 LANGUAGE ACQUISITION\***

This module provides an overview of how languages are learned. The main objective is to introduce students to central questions in language acquisition research (e.g., How do we learn the meaning of words? What are the advantages of bringing up a child bilingually? Are children better language learners than adults?). The focus will be on both first language (L1) and second language (L2) acquisition. We will cover topics such as speech perception, word learning, syntactic development, language production, child-adult differences, and normal vs. atypical development. We will also examine a variety of theoretical positions, including nativist and empiricist accounts of language acquisition, and a range of empirical approaches used to test these positions.

#### **QXL4419 INTRODUCTION TO PHONETICS & PHONOLOGY**

This module addresses the core areas of phonetics and phonology from both a practical and a theoretical standpoint. Part of every lecture will be devoted to practical exercises. The knowledge and skills acquired here will be essential for many other modules and/or projects.

#### **QXL4432: RESEARCH TRAINING IN LINGUISTICS**

This module is intended to:

- To help students prepare for the Dissertation
- To familiarise students with a range of research approaches in linguistics and social science
- To equip students to critically read research articles and reports

In the course of the module students will:

- look at different approaches to research, and a range of research methods and data collection techniques
- discuss appropriate methods for answering particular research questions
- be introduced to some basic concepts in statistics
- be introduced to a range of important concerns in conducting research (e.g. ethics and data collection)
- receive initial guidance on how to organise and write up a dissertation.

#### **QXL4435 ISSUES IN BILINGUALISM\***

The aim of this module is to survey current research and approaches to the study of bilingualism. It provides an overview of major empirical issues and findings concerning bilingualism and bilingual or multilingual language use and their implications for acquisition research and linguistic theory. Topics will change from year to year and may include bilingual social interaction, bilingual first language acquisition, second language acquisition, multilingualism, issues of identity, and the bilingual brain.

#### **QXL4446 FORENSIC LINGUISTICS\***

There are two definitions of Forensic Linguistics: (i) the techniques used by linguists to reveal evidence of manipulated trial outcomes, and (ii) the language used by legal professionals and laypersons in court. The first area is more specifically 'Forensic Linguistics' while the other is more appropriately named 'Language and the Law'. In this module we shall deal with both areas. Students will be asked to (a) devise questions and observations about each week's readings and presentations to the class; (b) perform a small scale forensic linguistics analysis; and (c) choose a target article to both present to the class and later comprehensively critique based on their developing appreciation of Forensic Linguistics findings and analytic strategies.

#### **QXL4447 GRAMMATICAL SYSTEMS & CHANGE\***

Grammaticalization refers to the change whereby lexical terms and constructions serve grammatical functions in certain linguistic contexts and, once grammaticalized, continue to develop new grammatical functions. The module emphasizes the mechanisms for the creation of grammar and the universal paths of development that grammatical morphemes follow. The implications of grammaticalization for language typology, language change, synchronic and diachronic analysis of both form and meaning are explored. In addition, the implications of the theories of construction grammar developed by Goldberg (1995, 2006) and Croft (2001) will also be examined.

#### **QXL4448 THE BILINGUAL MIND\***

This module provides an introduction to bilingual cognition in children and adults. We will focus on two topics in particular. First, we will discuss how exposure to two languages affects our linguistic and cognitive development (e.g., Does dual-language exposure facilitate or delay development? What are the advantages of bringing up a child bilingually?). Then, we will concentrate on bilingualism in adults. Here, we will address questions such as the following: How are the two languages represented in the mind/brain? (For example, are words of the two languages stored in the same lexicon, or do we possess one lexicon for each language?) Is there a relationship between bilingualism and intelligence? Does bilingualism affect the way we perceive the world? Can you become a native-speaker of a second language after puberty? To address these questions, we will consider evidence from research in linguistics, psychology and cognitive neuroscience.

#### **QXL4457 METAPHOR AND THOUGHT\***

This module represents an introduction to the main theoretical paradigms in cognitive linguistics that investigate figurative language, particularly metaphor. These include conceptual metaphor theory, approaches to conceptual metonymy, Mental Spaces Theory, Conceptual Blending Theory and the Theory of Lexical Concepts and Cognitive Models. This course introduces students to the main motivations, architectures and methodologies associated with these theories, as well as considering applications and descriptive and theoretical problems and challenges for these approaches. The course also considers recent experimental approaches to metaphor.

#### **QXL4461 LANGUAGE, SPACE AND TIME**

This module constitutes an introduction to the nature of and relationship between time and space. It also introduces the manner in which language is employed in cognitive linguistics to investigate how these domains of experience are conceptualised. The module focuses on the way in which space and time have been investigated as distinct domains of experience, as well as the way in which they appear to interface. The module introduces students to cross-linguistic and experimental approaches that have been deployed within cognitive linguistics in investigating time and space, as well as specific theories of linguistic and conceptual organisation and structure, which attempt to provide accounts of the nature of spatial and temporal conceptualisation.

#### **QXL4463 LANGUAGE, CULTURE & POWER\***

Language, Culture and Power is a survey module reviewing facts and processes involved in ethno-linguistic diversity, in language and development, in multilingualism, and in sociolinguistics. It is concerned with contemporary issues pertaining to language and society. It relates the daily practice of language to individual lives, socio-economic dynamics, political agendas, planning policies, and more.

#### **QXL4472 WELSH LINGUISTICS\***

This is an English-medium module in which students are given the opportunity to study important linguistic aspects of the Welsh language. Welsh will be discussed in structural, sociolinguistic and historical terms, and students will consider issues such as: What are the notable grammatical features of Welsh, and how do these differ from other languages, such as English? What are the origins of Welsh, and how has it changed (in terms of structure and use) over the centuries? How many people speak Welsh, and why? How is contemporary Welsh used in its various domains and registers, and how does it vary across different groups of speakers? What is the role of Welsh in media, new media, technology, education etc.? What are the attitudes of speakers and non-speakers of Welsh to the language and its use in culture? How is Welsh used outside of Wales? What is the future of Welsh?

#### **QCL4470 AGWEDDAU AR DDWYETHITHRWYDD [Aspects of Bilingualism]**

*NB. This module is taught through the medium of Welsh*

This module will explore theoretical aspects of Bilingualism and Multilingualism against the background of a range of bi- and multi-lingual situations including (but not limited to) the domestic Welsh context. The approach will be primarily linguistic (e.g. sociolinguistic, grammatical), but aspects such as ethnography, education, policy planning and psycholinguistic approaches to bilingualism will also be considered. Topics to be covered include: language contact, types of language change, code-switching, bilingual corpora and their uses, sociolinguistic aspects of bilingualism and bilingual situations, bilingual acquisition, bilingual education and psycholinguistic accounts of bilingualism. Students will also receive instruction in theoretical approaches to bilingualism and methodological issues concerning data collection and analysis.

### 3.1 Changing Modules

After registration, you can change any optional modules during the first 2 weeks of each semester. You will have to complete a 'Change of module' form: this is available from your School Administrator, or can be downloaded from the following web site: <http://www.bangor.ac.uk/ar/main/publications/forms.php.en>

## 4.0 GRADUATE PROGRAMME RESEARCH TRAINING MODULES

PhD and ESRC funded MA students are normally required to take these Modules. Details of all Modules will be made available separately. ESRC funded MA students should consult the Programme Director about their selection.

## 5.0 SCHOOL'S RESEARCH SEMINARS

The department normally holds a Research Seminar (the Linguistics Circle) on Wednesdays between 4.00 – 5.30 p.m. Information about speakers and talks will be given out during the year. M.A. students are required to attend.

In addition to attending seminars in Bangor, students should also take opportunities to attend conferences in other universities - e.g. meetings of organisations such as the Linguistics Association of Great Britain (LAGB), conferences of the UK Cognitive Linguistics Association (see [www.uk-cla.org](http://www.uk-cla.org)), or various Postgraduate Conferences. Students can apply for up to £300 on a merit-based basis to the School, if presenting a paper, and they can apply for a further £300, on the same basis, to the College. Funding is also available via competition from the British Academy.

## 6.0 ASSESSMENT OF MA MODULES

### 6.1 Types of Assessment

To achieve a degree in the School of Linguistics & English Language you must fulfill the assessment requirements for each module.

### 6.2 Submitting your work

**Word processing:** Work must be submitted in word-processed format. If you are not computer literate, you should take a University IT (Information Technology) course.

**Format for word-processed work:** The standard format for word-processed work is Times New Roman font, 12 point, with 2.5cm margins and 1.5 line spacing. **Always keep a copy of your work either on computer or hard copy.**

**Assignment cover sheet:** All submitted work must be accompanied by an Assignment Cover Sheet. Work will not be accepted without a cover sheet.

**Submission of coursework:** All coursework must be submitted **electronically via Turnitin** on Blackboard AND **1 hard copy** must be posted in the Coursework Collection Box before 12.00 noon on the deadline date (submission days are Monday to Thursday). Work will be date stamped by the Administrator. **Do not leave work under the administrator's door or with a member of staff.** You should also keep your own copy of assignments.

**Penalty for late submission of coursework:** Penalties for Late Submission of Work as stated in the *Rules and Procedures and Code of Practice for the Assessment of Students for Undergraduate and Taught Postgraduate Courses, 02:2011 v01*):

“Work submitted within one week of the stated deadline will be marked but the mark will be capped at 40%. A mark of 0% will be awarded for any work submitted one week after the deadline.”

It is the student's responsibility to plan coursework in advance. Work may be submitted prior to the above deadline dates.

**Extensions:** If you are likely to miss a deadline you should discuss the situation as early as possible with your Personal Tutor and/or the member of staff responsible for the coursework. Applications for personal extension to the date for submission should be made on a School form and approved by the module or course leader or the

School's Director of Graduate Studies.

**Grounds for extensions:** Admissible reasons for requesting an extension are, e.g. serious personal illness with a doctor's certificate (a self-medical note will not normally be accepted); the death of a relative or close friend, serious family problems such as divorce or separation, and eviction.

Examples of unacceptable reasons for requesting an extension and failing to submit work on time for which a mark of zero will be awarded include: having exams, having other work to do (including paid employment), not having access to a computer, having computer related problems, being on holiday, not being able to find any books on the subject.

**Anticipating problems:** If you have a problem which might affect your work (even though it has not done so yet) you should inform the School's Director of Graduate Studies as soon as this happens, so that he/she can make a note for future reference.

### **6.3 Anonymous marking policy**

Written assessments are marked anonymously where possible, and the main components of MA assessment for each module is marked by two internal markers. A sample of this work is then moderated by an external marker.

### **6.4 Bilingual Policy**

Under the University's bilingual policy, written work for any module may be submitted in either Welsh or English.

### **6.5 Attendance at Lectures**

Students are expected to attend lectures, seminars and tutorials. A register of attendance is taken in every class.

### **6.6 Return of marked work**

Students are provided with feedback on each piece of work submitted for formal assessment—marked scripts are retained for internal and external moderation and are **not** returned. This is provided via a feedback form, no later than four weeks after submission. The purpose of the feedback form is to provide written and other indicative feedback on the quality of work. The feedback form also notes the grade assigned to the assigned work. Note that all grades remain provisional until second-marked, and approved by the School's MA External Examiner at an Exam Board scheduled for after completion of semester 2 coursework.

Below are some Q&As on feedback:

#### *What is feedback?*

Feedback is any information or interaction that helps you identify your own particular strengths and weaknesses so that you can make improvements to your knowledge and work. For example, academic staff provide important feedback in the form of marks, grades and comments. However, you will also receive valuable feedback from your fellow students, sometimes in formal seminars or study groups, but also informally at any time when you get together to discuss work.

#### *How will I receive feedback from academic staff?*

During your time in the University you will have to complete different types of assessment. Those that 'count' towards the final module mark are termed 'summative assessments', and academic staff will provide individual feedback in the form of comments or marks on these. Some schools use 'templates' or 'feedback forms' that help to ensure that you receive feedback on different aspects of your work, such as its style, content or factual accuracy. Staff may also set a 'formative assessment'. This is an assignment that is completed in the normal way, but which does not form part of the summative assessment for the module. Formative assessments are designed to give you some experience of assessment processes, without the risk of being penalised if you make serious mistakes.

However, just as important are the other opportunities you have to discuss topics with staff, for example in question and answer sessions in lectures, in seminars and in tutorials. This 'formative feedback' can be really important in helping you clarify things that you do not understand.

#### *How will I get feedback from fellow students?*

Seminars and tutorials provide an opportunity to discuss work in a formal setting, but informal discussions in the coffee room or during the evening can be just as important in enabling you to learn from your fellow students. Students often don't appreciate how valuable this can be.

#### *When can I expect to get feedback on written work that I have submitted?*

University regulations stipulate that summative assessment work should be marked and returned to students within 4 weeks of submission. If you have not received your work back by then, contact the module organiser.

#### *Why does it take up to 4 weeks for work to be returned?*

Remember that the lecturer has to mark the work of the whole class so there may be many scripts to go through, especially if the module is popular. The University also has a policy of 'second marking' any work that counts towards your degree. This is an important mechanism to ensure that marking is fair and consistent, but inevitably delays the process.

#### *How much feedback can I expect?*

Staff will always try to identify the major strengths and weaknesses in students' work. Such comments might be given on individual work, or as generic feedback to the whole class. Staff will also provide comments or information to explain why you have been awarded a particular mark. However, it may be unrealistic to expect large volumes of feedback, especially if the class size is large.

#### *Will I get a chance to look at my examination scripts after they have been marked?*

The School may set aside a specific time and place at which you can do this. Don't miss this valuable opportunity to review what you wrote and see the marks you received for each answer. You will not be allowed to take the scripts away as they have to be made available to the University's External Examiners. If this is not organised centrally by the school please contact the course director or school administrator.

#### *What do I do with the feedback I have received?*

- Regard all forms of feedback you receive as valuable
- When you get work back don't just focus on the marks or grades! Use all the written and verbal feedback you receive from staff and students to inform future work and so that you get a higher mark next time.
- Make sure that you read and understand the comments the marker has provided. Your lecturer has taken time to provide these and just as you expect them to read your assignment they expect you to read their feedback and act upon it!
- Look for any general comments about your writing style or referencing that you need to address, for example by conforming to expected standards of academic presentation.
- Think about how well you addressed the specific task that was set. When staff are marking they use a set of 'grading criteria' against which your work is assessed. You can usually find these either in the module or course handbook or on the schools web pages. Go back to the original brief and use the grading criteria and feedback to identify any aspects of the task that you did well and those where you could have done better.
- Don't just wait for feedback actively seek it. If you don't understand anything that is written ask the lecturer in class, call to their office or send an e-mail seeking an explanation.
- Talk about the feedback you have had with your fellow students. What did they do differently to you and how did that influence the feedback and mark they received?

#### *How can I provide feedback to staff on my teaching and learning?*

Staff value students' comments and will use these to help ensure that future students benefit from your experience. There are several ways that you can bring any matters you wish to raise to their attention:

- by speaking directly to the module organiser;
- by completing an end-of-module questionnaire;

- by asking your course or year representative to arrange for them to be discussed at the Staff-Student Committee;

Please don't forget to highlight any particular strengths of your teaching as well as areas where you feel there may be scope for change or improvement.

### 6.7 Categorical Marking Scheme

All assessed work will be assigned a letter grade (a categorical mark). The range of marks and equivalent % mark is provided in the following grid:

Range of Mark	Categorical Mark	Equivalent % mark
100	A**	100
90 – 99	A*	95
84 – 89	A+	87
78 – 83	A	80
70 – 77	A-	74
67 – 69	B+	68
64 – 66	B	65
60 – 63	B-	62
57 – 59	C+	58
54 – 56	C	55
50 – 53	C-	52
47 – 49	D+	48
44 – 46	D	45
40 – 43	D-	42
35 – 39	E	37
30 – 34	F	33
10 – 29	F(1)	20
1 – 9	F(2)	5
0	F(3)	0

#### A range = Excellent

Outstanding/exceptionally good for a postgraduate in one or more of the following ways:

- Has originality of exposition; the author's own thinking is readily apparent.
- Has gone well beyond the information given in lectures; clear evidence of extensive and relevant reading.
- Critically evaluates the evidence in a logical manner.
- Has a clear line structure in which each successive stage is explicitly linked and the reader is explicitly told why these parts are relevant to the question set.

#### B range = Good

A highly competent answer, typically having the following qualities:

- Good understanding of the material.
- Supports most assertions via theory and/or reference to empirical research.
- Mostly accurate and well-informed.
- Avoids irrelevancies.
- In the main, answers the question explicitly.
- Evidence of analytical thinking and relevant reading.
- Has a coherent structure that is adhered to in the most part; relationships between successive parts are generally easy to follow.

#### C range = Average

- Answer is adequate; it shows an acceptable level of competence.
- Generally accurate, but some omissions and errors.

- Occasionally irrelevancies.
- Tends to make assertions without clear supporting evidence or reasoning.
- Has somewhat loose line of argument; gives information that is mostly relevant.
- Implicit structure; often relies on reader to form links between successive parts.
- Answer based almost entirely on lecture material or one or two readings.

#### **D range = Below average**

Answer shows some knowledge of the area but is weak in the following ways:

- Badly structured; very little attempt to link successive parts.
- Very little attempt to refer to the question.
- Consists mainly of assertions unsupported by evidence/ sound reasoning.
- Demonstrates only rudimentary understanding of the issues.
- Misses key points of information.
- Contains some important inaccuracies.

#### **E = Fail (for compulsory modules)**

- Fails to answer the question although showing a general familiarity with the area.
- Some evidence that the student has attended lectures or done some reading (although understanding of that material may be very poor).
- Numerous errors, omissions, or irrelevancies.

#### **F = Poor Fail**

- Answer has no evidence that student understands issues relevant to the question.
- Highly deficient and incoherent answers.
- Little indication that the student has engaged with a degree course; answers at the level of a layperson.
- Relies on superficial, subjective, personal statements, that may be true but have no supporting evidence.

### **6.8 Double Marking/Internal Moderation**

'Double marking' means independent marking by a second lecturer as well as the module convener. The Department's policy on double marking /internal moderation is as follows:

Dissertations: All dissertations will be double marked and moderated by the External Examiner.

Other written work: For each module, double marking will apply to the largest single assessment component.

Double marking will consist of ALL essays/scripts in the assessment component. A sample of double marked work will be moderated by the External Examiner. The moderated sample will normally include all work evaluated as either distinction or fail by internal markers, plus a representative sample of work from each of the other categories.

### **6.9 Feedback on Modules**

Students will be asked to complete an end-of-module feedback form for every module taken.

### **6.10 School's Policy on Avoiding Substantial Overlap**

Students should avoid substantial overlap between elements of their assessment both within and across modules. Two pieces of work could be considered to have substantial overlap if they address a similar question and use a similar framework of analysis.

### **6.11 Board of Examiners Meeting**

After the end of the second semester, a Board of Examiners' meeting is held to decide whether students are permitted to progress to part 2, and what conditions, if any, are required for them to be eligible to do so. The Board of Examiners also approves the assignment of supervisors to students for the M.A. dissertation.

Students who wish to proceed to the M.A. dissertation will normally be allowed to do so if they fulfil the conditions specified above. If this is not the case, they may be offered a Diploma.

### 6.12 Oral Examination

Although an oral examination is rarely used for MA students, all candidates must make themselves available in Bangor for an oral examination on the day of the Examiners' Meetings if advised to do so. Advance notice will be given of the date of this meeting, which will take place sometime in June or early July.

### 6.13 Mark Bands and Pass Marks

<b>Part 1 (Taught element)</b>	<b>May proceed to Part 2</b>
65%+	Eligible for Distinction
60-69%	Eligible for Merit
40-59%	Pass
0-39%	Fail

<b>Part 2 (Master's dissertation)</b>	<b>Level</b>
70%+	Distinction
60-69%	Merit
40-59%	Pass
0-39%	Fail

For full information on levels, see Regulations for Taught Postgraduate Programmes Regulations 2: 2011, Version 1 on the following website: <https://www.bangor.ac.uk/ar/main/regulations/BUReg02-v201101.pdf>

## 7.0 Ph.D PROGRAMMES

It is possible to join the Ph.D. programmes after completing a Masters in Linguistics at Bangor. Students accepted on the Ph.D. programmes have probationary status for the first year, after which their status will be confirmed subject to satisfactory completion of the year.

## 8.0 PROBLEMS

### 8.1 Illness

You are responsible for obtaining a sick note from the doctor if you are ill. This is compulsory if you are unable to hand in an assignment on time.

### 8.2 Special Circumstances

Students are advised to alert their personal tutor to any special circumstances which might affect your performance as soon as they arise, or as early as possible in the year. These will be taken into account in the Special Circumstances Board which will be held before External Examiner's meeting.

### 8.3 Grievances and Appeals

**Grievances:** If you have a grievance concerning your course, teaching and learning facilities or support services, you should discuss the matter with the relevant lecturer or with the Director of Graduate Studies. If you wish to take the matter further you can consult the Head of Department. If you are not satisfied that the matter has been resolved you have the right to use the Student Grievance Procedure, details of which are available on the University's website and from the Academic Office.

**Appeals:** The University has procedures enabling students to appeal against their assessment in certain circumstances. For full details consult the University's Academic Registrar.

*NB: The appeal procedure must be initiated within 14 days of being notified of results.*

## 9.0 PROPER ACADEMIC CONDUCT

The academic community aims to protect 'intellectual property' i.e. knowledge, information and ideas. If you use work by other people, *you must acknowledge it*. If you do not, you may be guilty of plagiarism (representing other people's work as if it were your own).

Dishonesty in any form will be penalised. As part of your studies, you will be informed about types of academic misconduct which include not only plagiarism, but data falsification and others.

**Declaration:** The Assignment Cover Sheet submitted with every piece of coursework contains a declaration that it's your own work *except* when you've stated otherwise. If any question arises about the authenticity of your work, it is *your responsibility* to prove that it is genuine

### 9.1 University of Bangor, Official Guidelines (i) Academic Dishonesty/Misconduct

Academic Dishonesty is defined as "any attempt by a student or any attempt by an individual to aid a student, to gain an unfair advantage in any assessment by deception or fraudulent means". The following are examples of academic dishonesty:

- **Aiding and abetting** dishonest practice
- **Bribery** - paying another student for a copy of their work, paying for an advance copy of an unseen paper
- **Calculator fraud** – storing information in the memory of a programmable calculator for use during an exam
- **Collusion** – unauthorised presenting of group work as your own
- **Commissioning** another person to complete work and submitting it as your own, or buying work eg. from a website
- **Computer fraud** – the use of material of another person stored on a hard or floppy disc
- **Duplication** – inclusion of material which has already been submitted for any other assessment in this University or elsewhere
- **False declarations** – e.g. claiming false extenuating circumstances to obtain exemption from work or to explain a missed deadline
- **Falsification of data** – e.g. of data in laboratory reports
- **Misconduct in exams or tests** – using notes, copying from another student, sitting an examination on behalf of another student or asking someone to do this for you, leaving the exam/test to look at notes, taking any paper from an examination hall without permission
- **Plagiarism** – the representation of another person's work, without acknowledgement, as your own. Plagiarism can take several forms:
  - Copying – more than a single phrase from another text
  - Paraphrasing – rewording text
  - Summarising – rewording and reducing to fewer words
  - Taking ideas – passing off someone else's ideas as your own.

Suspected academic dishonesty will be investigated. Marks will be withheld, and you will be notified in writing that your work is under investigation and given details of the process which will be followed.

### 9.2 Plagiarism

'Plagiarism' is representing other people's work as if it were your own, and is thus a form of cheating. Most students who commit plagiarism do so by copying information from a source such as a book, article or Internet website into a piece of coursework *without giving the reference* i.e. without stating where the information comes from. The copying may be *verbatim* i.e. word-for-word, or a *paraphrase* using the student's own words; or a mixture of both. (Note that students who substitute their own words here and there in material taken from elsewhere are still committing plagiarism unless they acknowledge the source.)

To avoid plagiarism you should provide the source of every piece of information contained in assessed work unless the source is obvious (e.g. common knowledge either generally, or within some specific field of enquiry, eg. '[p] is a

voiceless bilabial stop').

References: The 'source' of a piece of information is given by way of a *reference*. You need to incorporate references into your work in *two* places: firstly in the text itself, and secondly in the bibliography. Here, we merely give some examples which will help you to avoid committing plagiarism.

Examples:

(i) Published sources:

- Ideas derived from books, articles, etc. must be attributed to their author(s), e.g. by a formula such as 'As Bloggs (1988) argues...', 'Bloggs (1988) suggests that...' or simply by giving the reference: 'The invading tribes are believed to have spoken several different dialects (Bloggs 1988)'
- Verbatim quotations must be enclosed in quotation marks and the *page reference* given, as well as the source, eg. 'Bloggs (1988 p. 123) considers this to be "an unlikely scenario" '

(ii) Lectures and private communications:

- Where a suggestion emanates from a lecture, the standard form of acknowledgment is 'As Bloggs (lectures, 2007) has pointed out...'
- Where a suggestion comes from personal communication, the standard formula is: 'Bloggs (p.c.) has pointed out to me that...'

(iii) Your own ideas:

- 'It seems that...'
- 'In my view...'

The University now uses software to help in the detection of plagiarism.

Self-plagiarism: This is when one piece of assessed coursework submitted overlaps substantially with any other piece of assessed coursework submitted by you either at Bangor University or elsewhere. In short, you have simply copied work that you had submitted previously.

## 10.0 CONTACT INFORMATION

### 10.1 Staff Contact (Telephone, Email and Room Location)

#### Full-time Members of Staff

Dr. Peredur Davies Welsh Medium Fellow	01248 38 <b>2198</b> <a href="mailto:p.davies@bangor.ac.uk">p.davies@bangor.ac.uk</a>
Dr. Vicky Chondrogianni Lecturer in Bilingualism	01248 38 <b>2267</b> <a href="mailto:v.chondrogianni@bangor.ac.uk">v.chondrogianni@bangor.ac.uk</a>
Prof. Margaret Deuchar Professor of Linguistics Director of Bilingualism Centre	01248 38 <b>2269</b> <a href="mailto:m.deuchar@bangor.ac.uk">m.deuchar@bangor.ac.uk</a>
Prof Vyv Evans Professor of Linguistics Head of School	01248 38 <b>3295</b> <a href="mailto:v.evans@bangor.ac.uk">v.evans@bangor.ac.uk</a>
Mrs. Nia Jones School Administrator	01248 38 <b>2264</b> <a href="mailto:lingadmin@bangor.ac.uk">lingadmin@bangor.ac.uk</a>
Dr. June Luchjenbroers Senior Lecturer in Linguistics Deputy Head of School	01248 38 <b>8205</b> <a href="mailto:junel@bangor.ac.uk">junel@bangor.ac.uk</a>
Prof. Ineke Mennen Professor of Bilingualism	01248 38 <b>8702</b> <a href="mailto:i.mennen@bangor.ac.uk">i.mennen@bangor.ac.uk</a>
Dr. Patrick Rebuschat Lecturer in Bilingualism and Cognitive Linguistics	Tel. 01248 38 <b>8528</b> <a href="mailto:p.rebuschat@bangor.ac.uk">p.rebuschat@bangor.ac.uk</a>
Dr. Christopher Shank Lecturer in Cognitive Linguistics	01248 38 <b>3590</b> <a href="mailto:c.shank@bangor.ac.uk">c.shank@bangor.ac.uk</a>
Dr. Marco Tamburelli Lecturer in Bilingualism	01248 38 <b>2078</b> <a href="mailto:m.tamburelli@bangor.ac.uk">m.tamburelli@bangor.ac.uk</a>

#### Part-time and associated members of staff

Prof. David Crystal Honorary Professor of Linguistics	<a href="mailto:davidcrystal1@gmail.com">davidcrystal1@gmail.com</a>
Ms. Nykola Lee Part time Teaching Associate	01248 38 <b>2270</b> <a href="mailto:n.lee@bangor.ac.uk">n.lee@bangor.ac.uk</a>
Dr. John Olsson Research Associate	<a href="mailto:John.olsson1@gmail.com">John.olsson1@gmail.com</a>
Dr. Eirini Sanoudaki Part time Teaching Associate	01248 38 <b>2270</b> <a href="mailto:e.sanoudaki@bangor.ac.uk">e.sanoudaki@bangor.ac.uk</a>
Prof. Eddie Williams Professor of Linguistics (retired) Part time PhD supervisor	01248 38 <b>2263</b> <a href="mailto:e.williams@bangor.ac.uk">e.williams@bangor.ac.uk</a>

**School Address:** School of Linguistics & English Language, 3<sup>rd</sup> Floor, New Arts Building, Bangor University, Bangor, Gwynedd, LL57 2DG, U.K.

**Department Website:** <http://www.bangor.ac.uk/linguistics>

### 10.2 How to Get in Touch with Staff

There are many ways that you can get in touch with members of staff:

- **Make an appointment:** contact a member of staff by email or phone to make an appointment
- **Send an E-mail:** You can send them an electronic mail message.

- **Phone:** You may phone members of staff on an internal phone (see Staff Phone and E-mail List). If you insert 38 in front of the extension number you can ring from outside.

### 10.3 Consultation

Each member of staff sets aside an office hour (or hours) each week during which they are available in their offices to see students. Drop by or book a slot by signing the sheet outside their office (if one is available).

### 10.4 Confidentiality

Members of staff are prohibited by data protection law from discussing a student's circumstances with a third party – including family members - without that student's authority. **Staff cannot release any information to a third party unless they have your authority to do so.**

### 10.5 Student Representatives

At the beginning of the academic year, the position of Student Representatives (one for MAs in Linguistics, Anthropological Linguistics, Bilingualism, and Cognitive Linguistics) will be advertised. Anyone interested should contact the Programme Director. A student representative is responsible for collecting students' ideas/concerns and for attending staff/student liaison committee meetings to present those ideas to the staff.

### 10.6 Student Services Centre

The Student Services Centre is on the first floor of Neuadd Rathbone and is open all year during normal office hours. See [www.bangor.ac.uk/ar/main/ssc/home.htm](http://www.bangor.ac.uk/ar/main/ssc/home.htm) for details.

### 10.7 Student Contacts

**Your Email:** All Students are given an email address as soon as they start at University. Your email address/username (elp...@bangor.ac.uk) will be on your registration form, together with a password - remember to make a note of it! It is important that you check your Email regularly, as most staff will contact you this way to inform you of any important changes to your programmes.

**NB: University email messages are only sent your university email address. If you are using an external email address, make sure that you can forward messages from your university email to your private email address.** If you have problems with email, ring 01248-388111 (internally 8111) OR go to reception in the Deiniol Building.

**Your (Snail) Mail:** Your mail will be placed under your surname in the Mail Drawers assigned for MA students--**make sure you check your mail drawer frequently**

**Your Address:** The University must have your CURRENT term-time (local) and home addresses together with any phone and mobile numbers. This is important for contact in emergencies. It is your responsibility to make sure your home and term-time address are correct. You can check your addresses by logging onto the Bangor Portal system. If you have problems with BangorPortal, email: [bangorportal@bangor.ac.uk](mailto:bangorportal@bangor.ac.uk). If you are having problems updating your personal information email: [student-records@bangor.ac.uk](mailto:student-records@bangor.ac.uk)

### 10.8 Notices, Advertisements

School announcements, e.g. about visiting speakers, extra opportunities for computer experience, revised course information, etc. are posted on linguistic noticeboards . Also check the University Intranet (see below)

### 10.9 Information Services

For up to date information see the current Student Guide or visit:

[www.bangor.ac.uk/is/library](http://www.bangor.ac.uk/is/library) for Library

[www.bangor.ac.uk/itservices/index.php.en](http://www.bangor.ac.uk/itservices/index.php.en) for Computer facilities etc.

If you require IT Support, please contact: Phone: 8111 or Email: [Helpdesk@bangor.ac.uk](mailto:Helpdesk@bangor.ac.uk)

#### 10.9.1 Bangor University Online systems

**Intranet:** This is the University's internal network, available on all University computers. Remote access is available from <https://intranet.bangor.ac.uk/intranet.php> or via the main web page [www.bangor.ac.uk](http://www.bangor.ac.uk). The Intranet provides links to the following online resources:

- **Latest Notices:** These are subject-based Message Boards where Staff and Student can post comments and messages. To access the boards that are relevant to you, you need to Log-on using your username and password. The Board Index is as follows:
  - University Noticeboard
  - General Interests:
    - General Discussion and Debate
    - For Sale and Wanted
    - Student Employment and Graduate Opportunities
    - Private Accommodation
    - Halls Discussion Group
    - Academic Schools
  - Student & Social:
    - Events
    - Students' Union AU Clubs
    - Students' Union Societies
  - Help & Support:
    - IT Help
    - Study Skills
- **MyTAccount:** By logging in here, this will enable you to:
  - Change your password
  - Forward your e-mail
  - Submit a helpdesk query
- Other services and links available are:
  - Access to K Drive
  - Accessing your M: and N: drives from home
  - Bangor University Directory
  - Wireless Access to the BU Network
- **BlackBoard:** An electronic teaching aid widely used by lecturers for various purposes (e.g. lecture handouts, discussion boards etc.), including submitting coursework
- **BangorPortal:** A secure website used by staff and students to store essential information about you and your studies. Students can use the system as follows:
 

My On-line Services:	check <b>marks</b>
	check their university <b>financial account</b>
	check and change <b>contact details</b>
	check and change <b>emergency contact details</b>
My Modules:	lists the modules students are <b>registered for</b>
	click on the module title to access module Blackboard

**All students must use this system to obtain their module results.**

**NB: It is your responsibility to make sure that your personal/contact details are correct. Only YOU (and the Student Records Office) can update this information via the BangorPortal. For more information on how to use this facility, attend the training sessions available during Welcome Week or visit the following website:**

<http://www.bangor.ac.uk/ar/main/sturec/index.php.en> (scroll down to BangorPortal User Guide)

**10.9.2 DesktopAnywhere:** This allows you to access to a selection of University licensed software via a web browser from home or any location. There isn't a need to install any additional special software. DesktopAnywhere will also allow access and saving work directly to the relevant University secure drive. DesktopAnywhere can be accessed via: <https://connect.bangor.ac.uk/sgd/>

### 10.10 Postgraduate Rooms

There are 3 postgraduate rooms available in the College of Arts, Education and Humanities - the Humanities' Reading Room (in the Main Library), the MA/PhD room in the Music Annexe and the PG Rooms near Café Teras

(Main Arts building). Besides computers and printers, there are also lockers in the Postgraduate Rooms near Café Teras. Students who wish to use either the room in the Music Annexe or the one by Café Teras should contact the postgraduate administrator: Dr. Suan Lee (s.lee@bangor.ac.uk). There is a £5 returnable deposit for each key.

#### **10.11 Bangor Linguistics Society [BLS]**

This is a student society within the department, run by students for students. It has an office, next door to the Linguistics Seminar Room and is usually open between 10.30 a.m. and 3.30 p.m., Monday to Friday. It offers:

- a library which includes many course books and journals
- copies of popular articles and weekly readings (although many staff now put these on BlackBoard).

There is a small charge to join the BLS. Look out for BLS notices on the Intranet and School noticeboard.

### **11.0 FURTHER INFORMATION**

#### **11.1 English Tuition**

If you feel your level of English needs improving, especially in the area of academic writing, contact the ELCOS unit (English Language Courses for Overseas Students) via email or phone 38(2252).

#### **11.2 Statistics Advice**

If you need statistical advice for your research, you should first discuss it with your supervisor. There are modules available that can provide training in aspects of statistics. It may also be possible to provide a contact in the University who can provide you with statistics advice if your research requires it. **If you think you'll need statistical advice, always seek it before you start collecting data. Do not ask your supervisor or a statistics adviser what to do with your data after collecting it.**

#### **11.3 Caveat**

The regulations and information in this booklet are correct at the time of writing (August 5<sup>th</sup> 2010). However, some things may have to be altered, as new regulations may come into force, and due to other unforeseen circumstances.