

SCHOOL OF  
LINGUISTICS &  
ENGLISH LANGUAGE



PRIFYSGOL  
**BANGOR**  
UNIVERSITY

PhD  
PROSPECTUS

## 1.0 Ph.D PROGRAMMES

It is possible to register for a Ph.D. after successfully completing a Masters in Linguistics or related subject at Bangor or elsewhere. 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.

### 1.1 PhD Programme: Taught and Research Training Elements

PhD students will normally have completed basic master's level research training through their MA at Bangor or elsewhere. However, our PhD programmes include both subject-specific research training at an advanced level through the School's own Modules, and general transferable skills through the Graduate Skills Programme co-ordinated by the Academic Development Unit (see <http://www.bangor.ac.uk/adu>). PhD students may be required to take a selection of Modules offered by the School of Linguistics & English Language, or the Graduate Skills Programme, subject to the decisions of their Supervisory Committee.

### 1.2 Part-time and Distance PhD Study

Part-time study for the PhD normally lasts from 5 to 7 years. Students may also work for their PhD away from Bangor (Distance Study), provided that:

- they can show evidence of already having covered the material in the relevant taught modules,
- they have access to adequate study facilities
- that they will be able to maintain regular contact (usually via email), with their Supervisor.

Distance Study Students must visit Bangor annually in person to consult with their Supervisor.

### Expected Progress of a PhD student

#### Year One (Years One and Two for part-time students)

On beginning the Ph.D. programme, a supervisory committee will be set up for each student consisting of the Ph.D Programme Director (or replacement) as chair, the student's main supervisor and a second supervisor. Where the Ph.D Programme Director is the main supervisor, the Head of Department (or replacement) will act as chair.

By week 6 of the first semester after the student's registration, this committee will produce a written document for the student's file, outlining work which the student is expected to complete by the end of the first semester (two semesters in the case of part-time students), such as a review of the literature on their chosen topic, or a report on their pilot study. The document will include recommendations for any linguistics or research training modules to be attended during the year.

By week 5 of the second semester after registration (fourth semester in the case of part-time students) the student should submit:

- (i) a detailed thesis outline (normally between 3-5 pages, although guidance will be provided by supervisor(s)). This should provide an overview of research question(s)/problem(s), rationale for the research questions/problems, any hypotheses, discussion of methodology to be employed, the data to be collected, and schedule of work for collection and analysis of the data, and writing up.
- (ii) a draft chapter of around 5000 words (or other relevant writing sample relating to the research as agreed with supervisor(s)). A draft chapter might provide a review of the relevant background literature, methodology, etc. The nature of the writing sample should be agreed with the supervisor(s).

**Probationary status:** For first year students (second year in the case of part time students), the Annual Review (see below), provides the venue where the supervisory committee (Director of Graduate studies, or replacement, and supervisor(s)) recommend whether probationary status should be lifted or not.

#### Year Two (Years Three and Four for part-time students)

By the end of this year the student should have collected all data and be working towards a first draft of their dissertation. At the end of the year the supervisory committee should write a joint report for the student's file on the extent to which these requirements have been met.

**Year Three** (Years Five and Six for part-time students)

The completed thesis should be submitted and examined.

### **1.3. Annual review**

In June of each year, all students (whether full or part time, and regardless of when in the year they registered) have annual reviews. These involve meetings of about 20 minutes involving the full supervisory team, chaired by the Director of Graduate Studies for the School, who is normally the Chair of a PhD student's supervisory committee, and the student. The purpose of the Annual Review is to monitor the student's progress, monitor the supervision being provided to ensure it is appropriate for the student and the student's research needs, and to evaluate whether additional training requirements are necessary for the student. Students are required to complete a form relating to their work over the course of the year, which must be submitted to the supervisory team normally two weeks in advance of the Annual Review. The supervisory team will recommend that a student be permitted to register for the subsequent year subject to a satisfactory Annual Review.

### **1.4 Length of Ph.D Thesis**

A Linguistics Ph.D. thesis should be between 80,000 and 100,000 words (300-400 pages). The normal minimum residence requirement for a Ph.D. student is three years' full-time study at Bangor.

### **1.5 Ph.D Thesis Supervision: the Roles of Supervisors and Students.**

A Ph.D. student will have a Supervisory Committee, consisting of a first supervisor, a second supervisor and the Director of Graduate Studies (or replacement in the case where the Director of Graduate Studies is the primary supervisor). The Director of Graduate Studies serves as the Chair of the Supervisory Committee. His primary function is to oversee the Annual Review, but can also be called on should a research need arise. Normally, the lead supervisor provides the primary supervision, with additional support provided by a second supervisor. The PhD student should agree a second supervisor with their lead supervisor and normally have met their second supervisor by week 5 following registration.

The function of the supervisor is to facilitate the individual research of a PhD student. This they do by offering advice, and feedback, in response to students' ideas, reading drafts of sections of the thesis, and providing feedback in the form of comments on the work (either oral or written), with suggestions for future ideas or approaches. Supervisors can also provide advice on specific reading, and other aspects of the research process. The supervisor is not there to tell students exactly what to do, when, and how. A supervisor cannot be expected to delineate the precise nature of the research, or provide detailed reading lists, nor can they tell the student exactly what research questions to address, and how to go about this. The role of a supervisor also excludes a proof-reading/copy-editing service. Their role, ultimately, is to provide support and advice.

Supervision usually takes the form of individual tutorials. Due to the research commitments of supervisors, supervision may only occur during semesters. The way supervision is organised will normally be a matter for individual students and supervisors, and will normally take account of, as far as possible, the needs of the student and the nature of the research. The frequency and amount of supervision is negotiated between student and supervisors.

Do note that supervisors are busy people, who are engaged in teaching, marking, and administrative duties, as well as conducting active research programmes of their own. The amount of reading a supervisor can be asked to provide feedback on must be reasonable, including the number of redrafts a supervisor can be asked to re-read. Any reading a student is seeking feedback on must be provided with a sufficient lead time. The supervisor will advise on what they require in this respect.

### **1.6 Award of PhD Degree**

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

## **2.0 MODULE DESCRIPTIONS**

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

**Note 2:** *Lectures marked \* may be shared with BA students.*

### **QXL4404 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: LINGUISTICS RESEARCH TRAINING**

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 DDWYIETHITHRWYDD [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.

## 2.1 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 alternatively you can download the form from the following web site:

<http://www.bangor.ac.uk/ar/main/publications/forms.php.en>

## 3.0 GRADUATE PROGRAMME RESEARCH TRAINING MODULES

PhD Students are normally required to obtain 30 credits of research training from the Graduate Programme Modules. Research training modules can be taken from the School's offering of research training modules, or the University's research training programme, or with permission from the student's Supervisor, research modules from other Schools. The supervisor may advise that the modules be audited, or be taken for credit (i.e., work must be submitted for assessment). In either case, the student must register their module choices, once agreed with the supervisor, with LingAdmin ([lingadmin@bangor.ac.uk](mailto:lingadmin@bangor.ac.uk)).

In addition, the supervisor(s) may advise that the student registers for other subject-specific modules.

It is particularly important that ESRC funded students should consult the Director of Graduate Studies about their selection.

## 4.0 DEPARTMENTAL RESEARCH SEMINARS

The department holds a Research Seminar on Wednesdays between 4 – 5.30 p.m. Information about speakers and talks will be given out during the year. Ph.D. 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, the UK Cognitive Linguistics Association ([www.uk-cla.org](http://www.uk-cla.org)), or various Postgraduate Conferences.

Students may apply, on a competitive basis, to the School for upto £300 per year to assist in attending conferences at which they are giving a paper. This can be done by contacting the Director of Graduate Studies. There is a similar fund available from the College of Arts, Education and Humanities.

## 5.0 ASSESSMENT OF MODULES

The following is relevant in cases where it has been agreed that PhD candidates should follow relevant Modules within the School. Different rules may apply to Modules from the Graduate Skills Programme.

### 5.1 Types of Assessment

Postgraduate Modules are not assessed through examination, but through assignments and possibly other methods.

### 5.2 Submitting your work for Modules

**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. 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.

### 5.3 Anonymous marking policy

Written assessments are marked anonymously where possible.

### 5.4 Bilingual Policy

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

### 5.5 Extensions

The Director of Graduate Studies may grant an extension to the deadline for any piece of coursework. A request for an extension must be made by the student (or by someone on their behalf), giving full details of the circumstances which the student claims justify the extension.

A request for an extension must be made *in writing, by email or hardcopy, at 48 hours* before the original deadline. If you have problems which may affect your work, you should inform your supervisor as soon as possible.

### 5.6 Feedback from marked work

Feedback is provided to students in the form of a feedback form. This is distributed via the PhD student mailbox.

### 5.7 Categorical Marking Scheme

From September 2010, all assessed work will be marked according to 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 = 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 = 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 = 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 = 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**

- 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.

**5.8 Double Marking/Internal Moderation**

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

Other assessed work: For each module, double marking will apply to the largest single assessment component (unless that component is an objective test, in which case the next largest component will be double marked). 'Objective tests' are not double marked.

Double marking will be by a representative sample depending on the number of students registered for the module. Normally, the sample will include all work evaluated as either distinction or fail by the first marker, plus a representative sample of work from each of the other categories.

**5.9 Feedback on Modules**

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

### **5.10 Departmental 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.

## **6.0 MONITORING OF PROGRESS OF PHD STUDENTS**

The Head of School bears ultimate responsibility for the overall monitoring of all postgraduate students in the School, but normally semester by semester guidance and evaluation will be provided by your Supervisor.

### **6.1 Submission of Thesis Forms/Extension Request**

Submission of the PhD Dissertation requires completion and submission of forms as stipulated by the University, together with two copies of the thesis to Dr. Suan Lee, postgraduate administrator of the College of Arts and Humanities.

### **6.2 Submission of Thesis and Oral Examination**

The thesis (two copies) is normally initially submitted in 'temporary' soft binding. The oral examination ('viva voce' or 'viva') generally takes place around 12 weeks after original submission of the thesis. In this oral examination, the examiners will put questions to candidates about general or specific points of the thesis, or about the general field of research.

### **6.3 Decisions**

The Examining Board can reach one of five decisions after the oral examination (viva):

- outright pass
- conditional pass
- referral
- downgrading to M.Phil. degree
- outright failure

A 'conditional pass' means that you are asked to make certain modifications to the thesis without rebinding, and if you make these to the satisfaction of the Examiners within the time-limit they specify, you will be awarded the Ph.D without the need for a further oral exam - though you may have to pay an additional fee.

A 'referral' means that you are allowed to modify your thesis substantially, rebind it and re-submit it on one further occasion within a specified period; you may have to undergo a further oral exam, and pay the full examination fee.

## **7.0 PROBLEMS**

### **7.1 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.

### **7.2 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, your supervisor or with the Director of Graduate Studies. If you wish to take the matter further you can consult the Head of School. 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 notification of grade awarded.

## 8.0 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.

*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

### 8.1 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.

### 8.2 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, e.g.,

'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.

## 9.0 CONTACT INFORMATION

### 9.1 Staff Contact (Telephone and Email)

#### 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> v.chondrogianni@bangor.ac.uk
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> p.rebuschat@bangor.ac.uk
Dr. Eirini Sanoudaki Teaching Associate in Linguistics	01248 38 <b>2270</b> <a href="mailto:e.sanoudaki@bangor.ac.uk">e.sanoudaki@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 Olssen Research Associate	<a href="mailto:John.olsson1@gmail.com">John.olsson1@gmail.com</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>

## 9.2 How to Get in Touch with Staff

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

- **Make an appointment:** You can contact a member of staff 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.

## 9.3 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, if there is one, book a slot by signing the sheet outside their office.

## 9.4 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.**

## 9.5 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 and for attending Board of Studies Department meetings to present those ideas to the staff.

## 9.6 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.

## 9.7 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](mailto: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 PhD Mail Drawers—**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 addresses 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)

## 9.8 Notices, Advertisements

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

## 9.9 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)

### 9.9.1 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
- **MyITAccount:** 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 **marks**
    - check their university **financial account**
    - check and change **contact details**
    - check and change **emergency contact details**
  - My Modules:
    - lists the modules students are **registered for**
    - 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)

**9.9.2 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/>

#### **9.10 Ph.D. Rooms**

There are 3 postgraduate rooms available in the College of Arts 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.

#### **9.11 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 containing the majority of compulsory course books and more.
- copies of popular articles and weekly readings.

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

#### **9.12 Printing**

All PhD students are entitled to use of the Linguistics printer/photocopier. The entitlement is 500 free copies each year of registration. Any unused allowance rolls over from the previous year and is topped up each October. To take advantage of this it is necessary to set up a 4 digit pin code with the LingAdmin team located in room 226 New Arts.

### **10.0 FURTHER INFORMATION**

#### **10.1 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).

#### **10.2 Statistics Advice**

If you need statistical advice for your research, you should first discuss it with your supervisor, who will advise on the best way to proceed. Go with a copy of your research design, and a clear idea of how you will collect your data. Always seek statistical advice before you start collecting data. Do not ask your supervisor what to do with your data after you have collected it.

#### **10.3 Caveat**

The regulations and information in this booklet are correct at the time of writing (9<sup>th</sup> August, 2011). However, some aspects of the information contained here, including module availability and descriptions, may be subject to change at short notice.