

SCHOOL OF
LINGUISTICS &
ENGLISH LANGUAGE



PRIFYSGOL
BANGOR
UNIVERSITY

UNDERGRADUATE
HANDBOOK
2011-2012

ABOUT THIS HANDBOOK

The aim of this Handbook is to provide you with all the basic and/or general information you're likely to need during your three year undergraduate programme in the School of Linguistics and English Language.

**DON'T THROW THIS BOOK AWAY: YOU'LL NEED IT!
KEEP IT HANDY THROUGHOUT YOUR COURSE,
AND *READ IT* – YOU'LL BE SURPRISED HOW USEFUL IT IS!**

OTHER BOOKLETS

In addition to this Handbook, there is also a booklet entitled “How to succeed in Linguistics and English Language” available to download from the following web page:

<http://www.bangor.ac.uk/linguistics/current/Howtosucceed.pdf>

This Handbook should also be read in conjunction with the College of Arts & Humanities Student Handbook which is sent electronically to each student at the beginning of each academic year and is available to download from the following web page:

<http://www.bangor.ac.uk/caeh/documents/cahbooklet2011-12.pdf>

CONTENTS

Calendar 2011-12

- 1.0 Undergraduate Programme Overview**
 - 1.1 Degree courses
 - 1.2 The Undergraduate Programme Director
 - 1.3 Your BA study programme – year by year overview
- 2.0 Degree Courses, Module Requirements and Module Descriptions**
 - 2.1 The modular system
 - 2.2 Compulsory, additional and elective modules
 - 2.3 First year degree courses & module requirements
 - 2.4 First year modules
 - 2.5 Second year degree courses & module requirements
 - 2.6 Second year modules
 - 2.7 Final year degree courses & module requirements
 - 2.8 Final year modules
 - 2.9 Changing modules
 - 2.10 Timetable
 - 2.11 Class registers
 - 2.12 Feedback on modules
 - 2.13 Pre-registration
- 3.0 Assessment of Undergraduate Modules**
 - 3.1 Types of assessment
 - 3.2 How to submit your coursework
 - 3.3 Format for submission
 - 3.4 Assignment cover sheet
 - 3.5 Anonymity
 - 3.6 Keeping copies of coursework
 - 3.7 Bilingual Policy
 - 3.8 Deadlines
 - 3.9 Penalty for late submission of coursework
 - 3.10 Extensions
 - 3.11 Anticipating problems
 - 3.12 Collecting feedback forms for marked coursework
 - 3.13 Getting your marks from Bangor University On-line Systems
 - 3.14 School's policy on avoiding substantial overlap
 - 3.15 Categorical Marking Scheme
 - 3.16 Bangor University Rules
- 4.0 Progression**
 - 4.1 Supplementary assessment
 - 4.2 Absence from assessment
- 5.0 Proper Academic Conduct**
 - 5.1 School policy on academic misconduct
 - 5.2 Academic standards
 - 5.3 The coursework declaration
 - 5.4 Academic offences
 - 5.5 Plagiarism and how to avoid it
 - 5.6 Giving references
 - 5.7 Overlap between assignments: self-plagiarism

- 5.8 Authorship
- 5.9 Data falsification
- 5.10 Using data improperly
- 5.11 Bangor University Official Guidelines on Academic Misconduct
- 6.0 Problems**
 - 6.1 Illness
 - 6.2 Special circumstances
 - 6.3 Grievances
 - 6.4 Appeals
- 7.0 Getting help – Bangor University Support Systems**
 - 7.1 Your personal tutor
 - 7.2 Changing your personal tutor
 - 7.3 Seeing your personal tutor
 - 7.4 Joint honours students
 - 7.5 The Senior Tutor
 - 7.6 Peer Guides
 - 7.7 Members of staff
 - 7.8 Problems procedures
 - 7.9 Student Services Centre
 - 7.10 Confidentiality
- 8.0 Contact Information**
 - 8.1 Staff contact (telephone, email & room location)
 - 8.2 How to get in touch with staff
 - 8.3 Student contacts
 - 8.4 Notices, Advertisements
 - 8.5 Information Services
 - 8.6 Bangor University On-line Systems
- 9.0 Miscellaneous Information**
 - 9.1 Student representatives
 - 9.2 The Linguistics Circle
 - 9.3 Bangor Linguistics Society (BLS)
 - 9.4 Transcripts

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]
Christmas Vacation (17th Dec 2011 – 8th Jan 2012)	
9 Jan – 20 Jan	Undergraduate Examination Period [no lectures]

Semester Two

Date	Details
23 Jan – 24 Feb	Lectures [Week 1 – 5]
27 Feb – 2 March	Reading Week [Week 6]
5 – 23 March	Lectures [Week 7 – 9]
Easter Vacation (24 March – 15 April 2012)	
16 – 27 April	Lectures [Week 10 – 11]
3 rd May – 10am	Dissertation deadline for QXL3331/32
30 April – 4 May	Revision Week [no lectures]
7 May – 1 June	Undergraduate Examination Period [no lectures]

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.

1.0 UNDERGRADUATE PROGRAMME OVERVIEW

1.1 Degree courses

A wide range of degree courses is available in this School, including schemes which incorporate a 'minor' subject and Joint Honours schemes. The following are a list of degree schemes currently offered in this School:

Single Honour Degrees:

Q100: Linguistics
Q301: English Language
Q140: Linguistics with the English Language
Q1Q3: Linguistics with English Literature
Q3Q2: English Language with English Literature
Q3WL: English Language with Creative Writing
Q3WP: English Language with Film Studies
Q3P3: English Language with Media Studies

Joint Honour Degrees:

QQ13: Linguistics and English
QR11: Linguistics and French
QR12: Linguistics and German
QR13: Linguistics and Italian
QR14: Linguistics and Spanish
QQ15: Linguistics and Welsh
QC16: Linguistics and Physical Education
CQ81: Linguistics and Psychology
LQ31: Linguistics and Sociology
CQC6/CQ61: Linguistics and Sports Science
QQC3: English Language and Literature
QR3C: English Language and French
QR3F: English Language and German
QR3H: English Language and Italian
QR3K: English Language and Spanish
WQ93: English Language and Creative Studies
PQ53: English Language and Journalism
CQ63: English Language and Physical Education
CQ83: English Language and Psychology
LG3J: English Language and Sociology
QC36: English Language and Sports Science

1.2 The Undergraduate (UG) Programme Director

This member of staff has overall responsibility for all the School's Undergraduate degree schemes and will welcome any feedback or suggestions you may have about modules (whether complimentary or critical). These comments are taken seriously and will be discussed at staff meetings. The UG Programme Director is also there to help you if you are if you have academic problems or problems likely to affect your work.

1.3 Your BA study programme - Year-by-year overview

1st Year: In your 1st year you'll receive a broad general introduction to the study of Linguistics/English Language which should help you to decide which subjects appeal to you most - and which ones you're best at! The lecture load is relatively light; but it's designed that way, so that you have the chance to really get to grips with a lot of new information and concepts. So be warned: if you don't take your studies seriously at this point, it's very hard to catch up later on. What you learn in 1st year (and how well you learn and understand it) is fundamental to the rest of your degree.

You must pass the 1st year in order to proceed (see Progression from Year to Year for what is meant by 'passing the year'), but your overall 1st year mark doesn't count towards your final degree classification. In fact it's possible to change from one degree scheme to another at the end of the 1st year, provided of course that you can satisfy the requirements for the alternative degree scheme. If you are considering this, you should consult your personal tutor and the School Administrator before making up your mind.

2nd Year: From 2nd year onwards, you enter your degree course. From here on, your marks count! In your 2nd year you'll acquire a deeper and more specialised understanding of the fields you studied in the 1st year, and you'll also begin to develop your own interests by studying some new subjects of your own choice. The emphasis in 2nd year is very much on becoming 'technically competent' in the subject: using correct terminology and established research techniques, learning how to express yourself with precision and how to think in a critical and analytic way.

In other words, in your 2nd year you'll cease to be an amateur student of Linguistics and English Language; and you'll become a professional. This transition can be quite demanding after the relatively light load of 1st year, and you will have to work much harder. However, the more you do in 2nd year, the easier things will be when you get to your final year.

Your 2nd year marks do count towards your final degree classification, but because there's a lot to learn and you probably won't have reached your full academic potential yet, your marks only count for one-third of your final degree classification.

3rd Year: By the time you get to the 3rd year you're expected to be a serious - and competent - student of Linguistics/English Language. The subjects you study will be ones you've chosen, and you'll be expected to demonstrate real expertise in those fields, including devising and undertaking your own research projects. For single Honours students, this includes your dissertation, which counts for one-third of your final year mark.

By now you should be at your academic peak and able to achieve your best marks. For this reason, your final year marks count for two-thirds of your final degree classification.

2.0 DEGREE COURSES, MODULE REQUIREMENTS AND MODULE DESCRIPTIONS

2.1 The modular system

Bangor University operates a 'modular' degree system. This means that your programme of study each year is divided into individual topics called 'modules', each of which has its own lectures, assessments and/or examinations. For each module you take, you obtain a number of credits: normally 20 credits (though some Schools have 10-credit modules). In each year of study, you are required to obtain a total of 120 credits which means that in this School you would register for six 20-credit modules. Your 120 credits worth of modules should be equally divided between the two semesters - i.e., 60 credits in each semester. If an equal distribution is for some reason impossible, students can register for 50 credits in one semester and 70 in the other. A split of say 40/80 would not normally be either advisable, or acceptable.

It is your responsibility to ensure that you are registered for both the correct number of modules and for any modules which are compulsory within your degree scheme. If in doubt, check on BangorPortal under 'My Modules' or consult with your Personal Tutor and/or the Undergraduate Programme Director.

2.2 Core, compulsory, additional and elective modules

In the 1st and 2nd years of study, various modules are *compulsory* depending on the degree scheme chosen. If you are registered for a Joint Honours programme or one which involves a minor subject in another School, you may find that your 120-credit total is entirely made up by compulsory modules. However, there are also courses on which the compulsory modules are worth less than 120 credits, and in that case, you will make up your 120-credit total by choosing *additional* modules, from the selection available in this School or another one.

Pre-requisites: Note that from the 2nd year onwards your module choices (if you have any) may be restricted depending on what you have already studied. Some advanced modules are only available to students who've previously taken a foundation or introductory module in the same topic (the 'pre-requisite' module).

In the 3rd/final year of study, the only core module in this School is the Dissertation, which is obligatory for all Single Honours students and optional for Joint Honours students (see Dissertation below)

Elective module: Generally speaking, the marks for all modules count towards your end-of-year result. However, for students on Single Honours programmes with no minor subject (Q100, Q301) there is one module (the *elective* module) which doesn't count towards their degree classification (although they must pass it). If this applies to you, you must choose your *elective* module when you register for your 2nd year (and it can't be a compulsory module).

Lecture modules (Levels 4, 5 & 6): The lecture module is the normal method of instruction throughout the degree programmes offered in this School, and is used to introduce both new and more advanced fields of study, basic skills and/or more advanced techniques.

You're expected to attend lectures unless there is some good reason why you can't. If there is, you must let us know. In some modules (especially seminars) participation - which requires attendance -

is a component of assessment. A register of attendance is taken in every class: if you miss a number of classes, you'll hear from the Senior Tutor.

Seminars (Final Year): Seminars, which operate with smaller groups of students, are an obligatory element of 3rd/final year study. In seminars, you'll often be expected to read original research papers and to work with real data. You'll be required to demonstrate active participation in every seminar session, and this generally makes up part of the overall assessment. Another part of the assessment for seminars consists of oral presentations given by students individually or in groups.

Dissertation: In the final year, all single honours students must write a dissertation (this is optional for joint honour students) under the guidance of a member of staff. The dissertation gives students the opportunity to construct an extended piece of work drawing on a variety of research skills and academic work. From 2011/12 there will be 2 Dissertations available: QXL3331: Dissertation I (20 credits) and QXL3332: Dissertation II (40 credits) – see Section 2.7, although the 40 credit version is only available to current final year students, and will be phased out after that. Both dissertations are core modules, which means that they must be passed at 40%.

The Research Methods & Design* module (QX3333), taken in year 3 (from 2012-13 onwards), is intended to prepare students for the dissertation and covers a wide range of research-related issues.

NB: If a Joint Honours Student chooses to take the Dissertation option they MUST first do a research training module (either QXL3333 or the equivalent in another school). Students are advised to liaise with the Course Director to ensure these requirements are met with both schools involved in the dissertation.

2.3 First Year Degree Courses & Module Requirements

Q100: Linguistics

Compulsory: QXL1105 Language and the Mind
(80 credits) QXL1110 Introduction to Language
QXL1111 Describing Language **OR** QCL1145 Disgrifio's Gymraeg
QXL1114 Language Development

+Choose 40 credits from the following:

QXL1112 Language and Culture
QXL1113 Language and Society
QCL1017 Y Gymraeg a Chymdeithas
OR any first year modules from another school

Q301: English Language

Compulsory: QXL1110 Introduction to Language
(80 credits) QXL1111 Describing Language **OR** QCL1145 Disgrifio'r Gymraeg
QXL1112 Language and Culture
QXL1113 Language and Society **OR** QCL1017 Y Gymraeg a Chymdeithas

+Choose 40 credits from the following:

QXL1105 Language and the Mind
QXL1114 Language Development
OR any first year modules from another school

Q140: Linguistics with the English Language

Compulsory: QXL1105 Language and the Mind
(120 credits) QXL1110 Introduction to Language

QXL1111 Describing Language **OR** QCL1145 Disgrifio'r Gymraeg
QXL1112 Language and Culture
QXL1114 Language Development
QXL1113 Language and Society **OR** QCL1017 Y Gymraeg a Chymdeithas

Q1Q3: Linguistics WITH English Literature

Compulsory: QXL1105 Language and the Mind
(80 credits) QXL1110 Introduction to Language
QXL1111 Describing Language **OR** QCL1145 Disgrifio'r Gymraeg
QXL1114 Language Development **OR** QCL1017 Y Gymraeg a Chymdeithas
+Choose 40 credits from the School of English

English Language WITH: English Literature, Creative Writing, Film Studies, Media Studies

Compulsory: QXL1110 Introduction to Language
(80 credits) QXL1111 Describing Language **OR** QCL1145 Disgrifio'r Gymraeg
QXL1112 Language and Culture
QXL1113 Language and Society **OR** QCL1017 Y Gymraeg a Chymdeithas
+Choose 40 credits from WITH subject

Q310: English Literature WITH English Language (this degree is based in the School of English)

Compulsory: QXL1110 Introduction to Language
+Choose 20 credits from the following:
QXL1111 Describing Language
QXL1112 Language and Culture
QXL1113 Language and Society
QCL1017 Y Gymraeg a Chymdeithas
QCL1145 Disgrifio'r Gymraeg
+ Choose 80 credits from the School of English

JOINT HONOURS DEGREES

NB: 60 credits worth of modules MUST be taken in the School of Linguistics and English Language as listed below. The remaining 60 credits to be taken in the joint subject:

Linguistics AND (English, French, German, Italian, Spanish, Welsh, Physical Education, Psychology, Sociology, Sports Science)

Compulsory: QXL1110 Introduction to Language
QXL1111 Describing Language **OR** QCL1145 Disgrifio'r Gymraeg
+Choose 20 credits from the following:
QXL1105 Language and the Mind
QXL1114 Language Development
QCL1017 Y Gymraeg a Chymdeithas
+ 60 credits in Joint Subject (see School or On-line Gazette for details)

English Language and (Literature, French, German, Italian, Spanish, Creative Studies, Journalism, Physical Education, Psychology, Sociology, Sports Science)

Compulsory: QXL1110 Introduction to Language
QXL1111 Describing Language **OR** QCL1145 Disgrifio'r Gymraeg
+Choose 20 credits from the following:
QXL1112 Language and Culture
QXL1113 Language and Society
QCL1017 Y Gymraeg a Chymdeithas

+ 60 credits in Joint Subject (see School or On-line Gazette for details)

An overview of modules by semester:

FIRST YEAR MODULES – 2011/12	
SEMESTER ONE	SEMESTER TWO
QCL1017: Iaith a Chymdeithas	QCL1145: Cyflwyniad i leithyddiaeth
QXL1110: Introduction to language (all) (incl. Learning to Learn)	QXL1111: Describing Language (all)
QXL1113: Language & Society (EL)	QXL1105: Language & Mind (Lx)
QXL1114: Language Development (Lx)	QXL1112: Language & Culture (EL)

2.4 First Year Modules

QXL1105: LANGUAGE AND MIND

This module provides a basic overview of how the mind and the brain process language. There are two goals for this module. The first is to introduce students to key findings and central debates in psycholinguistic research. The second is to provide students with the tools to critically examine the existing literature. The module will cover topics such as speech perception, word recognition, sentence comprehension, language production, connectionism, language acquisition, and bilingualism. The focus will be on both first language (L1) and second language (L2) processing. The lectures will provide you with the “big picture”, i.e. central topics are summarized, important studies discussed and open questions outlined. In the tutorials, we will then discuss key studies in detail and reflect on methodologies, results and implications.

Learning outcomes: On successful completion of the module, students will:

1. know what the central questions in psycholinguistic research are;
2. know how to critically evaluate empirical studies in psycholinguistics;
3. understand the basic principles underlying the scientific method in general and scientific experimentation in particular;
4. understand what research methods (behavioural, computational, neuroscientific) are commonly used in psycholinguistics;
5. be able to present and discuss key facts, concepts, ideas and approaches relating to the study of language and mind.

Assessment:

- Group presentation during tutorial (10%)
- Short essay (1500 words). Focus will be on data analysis (30%)
- Long essay (2500 words). Focus will be on literature review (60%).

QXL1110: INTRODUCTION TO LANGUAGE

This is a foundation module which introduces students to the basic concepts in the study of natural language and to some of the tools required for language analysis. The module provides broad overview of a range of topics in the study of natural language, as well as laying the foundations for the study of core areas of linguistics, including phonetics, phonology (sounds systems), morphology (word structure), syntax (sentence structure), and meaning (semantics and context of communication), and how these areas interact.

The language used for the purposes of exemplification in this module is primarily English, although other languages may also be referred to. The module will also cover some basic academic skills,

including essay writing and exam preparation and revision.

Aims:

- To introduce students to the core areas of linguistics and to the basic terminology used in the analysis of natural language
- introduce students to the basic classification and analysis of natural language properties and phenomena.
- introduce students to academic skills such as essay writing and exam preparation
- To enable students to apply technical concepts and terminology to basic analysis of natural language data, including elementary phonetic transcription.

Learning outcomes:

On successful completion of this module, students will have acquired:

1. familiarity with the core areas of linguistics;
2. knowledge of basic terminology and techniques for the analysis of natural language;
3. a basic understanding of a wide range of topics in the study of natural language;
4. basic ability to analyse natural language data, and to carry out phonetic transcription;
5. ability to plan and write an academic essay, and to prepare appropriately and effectively for examinations.

Assessment:

- Short Essay (40%) - 1000 words (+/-10%) essay on a given topic.
- In-class test (60%)

QXL1111: DESCRIBING LANGUAGE

This module introduces students to the basic concepts in the study of language and to some of the tools required for both the description and subsequent analysis of language. The module provides a broad overview of a range of topics and subjects in the study of language, as well as laying the foundations for the study of core areas in linguistics, including phonetics and phonology (sound systems), morphology (word structure), syntax (sentence structure), and semantics and pragmatics (meaning and the role of context in communication) and how these areas interact. The language used for the purposes of exemplification in this module is primarily English; however other languages will also be referred to in practice data sets and examples.

Aims:

- To provide students with a working understanding of the sub fields of linguistics: phonetics, phonology, morphology, semantics, syntax, and pragmatics.
- To introduce students to basic classification and analysis of the properties and phenomena of language.
- To enable students to apply technical concepts and terminology to the analysis of language data and data sets, including elementary phonetic transcription.

Learning outcomes: Upon completion of this Module, students will have acquired:

1. knowledge of basic terminology, concepts and techniques for the analysis of language;
2. a basic understanding of a wide range of phenomena studied by language scientists;
3. the basic ability to analyse language data;
4. the ability to successfully carry out phonetic transcription.

Assessment:

- Short Essay (10%) - a 500 summary essay addresses an assigned problem in linguistics.

- Fieldwork report (30%) - a 1000 report addresses a data collection assignment, of summative assessment.
- Exam (60%)

QXL1112: LANGUAGE AND CULTURE

The module provides an overview of key concepts in the study of the relationship between language and culture. This includes the relationship between language, culture and thought processes, the relationship between language and identity, the structures of bilingual societies, the different manifestations of multilingualism, particularly in relation to the concepts of bilingualism and diglossia, the cultural, political, and anthropological issues surrounding minority languages and language policy.

Aims:

- To develop students' understanding of linguistic and non linguistic approaches to language and culture.
- To develop students' awareness of how social and linguistic factors intertwine in bilingual settings.
- To explore socio-political and socio-cultural issues relating to linguistic policy and language status.
- To explore all of the above through a range of pertinent case-studies.

Learning outcomes: Upon successful completion of the module, students should be able to:

1. display a basic understanding of the relationship between language and culture through the prism of anthropological linguistics, bilingualism, and cultural studies;
2. be familiar with the socio-cultural nature of language, namely its role in forging and sustaining cultural practices and social structures;
3. demonstrate a basic understanding of how social and linguistic issues combine in bilingual settings;
4. display an understanding of how socio-political and socio-cultural issues relate to linguistic policy and language status;

Assessment:

- In-class test (40%)
- Essay (2000 words [+/-10%]) (60%)

QXL1113 LANGUAGE AND SOCIETY

This foundational module introduces students to key issues pertaining to the relationship between language and society, and will show how trends and developments in language are often related to developments in society. Students will consider (i) the effect of social factors, such as socio-economic class, gender and situation, on language use, and (ii) parallel concepts of diachronic and synchronic variation across languages; the relationship between linguistic structure, language ideology and power. Students will also be introduced to the methods and theoretical perspectives researched in the field of sociolinguistics.

Aims:

- To introduce students to the parallel concepts of diachronic and synchronic variation in language and to familiarise students with the fundamental concepts and terminology used in this field;
- To enable students to think critically about the role of language in society and be able to

- comment in an informed manner on approaches to this subject.
- To introduce students to aspects of sociolinguistics, including the themes of language and identity, minority languages and interculturalism.
- To introduce students to the history of languages and questions of language dominance

Learning outcomes: Upon a successful completion of this module, students will be able to:

1. give an account of sociolinguistic theories of language dominance and language varieties;
2. give an account of the theoretical issues surrounding language and identity;
3. be able to demonstrate that they have gained insights into the social meaning of language by having acquired a knowledge of some of the main areas of contemporary sociolinguistics;
4. be able to demonstrate familiarity with and an ability to use appropriately the specialist terminology associated with the subject.

Assessment:

- Readings portfolio (20%) - this will be made up of 4 x 250 word summaries of written articles either given by the module convenor or agreed as relevant to this module.
- Take home exercise (30%).
- Main assignment (50%) - A 1,500 word written assignment on a topic given in this module.

QXL1114: LANGUAGE DEVELOPMENT

This is a foundational module that introduces students to the language acquisition, change and evolution. To do this, we overview properties of the human communication system and compare them to non-human communication systems. We then consider four phases of language behaviour in the individual: (i) milestones in the acquisition of vocabulary, morphology and syntax by typically-developing children, (ii) real-time language processes in the adult language user, from hesitation phenomena and speech errors to comprehension strategies and parsing; (iii) how languages are acquired in a second language and bilingual setting; and finally (iii) how language abilities may be compromised as a result of language impairment or brain injury.

Aims:

- To introduce students to the basic properties of human and non human communication systems;
- To introduce students to basic concepts within the topics of language origins, evolution and change;
- To introduce students to the basic theoretical debate regarding how languages are acquired or learned;
- To familiarize students with milestones in language acquisition;
- To introduce students to academic writing skills, so that they organise their knowledge and articulate their arguments effectively in writing, in assessed essays.

Learning outcomes: On successful completion of the module students should be able to:

1. identify and describe the basic properties of human language compared to non human communication systems;
2. identify and describe basic concepts in language evolution;
3. describe the milestones in language development and appraise the evidence for theories of language acquisition;
4. state, describe and categorise speech errors in adult speakers;
5. identify basic types of language impairment in children and adults and their implications for the way language is represented in the brain;
6. organise their knowledge and articulate their arguments effectively in writing, in assessed

essays.

Assessment:

1. A 1,500 word essay on a given topic (40%).
2. In-class test (60%)

QCL1107: Y GYMRAEG A CHYMDEITHAS

Mae'r modiwl hwn yn cyflwyno myfyrwyr i sosioieithyddiaeth y Gymraeg ac i'r sefyllfa ieithyddol yng Nghymru, er y bydd cymariaethau'n cael eu gwneud â sefyllfaoedd ieithyddol eraill, yn enwedig cymunedau dwyieithog lleiafrifol tebyg i Gymru. Gan mai amrywiadau iaith yw'r ffocws pennaf, bydd y myfyrwyr yn cael gweld sut mae'r Gymraeg yn amrywio yn ôl ardal ddaearyddol, gwahanol grwpiau cymdeithasol, gwahanol sefyllfaoedd cymdeithasol etc. a bydd myfyrwyr yn dysgu hefyd sut mae sefyllfa'r Gymraeg yng Nghymru'n cymharu â sefyllfaoedd ieithyddol eraill trwy'r byd. Trafodir hanes y Gymraeg, ynghyd â'i pherthynas ag ieithoedd Indo-Ewropeaidd eraill, yn enwedig ieithoedd Celtaidd eraill megis y Gernyweg a'r Wyddeleg. Canolbwyntir yn arbennig ar astudio tafodieithoedd Cymru, gan gymharu amrywiadau yn y gogledd a'r de, ac edrych ar sut y gallai'r Gymraeg newid yn y dyfodol. Edrychir hefyd ar ddwyieithrwydd Cymraeg-Saesneg, yn enwedig datblygiad y Gymraeg o dan ddylanwad y Saesneg.

Amcanion:

- Dysgu am y dulliau a'r damcaniaethau sylfaenol sy'n sail i ymchwil sosioieithyddol.
- Dysgu am y sefyllfa ieithyddol yng Nghymru
- Dysgu am astudiaethau sosioieithyddol pwysig ar y Gymraeg.
- Archwilio'r gwahaniaethau rhwng gwahanol dafodieithoedd y Gymraeg.
- Dysgu am hanes a dyfodol y Gymraeg, o'u cymharu â sefyllfaoedd ieithyddol eraill

Deilliannau Dysgu: Dylai myfyrwyr llwyddiannus allu gwneud y canlynol:

1. dangos dealltwriaeth o wahanol agweddau methodolegol, damcaniaethol a dadansoddol ar ymchwil sosioieithyddol
2. dangos gwybodaeth am y sefyllfa sosioieithyddol yng Nghymru, a chanfyddiadau sy'n berthnasol i'r sefyllfa honno
3. dangos eu bod yn gyfarwydd â gwahaniaethau tafodieithol ar draws sawl amrywiad ar y Gymraeg, ynghyd â'r gallu i ddefnyddio terminoleg addas ym maes tafodieithog
4. gallu rhoi tystiolaeth am hanes y Gymraeg, yn enwedig yng nghyd-destun dwyieithrwydd, a gallu cymharu a chyferbynnu'r datblygiad hwn â sefyllfaoedd tebyg mewn ieithoedd eraill.

Asesu:

1. Traethawd (2000 o eiriau) yn adrodd am un o dafodieithoedd y Gymraeg (60%).
2. Prawf yn y dosbarth (40%).

QCL1145: DISGRIFIO'R GYMRAEG

Modiwl sylfaen yw hwn sy'n cyflwyno myfyrwyr i rai o'r cysyniadau sylfaenol sy'n gysylltiedig â strwythur ieithyddol yr iaith Gymraeg fodern. Gan ganolbwyntio ar nodweddion amlycaf Cymraeg llafar anffurfiol (yn hytrach na Chymraeg ffurfiol) bydd myfyrwyr yn edrych ar y system sain (seineg a ffonoleg), y system ramadegol (cystrawen, trefn geiriau), sut mae geiriau Cymraeg yn cael eu categorioeddio (rhannau ymadrodd), strwythur mewmol geiriau (morffoleg), a'r geiriau eu hunain (geirfa). Bydd myfyrwyr yn ystyried hefyd y berthynas rhwng y Gymraeg ac ieithoedd eraill a theuluoedd iaith eraill, gan graffu ar yr hyn sy'n gwneud y Gymraeg yn debyg i ieithoedd cyfarwydd eraill, megis Saesneg, neu'n wahanol iddynt. Yn olaf mae'r modiwl yn ymdrin â phroblem newid

iaith yn y Gymraeg heddiw, ac yn gofyn ydyw'r Gymraeg yn colli ei nodweddion ieithyddol o dan ddylanwad ieithoedd eraill.

Amcanion:

- Dysgu am nodweddion ieithyddol pwysig y Gymraeg – ei seineg a'i ffonoleg, ei chystrawen, ei morffoleg a'i geirfa.
- Gallu adnabod a dadansoddi'r nodweddion hynny mewn enghreifftiau o Gymraeg ysgrifenedig a llafar.
- Bod yn ymwybodol o'r berthynas rhwng Cymraeg ac ieithoedd eraill neu deuluoedd iaith eraill.
- Dysgu am y berthynas hanesyddol rhwng y Gymraeg ac ieithoedd eraill.
- Archwilio rhai o'r ffyrdd y mae gramadeg y Gymraeg yn newid, yn sgil ffactorau mewnol ac allanol.

Deilliannau Dysgu:

Dylai myfyrwyr llwyddiannus ar y modiwl allu gwneud y canlynol:

1. dangos dealltwriaeth sylfaenol o nodweddion pwysicaf yr iaith Gymraeg fodern o ran ei seineg/ei ffonoleg, ei morffoleg a'i gramadeg.
2. Enwi ac/neu ddadansoddi agweddau ieithyddol pwysicaf y Gymraeg mewn enghreifftiau o Gymraeg ysgrifenedig a llafar
3. Dangos ymwybyddiaeth o'r berthynas rhwng y Gymraeg ac ieithoedd eraill neu deuluoedd iaith eraill.
4. bod yn gyfarwydd â'r gwahaniaethau a'r tebygrwydd mwyaf arwyddocaol rhwng y Gymraeg ac ieithoedd (cyfarwydd) eraill.
5. bod yn gyfarwydd â'r ffyrdd y mae'r Gymraeg yn newid (neu fel pe bai'n newid) ar hyn o bryd .

Asesu:

1. Tasg i'w gwneud gartref yn profi gwybodaeth am nodweddion cystrawennol, ffonolegol a seinegol y Gymraeg (10%).
2. Traethawd 1500 o eiriau ar agwedd ar ramadeg y Gymraeg (e.e. cystrawen, morffoleg) (40%).
3. Cyflwyniad llafar 10 munud ar ymchwil a wneir gan y myfyriwr ar agwedd ar ramadeg y Gymraeg (15%).
4. Arholiad diwedd semester ar gynnwys y modiwl (35%).

2.5 2nd Year Degree Courses And Module Requirements

Q100: Linguistics

- Compulsory:** QXL2201 Sounds and Sound Systems
(100 credits) QXL2202 Meaning and Mind
QXL2203 Grammar and Mind
QXL2235 Introduction to Bilingualism
QXL2251 Discourse and Variation **OR** QCL2245 Ieithyddiaeth Gymraeg
- +Choose 20 credit Elective module(s):**
QXL2222 History of English
OR any 2nd year module(s) in another School

Q301: English Language

- Compulsory:** QXL2201 Sounds and Sound Systems
(100 credits) QXL2202 Meaning and Mind
QXL2203 Grammar and Mind
QXL2222 History of English
QXL2251 Discourse and Variation **OR** QCL2245 Ieithyddiaeth Gymraeg

+Choose 20 credit Elective module(s):

QXL2235 Introduction to Bilingualism
OR any 2nd year module(s) in another School

Q140: Linguistics with the English Language

Compulsory: QXL2201 Sounds and Sound Systems
(120 credits) QXL2202 Meaning and Mind
QXL2203 Grammar and Mind
QXL2222 History of English
QXL2235 Introduction to Bilingualism
QXL2251 Discourse and Variation **OR** QCL2245 Ieithyddiaeth Gymraeg

Q1Q3: Linguistics WITH English Literature

Compulsory: QXL2235 Introduction to Bilingualism (20 credits)

+Choose 60 credits from:

QXL2201 Sounds and Sound Systems
QXL2202 Meaning and Mind
QXL2203 Grammar and Mind
QXL2251 Discourse and Variation
QCL2245 Ieithyddiaeth Gymraeg

+Choose 40 credits from English Literature

English Language WITH: Creative Writing, Film Studies, Media Studies, English Literature

Compulsory: QXL2222 History of English (20 credits)

+Choose 60 credits from:

QXL2201 Sounds and Sound Systems
QXL2202 Meaning and Mind
QXL2203 Grammar and Mind
QXL2251 Discourse and Variation
QCL2245 Ieithyddiaeth Gymraeg

+Choose 40 credits from WITH subject

Q310: English Literature WITH English Language (this degree is based in School of English)

Compulsory: QXL2222 History of English (20 credits)

+Choose 20 credits from:

QXL2201 Sounds and Sound Systems
QXL2202 Meaning and Mind
QXL2203 Grammar and Mind
QCL2245 Ieithyddiaeth Gymraeg

+ Choose 80 credits from the School of English

JOINT HONOURS DEGREES

NB: 60 credits worth of modules MUST be taken in the School of Linguistics and English Language as listed below. The remaining 60 credits to be taken in the joint subject:

Linguistics and (English, French, German, Italian, Spanish, Welsh, Physical Education, Psychology, Sociology, Sports Science)

Compulsory: QXL2235 Introduction to Bilingualism (20 credits)

+Choose 40 credits from:

QXL2201 Sounds and Sound Systems

QXL2202 Meaning and Mind

QXL2203 Grammar and Mind

QXL2251 Discourse and Variation

QCL2245 Ieithyddiaeth Gymraeg

+ 60 credits in Joint Subject (see School or On-line Gazette for details)

English Language and (English Literature, French, German, Italian, Spanish, Creative Studies, Journalism, Physical Education, Psychology, Sociology, Sports Science)

Compulsory: QXL2222 History of English (20 credits)

+Choose 40 credits from:

QXL2201 Sounds and Sound Systems

QXL2202 Meaning and Mind

QXL2203 Grammar and Mind

QXL2251 Discourse and Variation

QCL2245 Ieithyddiaeth Gymraeg

+ 60 credits in Joint Subject (see School or On-line Gazette for details)

An overview of modules by semester:

SECOND YEAR MODULES – 2011/12	
SEMESTER ONE	SEMESTER TWO
QXL2201: Sounds & Sound Systems (all)	QCL2245: Ieithyddiaeth Gymraeg
QXL2202: Meaning & Mind (all)	QXL2203: Grammar & Mind (all)
QXL2235: Intro. to Bilingualism (Lx)	QXL2222: History of English (EL)
	QXL2251: Discourse & Variation (opt)

2.6 Second Year Modules

QXL2201: SOUNDS AND SOUND SYSTEMS

This module builds on what students have learned in year 1 in the core areas of phonetics and phonology from both a descriptive and a theoretical standpoint. Areas covered include: articulatory phonetics, spectrographic analysis, the interaction of melody and prosody, the nature of phonological rules, and the structural representation of speakers' phonological knowledge. The knowledge and skills acquired here will be essential for many other modules and/or projects.

Aims

- To give students a firm grounding in phonetics and phonology, core areas of linguistics.
- To give students practical skills and experience in dealing with spoken language data.
- To enable students to apply their knowledge and skills to data problems in related areas, such as crosslinguistic variation, child language, second language acquisition, etc.

Learning outcomes: On successful completion of this module, students will be able to:

1. recognise and identify different sounds, know how they are produced, and be able to transcribe them using the IPA;
2. describe the formal properties of sounds, and understand how these properties affect the way sounds behave;
3. demonstrate an understanding of the types of phonological processes that languages employ, using examples from varieties of English and other languages;
4. demonstrate knowledge of modern phonological theory - how sound systems are structured and how sounds and phonological processes are represented;
5. show awareness of the basic techniques for the instrumental analysis of speech.

Assessment: Coursework (40%); Exam (60%).

QXL2202: MEANING AND MIND

Meaning is central to the study of language. This module will include a brief consideration of traditional approaches to semantics, including componential analysis. The limitations of traditional, 'logical' approaches then lead us to consider cognitive approaches to word meaning, which accommodate phenomena of vagueness and semantic 'fuzziness'. Within the overall framework of cognitive semantics, we will explore a number of themes including prototype theory, metaphor and metonymy.

Aims:

- To introduce students to basic concepts in cognitive semantics and the relation between meaning and the mind.
- To lead students to a more detailed knowledge of cognitive semantics via discussion and text analysis.
- To encourage students to think creatively about questions raised by the 'cognitive' approach to semantics, versus more traditional Objectivist approaches, and to raise questions of their own.
- To have students identify and explain general principles, theories and beliefs that form the foundation of the cognitive semantics paradigm.
- To familiarise students with relevant literature.
- To give students an opportunity to acquire and practise research, analytical and problem solving skills appropriate to this field of study.

Learning outcomes: Upon completion of this module, students will have acquired:

1. familiarity with the terminology, the philosophical principles and the theoretical constructs/assumptions that underlie and guide a cognitive approach to semantics;
2. knowledge and ability to explain the roles that categorization, embodiment, image schemas, idealized cognitive models and figurative language and blending processes play in conceptualization and construal processes;
3. knowledge concerning the guiding principles of cognitive semantics relative to formal (truth – conditional) semantics;
4. the ability to analyse language data using a cognitive semantics approach / methodological framework.

Assessment:

- Three data analysis exercises (500 words each), (15% each - 45% in total) .
- A final research based essay of 2500 words (55%).

QXL2203: GRAMMAR AND MIND

In this module we primarily take a cognitive linguistic perspective, and introduce students to some of the key issues relating to sentence-structure/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 Construction Grammar. The module situates these approaches with a comparison with Generative Grammar.

Learning outcomes: On successful completion of the module, students will:

1. know what the central questions in the cognitive study of grammar are;
2. know how to critically evaluate empirical studies;
3. understand what research methods are commonly used in the cognitive study of grammar;
4. be able to present and discuss key facts, concepts, ideas and approaches relating to the cognitive study of grammar.

Assessment:

- Group presentation during tutorial (10%)
- Data analysis exercise (1500 words max) (30%)
- Essay (3000 words). Focus will be on literature review (60%).

QXL2222: HISTORY OF ENGLISH

This module introduces students to the development of the English language, from its origins in the Germanic branch of the Indo-European language family to its present status as the most widely spoken language on the planet. We will examine both "internal" and "external" historical developments ranging from such topics such as changes in the sounds of the language and the ways sentences are structured to the social and political forces that carried English around the world. The goal of this module is to provide students with an understanding of the development of the English language by studying the linguistic changes that English has undergone from Old English through Middle English up to Present Day English. The module will also include considerations of how and why languages change, including the ways that social context and the cognitive organization of language make certain kinds of change more natural than others.

Aims:

- To lead students to a more detailed knowledge of the history of English via discussion and text analysis.
- To have students identify and explain general features of Old and Middle English.
- To encourage students to think creatively about questions raised by the history of English, and to raise questions of their own.
- To familiarise students with relevant literature.
- To give students an opportunity to acquire and practise using research skills appropriate to this field of study.
- To improve the students' general ability to observe, recognise and describe facts about the grammar and use of English.

Learning outcomes: Upon completion of this module, students will have acquired:

1. familiarity with the linguistic concepts necessary for understanding how English has changed over time;

2. knowledge to identify and explain general features of Old and Middle English;
3. knowledge concerning the principles of etymology, semantic change and the status of evidence for English historical linguistics;
4. the ability to discuss, from an informed perspective, the social contexts and mechanisms of language change;
5. the ability to analyse Old English (OE) and Middle English (ME) language data and to successfully carry out phonetic transcription.

Assessment: Data analysis assignments (50%); Exam (50%).

QXL2235: INTRODUCTION TO BILINGUALISM

This module provides an overview of the study of bilingualism. It introduces the student to the core concepts and gives an overview of the main theories and methodologies characteristic of the field. Topics covered will include dimensions of bilingualism; definitions of bilingualism; early versus late bilingualism; bilingualism and cognition; and implications for educational policies. Students will be given ample opportunity to conduct data collection and analysis and are expected to actively participate in these activities as well as in discussions and presentations.

Aims:

- to introduce students to the definitions and dimensions of bilingualism;
- to make students aware of the concepts, theories, and methodologies characteristic of this field of study;
- to provide hands-on experience and training in how to conduct research in this area of study.

Learning outcomes: On successful completion of the module, students will be able to:

1. demonstrate an understanding of and discuss the issues involved in describing someone as bilingual;
2. show an understanding of the complex factors involved in bilingual acquisition across the lifespan;
3. appreciate the effects of bilingualism on other domains of cognition;
4. critically evaluate the literature in the field of bilingualism;
5. collect, analyse and present data in class.

Assessment:

- Group presentation (10%)
- Individual report on group project (1000 words) – (30%)
- 2500 words Essay (60%)

QXL2251: DISCOURSE AND VARIATION

This module covers two distinct, but related, areas: (i) discourse analysis as a methodology and (ii) language variation at various levels of linguistic observation, such as phonological and lexical, and also discourse variation and change. Students will be introduced to different analyses and analytic concerns that fall under the rubric of 'discourse analysis', including 'conversational analysis'. Discourse foci include: lexical, structural and variational differences that illustrate social and/or cultural attitudes and affiliations. We also examine what factors determine speakers' choice of language or language variety. The theoretical perspectives include ethnography of speaking, Labovian variation theory, and accommodation theory. Within these perspectives we cover topics such as the relation between language and social class, gender and social networks, the effect of the addressee on language choice.

Aims:

- To introduce students to the parallel concepts of diachronic and synchronic variation in language and to familiarise students with the fundamental concepts and terminology used in this field;
- To enable students to think critically about the role of language in society and be able to comment in an informed manner on approaches to this subject.
- To introduce students to aspects of sociolinguistics, including the themes of language and identity, minority languages and interculturalism.
- To introduce students to the history of languages and questions of language dominance

Learning outcomes: Upon a successful completion of this module, students will be able to:

1. Give an account of discourse and variationist theories of language dominance and language varieties;
2. address the field of discourse and variation in terms of approaches to language and identity;
3. demonstrate that they have gained insights into the social meaning of language and how that is reflected in discourse choices;
4. demonstrate familiarity with and have an ability to use appropriately the specialist terminology associated with the subject.

Assessment:

- Data analysis exercise (10%). Analysis a piece of discourse (circa 500 words).
- 2,500 word Essay (50%): Students submit a final assignment dealing with a specific issue of their choice, from a list of options provided by the lecturer.
- Exam (40%).

QCL2245: IEITHYDDIAETH GYMRAEG

Bydd y modiwl hwn yn archwilio'n fanwl nodweddion amlycaf ieithyddiaeth yr iaith Gymraeg fodern, gan adeiladu, lle bo'n briodol ar gysyniadau a ddisgwyd yn QCL 1145. Bydd myfyrwyr yn edrych ar system seinegol y Gymraeg, ei chystrawen, trefn y geiriau, morffoleg a geirfa, gan roi sylw arbennig i amrywiad rhwng e.e. Cymraeg safonol a Chymraeg ansafonol. Dadansoddir yr iaith ar draws ystod o ddisgyrsiau, cyfryngau a pharthau sy'n cynrychioli'r defnydd o'r Gymraeg ym mhob agwedd ar ei defnydd fel cyfrwng ieithyddol cyfoes. Gan gofio pa mor unigryw ydyw, archwilir yn fanwl hefyd system treiglo cytseiniaid yn Gymraeg o sawl safbwynt ieithyddol. Er mwyn gosod y Gymraeg yn ei chyd-destun rhyngwladol, cyfeirir yn aml at y tebygrwydd a'r gwahaniaethau rhwng y Gymraeg ac ieithoedd eraill (rhai cytras a rhai nad ydynt yn gytras). Bydd myfyrwyr yn edrych hefyd ar y defnydd o'r Gymraeg mewn datblygiadau diweddar ym maes technoleg gwybodaeth a chyfrifiaduron e.e. datblygu corpws iaith, Cymraeg ar y rhyngwrwyd.

Amcanion:

- Datblygu dealltwriaeth ddyfnach o nodweddion ieithyddol sylfaenol y Gymraeg – ei seineg a'i ffonoleg, ei chystrawen, ei morffoleg a'i geirfa.
- Gallu adnabod y nodweddion hynny mewn enghreifftiau o Gymraeg ysgrifenedig a llafar, a dadansoddi agweddau diddorol ar y nodweddion hynny e.e. amrywiad
- Dod yn ymwybodol o'r berthynas rhwng Cymraeg ac ieithoedd cyfarwydd eraill.
- Dysgu am y berthynas hanesyddol rhwng y Gymraeg ac ieithoedd eraill.

Deilliannau Dysgu: Ar ôl cwblhau'r cwrs yn llwyddiannus dylai'r myfyrwr allu gwneud y canlynol:

1. dangos gwybodaeth ganolradd am nodweddion seinegol, morffolegol, geirfaol a chystrawennol y Gymraeg.

2. canfod a thrafod gwahanol nodweddion ar ramadeg y Gymraeg yn yr iaith lafar ac ysgrifenedig.
3. dadansoddi a chanfod amrywiad ieithyddol yn y Gymraeg ar draws ystod eang o ddisgyrsiau, cyfryngau, parthau a chyweiriau
4. bod yn gyfarwydd â sefyllfa gyfoes y Gymraeg mewn perthynas ag e.e. y defnydd o'r Gymraeg yn y gymdeithas a Chymraeg ar y rhyngwyd

Asesu:

1. Traethawd 2000 o eiriau ar agwedd ar amrywiad yng ngramadeg y Gymraeg (60%).
2. Arholiad ar gynnwys y modiwl, gan gynnwys cwestiynau ar ffurf traethawd a rhai ar ffurf ymarfer (40%).

2.7 Final Year Degree Courses & Module Requirements

SINGLE HONOURS DEGREES

Linguistics, English Language, Linguistics with English Language

CORE Modules - Choose 20-40 credits from:

- QXL3331 Dissertation I (20 credits)
- QXL3332 Dissertation II (40 credits)

+Choose 80-100 credits from the following:

- QCL3370 Agweddau ar Ddwyieithrwydd
- QXL3304 Language Contact and Bilingualism
- QXL3307 Language Processing
- QXL3316 Speech and Language Disorders
- QXL3317 Language Acquisition
- QXL3329 Teaching English as a Foreign Language (EFL)
- QXL3335 Current Issues in Bilingualism
- QXL3346 Forensic Linguistics
- QXL3347 Grammatical Systems and Change
- QXL3348 The Bilingual Mind
- QXL3357 Metaphor and Thought
- QXL3363 Language, Culture and Society
- QXL3372 Welsh Linguistics

Q1Q3: Linguistics WITH English Literature

CORE Module: QXL3331 Dissertation (20 credits)

+Choose 60 credits from:

- QCL3370 Agweddau ar Ddwyieithrwydd
- QXL3304 Language Contact and Bilingualism
- QXL3307 Language Processing
- QXL3316 Speech and Language Disorders
- QXL3317 Language Acquisition
- QXL3329 Teaching English as a Foreign Language (EFL)
- QXL3335 Current Issues in Bilingualism
- QXL3346 Forensic Linguistics
- QXL3347 Grammatical Systems and Change
- QXL3348 The Bilingual Mind
- QXL3357 Metaphor and Thought
- QXL3363 Language, Culture and Society
- QXL3372 Welsh Linguistics

+Choose 40 credits from the School of English

English WITH (Creative Writing, Film Studies, Media Studies, English Literature)

CORE Module: QXL3331 Dissertation I (20 credits)

+Choose 60 credits from the following:

QCL3370 Agweddau ar Ddwyieithrwydd
QXL3304 Language Contact and Bilingualism
QXL3307 Language Processing
QXL3316 Speech and Language Disorders
QXL3317 Language Acquisition
QXL3329 Teaching English as a Foreign Language (EFL)
QXL3335 Current Issues in Bilingualism
QXL3346 Forensic Linguistics
QXL3347 Grammatical Systems and Change
QXL3348 The Bilingual Mind
QXL3357 Metaphor and Thought
QXL3363 Language, Culture and Society
QXL3372 Welsh Linguistics

+ Choose 40 credits from the WITH subject

Q310: English Literature WITH English Language (this degree is based in School of English)

Choose 40 Credits from:

QCL3370 Agweddau ar Ddwyieithrwydd
QXL3304 Language Contact and Bilingualism
QXL3307 Language Processing
QXL3316 Speech and Language Disorders
QXL3317 Language Acquisition
QXL3329 Teaching English as a Foreign Language (EFL)
QXL3335 Current Issues in Bilingualism
QXL3346 Forensic Linguistics
QXL3347 Grammatical Systems and Change
QXL3348 The Bilingual Mind
QXL3357 Metaphor and Thought
QXL3363 Language, Culture and Society
QXL3372 Welsh Linguistics

+ Choose 80 credits from the School of English

JOINT HONOURS DEGREES

NB: 60 credits worth of modules MUST be taken in the School of Linguistics and English Language as listed below. The remaining 60 credits to be taken in the joint subject:

Choose 60 credits from:

QCL3370 Agweddau ar Ddwyieithrwydd
QXL3304 Language Contact and Bilingualism
QXL3307 Language Processing
QXL3316 Speech and Language Disorders
QXL3317 Language Acquisition
QXL3329 Teaching English as a Foreign Language (EFL)
QXL3331 Dissertation I*
QXL3335 Current Issues in Bilingualism
QXL3346 Forensic Linguistics
QXL3347 Grammatical Systems and Change

QXL3348 The Bilingual Mind
 QXL3357 Metaphor and Thought
 QXL3363 Language, Culture and Society
 QXL3372 Welsh Linguistics

**Students may only take QXL3331 (20 credits) if they have done QXL2232 or equivalent in another school.*

+ 60 credits in Joint Subject (see School or On-line Gazette for details)

An overview of modules by semester:

FINAL YEAR MODULES – 2011/12	
SEMESTER ONE	SEMESTER TWO
QCL3370: Agweddau ar Ddwyieithrwydd	QXL3304: Lang., Contact & Bilingualism
QXL3317: Language Acquisition	QXL3307: Language Processing
QXL3329: Teaching EFL	QXL3316: Speech & Lang. Disorders
QXL3335: Current issues in Bilingualism	QXL3331: Dissertation I (20 credits)
QXL3347: Grammat. Systems & Change	QXL3346: Forensic Linguistics
QXL3348: The Bilingual Mind	QXL3363: Language, Culture & Power
QXL3357: Methaphor & Thought	
QXL3372: Welsh Linguistics	
QXL3332 Dissertation II (40 credits)	

2.8 Final Year Modules

QXL3304: LANGUAGE CONTACT AND BILINGUALISM

This module presents various theoretical and conceptual issues in language contact, focusing on the analysis of 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 has a particular focus on regional and minority languages.

Aims:

- To develop students' understanding of contact situations.
- To enhance students awareness of the nature of contact situations, and the interaction between cognitive, social, and political issues in various multilingual settings.
- To enable students to understand the outcomes of contact situation via the tools of theoretical analysis.
- To develop students' ability to compare and evaluate different taxonomical & theoretical frameworks aimed at explaining contact phenomena.
- To provide hands-on experience and training in how to conduct research in this area of study.

Learning outcomes: On successful completion of this module, students will have acquired:

1. a thorough understanding of the main issues, outcomes, and theoretical advances in the domain of language contact.
2. an ability to analyse and critically evaluate the literature on contact linguistics, its relevance and theoretical contributions.
3. the ability to integrate a range of linguistic, social, and political parameters in analyzing situations of language contact in various multilingual settings.

Assessment:

1. Take-home Exam (40%)
2. A detailed Research Proposal (2000 words) providing a plan for a theoretically-informed study (60%).

QXL3307: 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.

Aims:

- To develop students' understanding of the mental processes involved in language comprehension and production;
- To enhance students' understanding of how language domains (phonology, morphology, lexicon, syntax and discourse) are comprehended by child and adult monolingual and bilingual speakers;
- To enhance students' appreciation of the various theoretical models proposed concerning language processing;
- To enhance students' awareness of the implications of the research findings for linguistic theory;
- To introduce students to the research techniques used in this area of study.

Learning outcomes: On successful completion of the module students should be able to:

1. identify, explain and critically compare key data and facts relating to language processing studies;
2. present and critically appraise how various language domains (phonology, morphology, lexicon, syntax and discourse) are comprehended by child and adult monolingual and bilingual speakers;
3. describe and critically compare competing accounts and theories in the study of language comprehension and production;
4. describe, compare and critically evaluate competing methodologies for investigating specific language domains in language processing.

Assessment: 2000 word Essay (40%); Exam (60%).

QXL3316: 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.

Aims:

- To develop students' understanding of developmental and acquired language disorders;

- To enhance students' appreciation of the various theoretical models proposed for language impaired children and adult and of how they interact with theories of typical language acquisition;
- To develop students' awareness of the implications of the findings from research on language impairment for linguistic theory;
- To introduce students to the research techniques used within this domain of research

Learning outcomes: On successful completion of the module students should be able to:

1. identify, explain and critically compare major types of speech and language impairments in adults and children;
2. identify and evaluate the linguistic characteristics of each of these types and explain how these findings relate to linguistic theory;
3. critically appraise the causes of these impairments and the conditions associated with them;
4. describe, analyse and critically compare competing accounts and theories concerning atypical language acquisition and acquired language disorders.

Assessment:

- Data analysis project (1,000 words) - 30%.
- A 2500 word Essay (70%).

QXL3317 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.

Learning outcomes: On successful completion of the module, students will:

1. know what the central questions in the study of language development are;
2. know how to critically evaluate empirical studies;
3. understand what research methods are commonly used in the study of language development;
4. be able to present and discuss key facts, concepts, ideas and approaches relating to the study of language development.

Assessment:

- Data analysis exercise (1500 words max) - 30%.
- 3500 word (max) Essay (70%). Focus will be on literature review.

QXL3329 TEACHING EFL

This module provides students with a foundation in teaching English as a foreign language (TEFL). It covers both the methodology and practical side of teaching EFL. Students will have the opportunity to practice with students of EFL in the ELCOS department, thus providing them with invaluable experience. Successful completion of this module should enable students to successfully apply for places on a CELTA (or similar) course.

Learning outcomes: Successful students will be able to:

1. demonstrate familiarity with contemporary methodology of EFL teaching;
2. be able to plan and deliver effective lessons, on a range of English language topics, in an EFL classroom;
3. demonstrate familiarity with the different teaching resources that are available to EFL teachers;
4. have an awareness of the theoretical issues that underpin EFL methodology and curriculum design.

Assessment:

- 3,000 word Essay relating to some aspect of EFL teaching, selected from a list. Possible essays deal with curriculum design, lesson planning and methodology issues (60%).
- Observed EFL lesson. Students must prepare, plan and deliver a lesson to EFL students (40%).

QXL3331: DISSERTATION I

The 5000 word dissertation allows a student to identify a research question, and develop a significant piece of individual research in order to address the question. Each student is assigned a supervisor, a member of staff who has research interests most closely connected to that topic. The supervisor will liaise with the student to enhance their ability to focus the scope, methodology and content of the dissertation, and give advice throughout the duration of this research. The dissertation will be a substantial piece of written work, enabling students to develop an independent research project.

Aims:

- Allow students to complete a major piece of independent learning and research
- Reinforces key skills of research, critical analysis and academic writing
- Require students to formulate a practical research project of their own; identify and utilise a relevant body of evidence; and produce a sustained argument in written form.

Learning outcomes: Upon a successful completion of this module, students will be able to:

1. formulate a research project of their own;
2. identify and utilise a relevant body of evidence;
3. produce a sustained argument in written form;
4. engage in a sustained piece of individual, academic research on a chosen topic;
5. evidence an understanding of ethical constraints on research collection and reports;
6. evidence critical reading that reflects on a number of pieces of written research in an appropriate and thorough manner;
7. evidence a consideration of varying methodological approaches and to adopt the necessary approaches suitable to the topic being researched.

Assessment: 5,000 word Dissertation (100%).

QXL3332: DISSERTATION II

The 10,000 word dissertation allows a student to identify a research question, and develop a significant piece of individual research in order to address the question. Each student is assigned a supervisor, a member of staff who has research interests most closely connected to that topic. The supervisor will liaise with the student to enhance their ability to focus the scope, methodology and content of the dissertation, and give advice throughout the duration of this research. The dissertation will be a substantial piece of written work, enabling students to develop an independent research project.

Aims:

- Allow students to complete a major piece of independent learning and research in extended form.
- Reinforces key skills of research, critical analysis and academic writing.
- Require students to formulate a practical research project of their own; identify and utilise a relevant body of evidence; and produce a sustained argument in written form.

Learning outcomes: Upon a successful completion of this module, students will be able to:

1. formulate a practical research project of significant scope of their own;
2. identify and utilise a relevant body of evidence;
3. produce a sustained argument in extended written form.;
4. engage in a sustained piece of individual, academic research on a chosen topic;
5. evidence an understanding of ethical constraints on research collection and reports;
6. evidence critical reading that reflects on a number of pieces of written research in an appropriate and thorough manner;
7. evidence a consideration of varying methodological approaches and to adopt the necessary approaches suitable to the topic being researched.

Assessment: 10,000 word Dissertation (100%).

QXL3335: CURRENT 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.

Aims:

- to develop students' understanding of current research and approaches to the study of bilingualism
- to enhance students' appreciation of theoretical and empirical issues and controversies concerning bilingualism and bilingual or multilingual language use
- to enhance students' awareness of the implications of current findings for acquisition research and linguistic theory
- to provide hands-on experience and training in how to conduct research in this area of study

Learning outcomes: On successful completion of the module, students will be able to:

1. critically present and discuss key facts, concepts, ideas and approaches relating to the study of bilingualism;
2. analyse and critically evaluate competing theories and theoretical controversies in the study of bilingualism;
3. compare and critically evaluate the relative and complementary merits of various kinds of competing methodologies, and select an appropriate methodology for investigating specific bilingual phenomena;
4. design, conduct and present a research investigation in this area of study.

Assessment:

- Group presentation (10%)
- Individual report on group project (1000 words) - 30%.
- 2500 word Essay (60%)

QXL3346: 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.

Aims:

- to cover a range of different areas of forensic linguistics
- to cover a range of analytic and research strategies used within forensic linguistics

Learning outcomes: Upon a successful completion of this module, students will be able to:

1. demonstrate familiarity with terminology within the field of forensic linguistics;
2. apply analytic methods to a given piece of data to answer a forensic linguistic question;
3. present and explain current research in the field.

Assessment:

1. Presentation – EITHER:
 - (i) 15 minute Oral class presentation (10%)
+ 1,500 word report of the presentation (20%) OR
 - (ii) 10 minute Movie Maker/iMovie presentation of a relevant area covered in this module (30%).
2. 3,000 word Essay (70%) dealing with a module specific issue of the student's own choice.

QXL3347: GRAMMATICAL SYSTEMS AND 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.

Aims:

- To introduce students to current literature on grammaticalization.
- To acquaint students with the principles, concepts and basic assumptions of the theory of grammaticalization as well as the process of lexicalization.
- To encourage students to think creatively about questions raised by the theory of grammaticalization, to develop a critical attitude towards those ideas and to raise questions of their own.
- To give students an opportunity to acquire and practise using research skills appropriate to this field of study.
- To demonstrate the role and/or importance that grammaticalization processes play within both cognitive and usage based approaches to typology, language change and construction grammar.
- To start a student on his or her own research project on grammaticalization.

Learning outcomes: Upon completion of this Module, students will have acquired:

1. a familiarity with the basic concepts necessary for understanding grammaticalization as a process and a theory;
2. the knowledge to identify and explain the principles, concepts and basic assumptions of the theory of grammaticalization versus that of lexicalization;
3. an understanding of the most important theoretical and methodological questions currently being discussed in those areas;
4. an understanding of the importance of working with corpora and of the issues and problems attendant on this work.

Assessment:

- Small group oral presentation of assigned paper. Students, in small groups, will present and facilitate discussion on assigned articles in scheduled tutorial sessions (25%).
- A short 1000 word Mid-semester Essay (25%).
- A final research Essay (250 word abstract / 2500 word paper) based paper (50%).

QXL3348: 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.

Learning outcomes: On successful completion of the module, students will:

1. know what the central questions in the cognitive study of bilingualism are;
2. know how to critically evaluate empirical studies;
3. understand what research methods are commonly used in the study of bilingualism
4. be able to present and discuss key facts, concepts, ideas and approaches relating to the study of bilingualism.

Assessment:

- Group presentation during tutorial (10%).
- Data analysis exercise (1500 words max) - 30%.
- 3000 (max) word Essay (60%).

QXL3357: 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 module 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 module also considers recent experimental approaches to metaphor.

Aims:

- To develop students' understanding of cognitive linguistic approaches to figurative language such as metaphor and metonymy.
- To enhance students' awareness of the nature and complexity of figurative thought as evidenced by representation in language.
- To develop students' ability to analyse figurative language and thought by employing the key tools and relevant theoretical frameworks of cognitive linguistics.

Learning outcomes: Successful students should be able to demonstrate:

1. an understanding of cognitive linguistic approaches to figurative language such as metaphor and metonymy;
2. an awareness of the nature and complexity of figurative thought as evidenced by representation in language;
3. the ability to correctly and insightfully analyse figurative language and thought by employing the key analytic tools and relevant theoretical frameworks of cognitive linguistics.

Assessment: Take-home exam - consists of a written response to a number of data analysis questions of c. 5000 words (100%).

QXL3363: LANGUAGE, CULTURE AND POWER

Language, Culture and Power is a seminar module that considers current research into ethno-linguistic diversity; language and development; multilingualism; and language ideology and power. This module is concerned with contemporary issues pertaining to language and society, and relates the daily practice of language to individual lives, socio-economic dynamics, political agendas, planning policies, and power relations.

Aims:

- provides an introduction to the field of linguistic anthropology;
- provides familiarity with the main topics, concerns and processes in the study of diversity, development, multilingualism and sociolinguistics;
- enhances students awareness of the socio-cultural nature of language and of the dynamic interactions between language and other types of group behaviour;
- provide empirical anchors for students concerning contemporary issues in group power and ideologies.

Learning outcomes: Upon a successful completion of this modules, students will be able to:

1. demonstrate familiarity with then technical vocabulary relating to language, ideology and power relations, as studied in linguistic anthropology;
2. apply analytic methods and theoretical frameworks to a given piece of data to answer a linguistic anthropological question;
3. present and explain current research in the field.

Assessment:

- Readings portfolio (30%) - this will be made up of 5 x 400 word summary/critiques of written articles relevant to this module.
- Essay (70%) - A 3000 word written assignment on an agreed topic.

QXL2272: 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?

The module will consist primarily of seminars with both a lecture and discussion element. Students do not need to have any prior knowledge of Welsh to take this module, nor do they need to be Welsh speakers, although Welsh speakers (of any level) are welcome to take the module and develop their knowledge.

Aims:

- Students will learn about the structural form of contemporary Welsh, and how these compare to other languages, such as English.
- Students will learn about the origins and history of Welsh, and its contemporary usage, as a language of e.g. communities, government, media, etc., in Wales and beyond.
- The module will involve a discussion of sociolinguistic variation in Welsh.
- Students will find out about attitudes (contemporary and historical) towards Welsh.
- This module covers issues related to minority languages, including the maintenance of Welsh and its future as a spoken language.

Learning outcomes: Upon a successful completion of this modules, students will be able to:

1. discuss general aspects of Welsh linguistics based on in-class discussions, presentations, and personal reading in the field;
2. critically review and summarise the literature dealing with a specific issue of Welsh linguistics covered in this module;
3. identify key issues in Welsh linguistic theory, and will be able to formulate pertinent hypotheses and arguments based on the knowledge they acquire via the module;
4. compare linguistic aspects of the Welsh language with other languages they know;
5. present arguments and/or analyses of Welsh linguistics in a clear, concise and sophisticated manner both in writing and orally.

Assessment:

- 3,000 word Essay (60%) on an issue in Welsh linguistics, either presenting original research or providing a critical review of an area of literature.
- Take-home exam (40%) involving e.g. textual analysis, short essays, grammatical questions, etc.

QCL3370 AGWEDDAU AR DDWYIEITHRWYDD

Bydd y modiwl hwn yn ymchwilio i agweddau theoretig ar ddwyieithrwydd ac amlieithrwydd yn erbyn cefndir ystod o sefyllfaoedd dwyieithog ac amlieithog gan gynnwys y cyd-destun cartref yng Nghymru ond heb fod yn gyfyngedig i hynny. Y safbwynt ieithyddol (e.e. sosioieithyddol, gramadegol) fydd dan sylw yn bennaf, ond ystyrir hefyd agweddau megis ethnograffeg, addysg, cynllunio ieithyddol a dulliau seicoieithyddol o edrych ar ddwyieithrwydd. Bydd y pynciau dan

drafodaeth yn cynnwys: cyswllt iaith, mathau o newid iaith, cyfnewid cod, corpora dwyieithog a'r defnydd ohonynt, agweddau sosioieithyddol ar ddwyieithrwydd a sefyllfaoedd dwyieithog, caffael dwy iaith, addysg ddwyieithog ac agweddau seicoieithyddol ar ddwyieithrwydd. Caiff myfyrwyr eu hyfforddi hefyd mewn agweddau theoretig ar ddwyieithrwydd ac amlieithrwydd a materion methodolegol yn ymwneud â chasglu a dadansoddi data.

Amcanion:

- Datblygu dealltwriaeth gadarn o ddwyieithrwydd ac amlieithrwydd fel ffenomena ieithyddol, gyda phwyslais arbennig ar gysyniadau a dulliau damcaniaethol allweddol o astudio'r pwnc hwn, yn enwedig mewn perthynas â'r cyd-destun yng Nghymru.
- Mynd i'r afael â materion penodol sy'n deillio o agweddau ar ddwy/amlieithrwydd o safbwynt sosioieithyddol ac/neu ethnoieithyddol.
- Archwilio, ymchwilio a dadansoddi agweddau ar sefyllfaoedd dwyieithog ac amlieithog, gan gynnwys y sefyllfa yng Nghymru.
- Cynnal projectau ymchwil personol ym maes dwyieithrwydd yn unigol neu fel rhan o grŵp.

Deilliannau Dysgu: Bydd myfyrwyr llwyddiannus yn gallu gwneud y canlynol:

1. dangos dealltwriaeth o wahanol fathau o sefyllfa ddwyieithog ac amlieithog.
2. dangos gwybodaeth sylfaenol dda am y prif ystyriaethau, amcanion, rhagdybiaethau theoretig, damcaniaethau a methodolegau a ddefnyddir wrth astudio dwyieithrwydd ac amlieithrwydd.
3. dangos dealltwriaeth o sefyllfa'r iaith Gymraeg a phobl Cymru mewn perthynas â dwyieithrwydd, gan ddangos y gallu i gymharu'r sefyllfa yng Nghymru â'r sefyllfa mewn sefyllfaoedd dwyieithog eraill trwy'r byd, o sawl safbwynt;
4. casglu a dadansoddi data gan ddefnyddio methodolegau sy'n briodol i faes dwyieithrwydd;
5. adolygu, cyfuno a gwerthuso (dan arweiniad lle bo angen) y llenyddiaeth berthnasol, empirig a theoretig.

Asesu:

1. Adroddiad dadansoddi data (1500 o eiriau) ar sail data a gasglwyd gan grŵp (40%).
2. Traethawd 2500 o eiriau'n trafod agwedd ar ddwyieithrwydd (45%).
3. Cyflwyniad llafar yn trafod papur neu adroddiad academiaidd perthnasol (15%).

2.9 Changing modules

After registration, you can change any additional modules during the first two weeks of each semester by emailing the School Administrator on Lingadmin@bangor.ac.uk. Any changes made beyond this period must be made by completing a Change of Modules (available on: <http://www.bangor.ac.uk/ar/main/publications/forms.php.en>). This form must be counter-signed by your Personal Tutor and the School Administrator before changes can be made.

2.10 Timetable

Timetables will be emailed to all students a week before the beginning of each semester. Any changes to the timetable afterwards will be available on the following website:

<http://www.bangor.ac.uk/ar/main/tu/> (Go to the mini menu and click on Web Timetable, select "Linguistics and English Language" then select the year).

NB: It's the student's responsibility to check their own timetable.

2.11 Class Registers

A register will be circulated in every lecture. If your name is not on the Register, please print your name at the bottom of the register AND check (1) that you are registered for this module (via Bangor Portal) OR (2) if you have changed a module, your name will appear on the revised register in Week 3. If your name is not on the register by Week 3, then you are NOT registered for that particular module.

2.12 Feedback on Modules

Towards the end of each semester, you will be asked to complete a student feedback form for every module taken. The information provided helps both the lecturer and the School to maintain and improve the quality of the modules we offer.

2.13 Pre-registration

All 1st and 2nd year students are required to make their module choices for the following year during March or April (depending on the Easter Vacation). Full details of the modules available are sent out in March together with a Pre-registration Form which must be returned by the stated deadline. You may want to get advice from members of staff before making any decisions. If you don't submit your pre-registration form, the School will make the module choices for you and a note will be placed on your record.

3.0 ASSESSMENT OF UNDERGRADUATE MODULES

3.1 Types of assessment

Assessment takes a variety of forms which are described below, and many modules use a combination. The method(s) of assessment used for each module are explained in class and are also set out in the detailed module descriptions. Assessment for every module involves some kind of coursework. Where a module is assessed by means of both coursework and examination, the two components are normally weighted 60% for coursework, and 40% for examination.

To achieve a Degree in the Linguistics & English Language School you must fulfil the assessment requirements for each module. The normal coursework requirement for a 20-credit module is one 3,000 word assignment (including data collection, transcription and analysis where appropriate) or equivalent, eg. two 1500-word assignments.

Exercises: These are usually practical in nature and often involve continuous assessment which may be periodic or even weekly. This method of assessment is most often used for 1st year modules and compulsory or foundation modules in subsequent years of study.

Assignment: This is usually an essay, project or some other form of written work.

Dissertation: Full details of the final year BA dissertation, along with lots of helpful advice, are given in the BA Dissertation Handbook on [Blackboard](#) and on the School Website.

In-class test: These are held on dates specified by the relevant lecturer, often in place of formal examinations.

Oral presentation: This method of assessment is used in more advanced modules, especially seminar modules where it is a normal component of assessment. Students may be required to give presentations either individually, or in groups. Some seminar modules offer scope for an iMovie/PC movie maker presentations instead of the oral presentations.

Participation: In some modules, especially seminars, your participation in class is assessed and forms part of your mark for that module.

Examinations: Exams are held during a 2-4 week period at the end of each semester: in January and again in May. The exam timetable is published several weeks in advance and displayed on the School noticeboards, on the Intranet etc. You should make sure you know when and where each of your exams is to be held.

The exam format varies from module to module and the lecturer will explain in class what the selected format is, but as a general rule 1st year exams are normally of a 1-hour duration, and are often of 'multiple choice' or 'short answer' format, although 'short essay' is also sometimes used. 2nd and 3rd/final year exams are of 1½ hour duration and often require essay-type answers.

The procedure for formal exams is that you present yourself at the exam room at the appropriate time, complete an attendance slip (yellow for 1st year, blue for other years) and hand it to the invigilator as you enter the room. Coats and bags must be left outside, or at the front of the room. Mobile phones must be switched off and left outside or with the Examinations Invigilator at the front of the exams hall.

Seat yourself at a desk, where there should be an answer book provided. Enter your name in the box in the top right-hand corner of the answer book, fold the corner over diagonally (to hide your name) and secure it with the sticker provided. This procedure ensures that your paper can be marked anonymously. Don't stick the sticker over your name, or you will never be identified! Enter the title of the exam on the front of the answer book, along with the numbers of the questions you have attempted and the number of answer books you've used. If you use more than one answer book, you should tie them together with the tag provided. Hand in your answer book(s) at the collection point at the end of the exam.

If you require special arrangements to be made for an exam - eg. because you're allowed extra time, or the use of a computer etc., you will need to inform the Academic Office in advance, but please also tell the School Administrator, or the Exams Officer.

3.2 How to submit your coursework

Paper and Electronic submission: All coursework must normally be submitted by *both* the following methods:

- the paper version must be placed in the Coursework Collection Box (located on the 3rd floor, New Arts Building by the Language Lab.) accompanied by an [Assignment Cover Sheet](#); and
- an identical electronic version must also be submitted via Blackboard as a 'TurnitinUK' assignment. 'TurnitinUK' is the name of the software used by Bangor University to check for plagiarism, which is a form of cheating (see Plagiarism and How to Avoid It in the Academic Misconduct section). This must be in an acceptable format eg. a Word document. If you have submitted your e-version correctly, you will get a receipt
- Both versions must be submitted by **10.00 am** on the deadline date unless otherwise advertised. Printed coursework is date-stamped by the School Administrator to indicate the date of submission.

- You need not wait for the deadline to submit your work (earlier is often better to avoid assignment bottlenecks)

Exceptions: Some types of coursework – eg. exercises – may be exempt from electronic submission. Lecturers will inform students when this is the case. For more about different types of assessment, see Information for Undergraduates or Information for Postgraduates.

Other submission methods: Coursework cannot be submitted by Email or Fax unless you have the express permission of the lecturer concerned. If (exceptionally) you are allowed to submit work in this way, it is your responsibility to check (a) that it has arrived safely and (b) that it can be read. If you are ill and cannot hand in your coursework, you can send it to the Administrator by RECORDED DELIVERY and it will be accepted provided it is postmarked on or before the deadline date. However, a mark will not be given until the electronic version has also been submitted.

In some cases students may not succeed in uploading to the Blackboard site (e.g. no receipt received). In such cases you are advised to email your assignment to the module convenor and ask if s/he can upload it for you. In such cases we have evidence of date and time of intended electronic submission.

3.3 Format for submission

All work MUST be submitted in word-processed format, except for exercises where you are required to hand-write the answers, and exams. If you are not computer literate, you should take steps to rectify this immediately.

The standard format for word-processed work is to use Times New Roman font, 12 point, with 2.5cm margins and at least 1.5 line spacing.

3.4 Assignment cover sheet

All work submitted on paper must be accompanied by an [Assignment Cover Sheet](#), available by the Coursework College Box on the 3rd Floor, New Arts and are available to download from the School's website. No work will be acceptable without a cover sheet!

3.5 Anonymity

School policy is that all work should be marked anonymously. The School Administrator must however be able to identify your work. The system used is as follows:

- Do not put your name on your actual assignment. If you want to identify your work in some way, you can put your student registration number or your username on the title page and/or in headers.
- Print off the assignment cover sheet, fill it in and attach it securely to your assignment. The School Administrator will record your assignment submission, and then fold over the i/d box in the corner and secure it so that your name isn't visible, before passing the work onto the lecturer for marking.

In-class tests and exercises are sometimes submitted directly to the lecturer without a cover sheet. In this case, you should fold over and fasten the identification section yourself, to ensure anonymous marking.

3.6 Keeping copies of coursework

Coursework can go astray. It is your responsibility to keep a copy of every piece of work you submit, either on computer or hard copy (or both), until it has been marked.

3.7 Bilingual Policy

Under the University's bilingual policy, written work for any module (including exams) may be submitted in either Welsh or English. Work submitted in Welsh may have to be translated before marking, which can delay marking - but don't let this put you off using your Welsh!

3.8 Deadlines

Every piece of coursework has to be submitted by the given deadline which is a fixed date and is not adjustable or negotiable (although extensions may be possible in exceptional circumstances).

Semester Deadlines: Your lecturers will tell you what the deadline is for every piece of coursework. If there is only one piece of coursework for a lecture module (or one main piece), the deadline will generally be the 'semester deadline', which is a fixed date towards the end of the semester. The fixed deadline for seminar modules (Final year only) is usually a few weeks later.

Semester deadlines for lecture modules and seminar modules can be found in the [School Calendar](#).

Deadlines for Exercises and multiple assignments: Coursework requirements vary from module to module. Some modules (especially in 1st and 2nd year) have regular exercises or multiple assignments which have to be submitted throughout the module.

Managing deadlines: There will inevitably be times when you have more than one piece of work due in on the same date. You will get plenty of advance notice of each assignment, so you must plan your work schedule accordingly - it's no good trying to write three assignments in one week. Remember that work can always be submitted ahead of the deadline, so make your own deadlines, and stick to them!

3.9 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.”

3.10 Extensions

Request for extension: The Senior Tutor (not the lecturer concerned) can grant an extension to the deadline for any piece of coursework in exceptional circumstances. A request for an extension must be made by you (or if necessary by someone on your behalf), giving full details of the circumstances which you claim justify the extension.

A request for an extension must be made IN WRITING, ON THE PROPER FORM and AT LEAST SEVEN DAYS before the original deadline. Extension Request Forms are available from the table by the coursework collection box on the 3rd floor of New Arts, or you can download the form from the

School Website. The requirement to submit the Extension Request Form will only be waived in cases of sudden emergency.

Grounds for an extension: The Senior Tutor must be satisfied that your ability to do the work has been adversely affected by **ill health or by serious personal problems which are beyond your control**; or (in exceptional cases) that circumstances beyond your control prevent you from actually handing in your work.

NB: Failure to organise your work properly is not a good reason for an extension, nor are computer problems - computers are deemed to be under your control!

The Senior Tutor can ask for medical reports or further information, and can also ask you to attend for interview. It your responsibility to satisfy the Senior Tutor that your claim is genuine. If your claim is accepted, the Senior Tutor will fix a new deadline for the work.

3.11 Anticipating problems

If you have a problem which might affect your work (even though it hasn't done yet) you should inform your personal tutor as soon as this happens, so that they can make a note for future reference.

3.12 Collecting feedback forms for marked coursework

Lecturers' provide feedback to student on each piece of work submitted for formal assessment, except for exams. This takes the form of a feedback form. Feedback forms are returned within a month of submission. The actual coursework scripts are kept for internal and external moderation, and are not returned.

Students will be notified by the School Administrator (by email) when feedback forms are ready for collection. These can be collected from the School Administrator's Office (Room 312, 3rd Floor, New Arts).

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.

3.13 Getting your marks from Bangor University Online Systems

You can check your marks for coursework and exams, as well as overall module marks, by logging onto [BangorPortal](#). Please don't ask members of staff or the School Administrator for marks. Some lecturers also put marks into [BlackBoard](#).

All marks are provisional and will not be ratified until after the Examination Board meeting in June.

3.14 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.

3.15 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

- Comprehensive knowledge
- Detailed understanding
- Extensive background study
- Highly focussed answer and well structured
- Logically presented and defended arguments
- No factual/computational errors
- Original interpretation
- New links between topics are developed
- New approach to a problem

B range = Good

- Strong knowledge
- Understands most but not all
- Evidence of background study
- Focussed answer with good structure
- Arguments presented coherently
- Mostly free of factual/computational errors
- Some limited original interpretation
- Well known links between topics are described
- Problems addressed by existing methods/approaches
- Good presentation with accurate communication

C range = Average

- Knowledge of key areas/principles
- Understands main areas
- Limited evidence of background study
- Answer focussed on question but also with some irrelevant material and weaknesses in structure

- Arguments presented but lack coherence
- Has several factual/computational errors
- No original interpretation
- Only major links between topics are described
- Limited problem solving
- Some weaknesses in presentation and accuracy

D range = Below average

- Knowledge of key areas/principles only
- Weaknesses in understanding of main areas
- Limited evidence of background study
- Answer only poorly focussed on question and with some irrelevant material and poor structure
- Arguments presented but lack coherence
- Several factual/computational errors
- No original interpretation
- Only major links between topics are described
- Limited problem solving
- Many weaknesses in presentation and accuracy

E – F range = Fail

- Insufficient to fulfil the associated learning outcomes
- Deficiencies in Knowledge even of key areas/principles
- No evidence of understanding, even of main areas
- No evidence of background study
- Answer relies on tangential material and lacks a coherent structure
- No arguments presented
- Many factual/computational errors
- No original interpretation
- No links between topics are described
- No attempt to solve problems
- The presentation is very weak containing many inaccuracies

3.16 Bangor University Rules

The University's rules and regulations are complex and they change from time to time. We do our best to keep this website accurate and up to date, but mistakes can happen. Students will be notified of any rule changes or errors as soon as we are aware of them.

4.0 PROGRESSION

In order to progress from one year to the next on an Honours degree course, the basic rule is that you must achieve an average mark of 40% or more across all modules which count for that year. Your average mark for the year is normally calculated across modules totalling 120 credits. (The only exception is for 2nd year Single Honours students whose elective module does not count. In that case, the 2nd year mark is calculated across modules totalling 100 credits).

The detailed progression rules for an Honours degree are normally as follows:

- In order to progress from 1st to 2nd year and from 2nd to 3rd year, you must achieve an overall average of 40% or more across all modules; and

- You must achieve 40% or more in modules worth 80 credits; and
- You cannot have a mark less than 30% in any module

In order to pass the final year and graduate with Honours see [CAH Student Handbook](#).

4.1 Supplementary assessment

If you fail to satisfy the above requirements, you will be entitled to take 'supplementary assessment' i.e. resits in the August of that year, provided you have:

- an average mark of more than 25% over all modules (120 credits); and
- marks below 40% in modules worth no more than 70 credits

If you qualify for supplementary assessment, it is up to the School to decide which module(s) you are required to resit in order to pass the year, and what form the supplementary assessment will take, e.g. formal examination, written exercise, etc. Supplementary assessment normally takes place in August. From the 2nd year on, resit marks are capped at 40% (except for any elective modules, which do not count towards your degree). In other words, even if you get say 56% for your resit assessment, it will only count as 40% for the purposes of calculating your degree classification.

(Note that Supplementary Assessment is only offered to students who have actually failed their year of study: students have no 'right' to request supplementary assessment e.g. to improve on a bad mark for a module. However, students with a module mark between 30% and 40% may be offered a resit to improve their mark to 40%).

Students who fail the year and do not qualify for supplementary assessment will not be allowed to re-register until they have passed the year as external candidates.

4.2 Absence from assessment

If a student fails to complete any element of assessment through illness (attested by a doctor's certificate) or any other acceptable reason, the School will decide what action is to be taken to enable a mark to be given for the missing element.

If a student fails to complete any element of assessment without a satisfactory explanation, the School can deny the candidate the opportunity to take supplementary assessment.

5.0 PROPER ACADEMIC CONDUCT

5.1 School policy on academic misconduct

(a) Procedure: If there is reason to think that a piece of information may have been obtained from an unattributed source, or that the source has been incorrectly stated, or that data has been misused or falsified in some way, academic misconduct may be suspected. A student who is suspected of such misconduct may be required:

- to explain the source of the relevant information or data, including providing evidence of it; and/or
- to attend for oral examination (viva voce)

If the student fails to supply a satisfactory explanation within the time allowed *and/or* the evidence of misconduct is overwhelming, the Board may conclude that misconduct has occurred and apply an appropriate penalty.

(b) Penalties for plagiarism and data falsification: The appropriate penalty depends on the following factors:

- (i) The extent and/or significance of the plagiarism or data falsification having regard to the nature of the work; and
- (ii) Whether the misconduct is considered to have been intentional or inadvertent

The Board may impose either or both of the following penalties:

- (i) That the mark for the relevant piece of work be reduced by an appropriate percentage having regard to the extent and significance of the plagiarism or data falsification (including giving a zero mark for the piece of work concerned, or for the module *as a whole*);
 - (ii) That the work be repeated, or that supplementary assessment be required
- Alternatively, the circumstances may be reported to the Unfair Practices Committee of the University, which has the power to impose very severe penalties.

(c) Further consequences of plagiarism and/or data falsification:

- (i) Where plagiarism and/or data falsification is suspected or found, all the student's previous work may be reviewed and re-assessed.
- (ii) Intentional plagiarism and data falsification are acts of dishonesty and bad faith. Therefore, a student who is found to have intentionally committed such an act is unlikely to be given a reference if honesty (academic or otherwise) is salient.

5.2 Academic Standards

In academic life, the highest standards of honesty, integrity and fairness must be observed: otherwise, the work done in Universities would be worthless - and so would your degree! The world-wide academic community (of which you are a part) protects its reputation with a set of well-established rules and conventions which are summarized here. In this University, suspected academic misconduct is rigorously investigated and where it is identified, it will be severely punished.

5.3 The Coursework Declaration

The declaration which you sign on the [Assignment Cover Sheet](#) submitted with every piece of coursework contains the following statement:

"I declare that the sources of all information in this assignment (whether data or comment, paraphrased or directly quoted, published or not) are explicitly stated and appropriately referenced. Any material which is reproduced verbatim from any source is shown as directly quoted. This assignment is all my own work *or* This assignment is or is part of an approved group project."

What does this declaration mean? It means that every time you submit an assignment, you are saying :

- that it's *all your own work*. In other words, you haven't copied anyone's else's work or got someone else to do it for you, or done the work jointly with another student. If any question arises about the authenticity of your work, it is your responsibility to prove that it is genuine. It's not our job to prove misconduct.
- that in your assignment you've given the *sources* of your information, ie. where you got it from, whether it was books, lectures, websites... even maybe friends or other students! There are ways of doing this correctly, which you need to learn, so read the section on **Giving References**.
- that if you've included anything in your assignment which is *copied 'verbatim'* (ie. word-for-word) from another source (book, website etc) – then you've shown it *as a direct quotation* ie.

".....". There's more about this in **Giving references**.

5.4 Academic offences

All academic offences are basically forms of cheating. The failure to give proper references, along with copying from books and websites without acknowledgment, is known as *plagiarism*, and it's probably the most common kind of academic offence. It's taken very seriously, and bad cases will be referred to the University's Unfair Practices Committee, which has power to impose severe penalties.

For example, a second-year student found to have plagiarised in assignments worth 40 credits lost ALL the credit for work submitted that year, was excluded from the University for a year and required to repeat the second year. A final-year student who was found to have plagiarised in 5 modules had all the credit for that year removed, was denied a degree and was permanently excluded from the University.

5.5 Plagiarism and How to Avoid It

'Plagiarism' means reproducing other people's work (words or ideas) in your own work without acknowledgment.

However, this doesn't mean that you shouldn't use other people's work - quite the contrary! The whole point of being at university is to find out what other people have said and to criticise and/or build on those ideas in your own work. Mentioning other people's work (provided it's good work, of course) shows that you're reading round the subject, and lends weight to your arguments - so you get credit for doing this. (You'll also get credit for coming up with your own ideas, of course).

Most students who commit plagiarism do so by copying information from a source such as a book, article or a website into a piece of coursework without giving the reference ie. without stating where the information comes from. The copying may be verbatim ie. word-for-word, or a paraphrase using the student's own words, or a mixture of both. (Some students think that substituting their own words here and there means it's not plagiarism. This is untrue).

Many students who commit plagiarism do so inadvertently, either because they don't know it's wrong, or because they forget to state the source of the information. Some commit plagiarism deliberately, in the belief that they won't be found out, or that it won't matter if they are. Don't delude yourself: you'd be surprised how easy it is for lecturers to identify plagiarised material - both from books and the Internet. The University plagiarism detection software is there for a reason - and it works!

The basic principle: The best way to avoid plagiarism is to observe the following 'rule':

In principle, the source of every piece of information contained in work produced for assessment (whether written or oral) must be stated if it's not obvious.

(The source is 'obvious' if the information is common knowledge either generally, or within some specific field of enquiry, eg. 'The Norman Conquest occurred in 1066', or '[p] is a voiceless bilabial stop').

What is the 'source of information'?

- It's most likely to be a published source, such as a book, periodical, newspaper, TV, radio, the Internet etc.;

- It might be something you've heard in lectures, or from a friend
- It might be your own idea

5.6 Giving 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. Detailed instructions on how to set out a bibliography are given in **How to Succeed in Linguistics and English Language** (see 'References'); here, we merely give some examples which will help you to avoid committing plagiarism.

Examples:

(i) References to published sources:

Ideas and information derived from books, articles, etc. must be attributed to their author(s), e.g. by a standard formula such as;

'As Bloggs (2004) argues...'

'Bloggs (2004) suggests that...'

or simply by giving the reference:

'The invading tribes are believed to have spoken several different dialects (Bloggs 2004)'

Verbatim quotations must be enclosed in quotation marks and the page reference given, as well as the source, eg.

'Bloggs (2004 p. 123) considers this to be "an unlikely scenario" '

(ii) References to lectures and private communications:

Where a piece of information comes from a lecture, you could put something like :

'As Bloggs (lectures, 2004) has pointed out...'

or simply put it in brackets ie. (Bloggs, lectures, 2004)

Where an idea comes from a private communication (p.c.) eg. a conversation or a letter, the standard format is:

'Bloggs (p.c.) has pointed out to me that...'

(iii) When something is your own idea:

'It seems to me that...'

'In my view...'

Where you quote the same author or work in several different places, it's not good enough to acknowledge the relevant work(s) only once: you must give the exact source of the quotation every time you paraphrase or otherwise cite the work in question.

The same is true if you are quoting, paraphrasing, or summarising the ideas of various different authors: it's not enough to say at the end of the relevant section of your work: 'The ideas discussed in this section have been drawn from the following works...'. Each individual idea must be attributed to its author(s) in the relevant place(s) in the text where it is mentioned.

5.7 Overlap between assignments; 'self-plagiarism'

It may sound odd, but even copying your *own* work can get you into trouble, because you can't get credit for the same work more than once. This means that eg. you can't re-hash the assignment you did for lecturer A last year and submit it to lecturer B this year. You also need to be careful in exams not to answer an exam question which is substantially the same as an assignment you've previously submitted (although lecturers try hard to avoid setting exam questions that would allow this to happen).

This regulation only bars SUBSTANTIAL overlap of material between different pieces of assessed work, not PARTIAL overlap. So, for example, doing an assignment on 'The Old English Passive' does not bar you from including some of the relevant material in a different assignment on 'A Comparison of the Passive in English and German', provided that the relevant material is only a small part (e.g. no more than 15%) of your overall answer, and is referenced in the same way that you would acknowledge someone else's work (e.g. Smith 2006).

For the same reason, doing a coursework essay on a particular topic does not bar you from subsequently doing a dissertation on a similar or related topic, provided that the dissertation is radically expanded, improved, and revised, and contains substantial new material.

5.8 Authorship

All work submitted by you must be entirely the product of your own efforts and no part of it may derive from any external source (e.g. be written by someone other than you). This is regarded as extremely serious, and will be severely punished.

5.9 Data Falsification

Most research depends on data. To deliberately falsify data in any way is another form of cheating. In linguistics, "data" includes:

- material which you have audio- or video-recorded
- transcriptions of the above
- examples which you have collected from written material or by means of observation or have taken from a corpus
- information which you have collected by means of questionnaires or surveys
- information which you have collected from experiments

"Falsifying data" means that you have made up or changed your data and then presented it as authentic. Falsifying data would include:

- claiming to have audio- or video-recorded data when you have not done so
- claiming to have audio- or video-recorded naturally-occurring interaction, when it is actually role-played
- deliberately changing a transcription so that it is easier to analyse
- claiming to have collected examples from a corpus (your own or a published corpus), when you have simply made them up
- claiming to have made contemporaneous field notes when you have not done so
- filling in questionnaires yourself (or getting friends to do so) and claiming that they were completed by a different population
- inventing or altering survey results
- inventing or altering experimental findings

5.10 Using data improperly

It is wrong to use other people's data without their permission, unless that data has appeared in the public domain (e.g. it's OK to re-analyse data from a previously-published study, if you say that this is what you intend to do; it is not OK to use data from other students or members of staff - including data given out in class - without asking them first);

If you take data from a previously-published study, including another dissertation, you must say where the data comes from and credit the original source.

In general it is wrong (and may also be illegal) to record people surreptitiously

As long as you make it clear that you are doing so, it is OK to:

- re-analyse previously-published data
- change the names of informants in order to protect their identity
- give examples based on your own intuitions (e.g. in syntax)
- use friends/colleagues as informants

5.11 **Bangor University Official Guidelines on Academic Misconduct**

You should read this Bangor University Guidelines, which can be accessed [online here](#).

6.0 **DEALING WITH PROBLEMS**

6.1 **Illness**

If you are ill and can't hand in an assignment on time, or attend an exam, you will normally need a sick note from the doctor. A self-certification form will only do for absence from lectures.

6.2 **Special Circumstances**

Your personal tutor must be kept informed of any special circumstances which might affect your results. At the end of year, these should also be noted on the Progress Report form, and if you want your results to be considered in the light of special circumstances, you will also have to complete a separate Request for Special Circumstances form. The School's Special Circumstances Committee, which meets at the end of the year, will then consider whether your results should be adjusted in any way, taking into account the problems you've had.

'Special circumstances' are serious problems which are unexpected or out of the ordinary, for example illnesses or personal problems which affect the quality of your work, or your ability to do it. In appropriate cases, you will be asked to produce documentary evidence in support of your request.

6.3 **Grievances**

If you have a grievance concerning any aspect of your degree scheme, teaching and learning facilities or support services, you should discuss the matter with the relevant lecturer or with your personal tutor. 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.

6.4 **Appeals**

The University has procedures enabling students to appeal against their end-of-year assessment and/or degree classification in certain circumstances. For full details please ask the Senior Tutor or the School Administrator, or consult the University's Academic Registrar. *NB: The appeal procedure must be initiated within 14 days of the meeting of the Examining Board.*

7.0 GETTING HELP - BANGOR UNIVERSITY SUPPORT SYSTEMS

At Bangor we pride ourselves on looking after students' welfare through the Personal Tutor system and the Peer Guide scheme, But there are others who will help too: the Senior Tutor, your lecturers and the School Administrator. A full range of support services is also offered by the Student Services Centre, which is in the Students' Union building.

7.1 Your Personal Tutor

One of the first members of staff you'll meet when you arrive in Bangor is your personal tutor. Their job is to keep tabs on your personal and academic wellbeing while you're a student. It's important that your tutor knows you personally: firstly so that they can help if you have a problem; but also to make it easier for them to write reports and job references.

7.2 Changing your personal tutor

Normally you keep the same personal tutor the whole time you're a student at Bangor, but if you're unhappy with your personal tutor at any time or for any reason whatsoever (you don't have to say what the reason is), all you have to do is tell the Senior Tutor that you want a different one.

7.3 Seeing your personal tutor

You should see your personal tutor a *minimum* of twice a year (once each semester), but ideally 4 times a year, at the beginning and end of each semester. New students will meet their personal tutor during Welcome Week: after that, reminders will be issued (on the Intranet etc) and you'll be expected to make your own arrangements to see your tutor during consultation hours.

At the early meeting in semester two, you and your tutor will discuss your first semester results. At the 'end of year meeting in semester two, you'll jointly complete the annual 'Progress Report' form.

7.4 Joint Honours students

If you're a Joint Honours Student you will be given a personal tutor in each School, with one being your primary tutor. You should see both Tutors on a regular basis, or whenever you need to.

7.5 The Senior Tutor

The Senior Tutor is the person responsible for the overall organisation of personal tutor system in the School of Linguistics & English Language (and is also the person to see if you need to apply for an extension for a coursework deadline). If you can't see your personal tutor for any reason, you can go and see the Senior Tutor instead.

7.6 Peer Guides

When you arrive in the School you will be introduced to your two 'Peer Guides'. These are more senior students who are assigned to help students during their first year. That's their job, so please make use of them.

You can train to be a Peer Guide yourself in your 2nd year. It's an excellent way to play a central part in the University community, whilst also developing a wide range of employability skills. The

achievement of Peer Guides is recognised through a University certificate and is highly regarded by major graduate recruiters. Visit www.bangor.ac.uk/careers/peer_guide.html for more details.

7.7 Members of Staff

Every member of staff sets aside 'office hours' each week during term-time to see students (either singly or in groups) about academic or other matters. Office hours operate on a 'drop-in' basis: there is no need to make an appointment. You might want to see a lecturer about an academic problem, eg. to clarify something you don't understand, to discuss an assignment etc.; or you might want to seek help or advice from your tutor. Don't hesitate to go and see a member of staff whenever you have a genuine problem or query.

If you really can't see a member of staff during office hours (e.g., because they clash with your lectures), you can email the lecturer directly to arrange an alternative meeting. Please don't use email to book a slot during the advertised consultation times, unless there are physical reasons why you can't sign up in person.

7.8 Problems Procedures

Your personal tutor is your first port of call if you're having problems or feel aggrieved by some aspect of university life. If you're not satisfied with how your personal tutor is representing your case, you can talk to the Senior Tutor, the lecturer concerned, the UG Programme Director or (if you're still dissatisfied) the Head of School.

7.9 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 for details.

7.10 Confidentiality

Please note that members of staff are prevented (by data protection law) from discussing you with other people (including members of your family), or releasing any information about you, unless you have given permission. This rule is strictly enforced.

8.0 CONTACT INFORMATION

8.1 Staff Contact (Telephone, Email and Room Location)

Dr. Vicky Chondrogianni UG Director	01248 38 2267 v.chondrogianni@bangor.ac.uk Room 333
Dr. Peredur Davies	01248 38 2198 p.davies@bangor.ac.uk Room 334
Prof. Margaret Deuchar	01248 38 2269 m.deuchar@bangor.ac.uk Bilingualism Centre
Prof Vyv Evans Head of School	01248 38 3295 . v.evans@bangor.ac.uk Room 315
Mrs. Nia Jones School Administrator	School Administrator lingadmin@bangor.ac.uk Room 312 (09.30-16.30 - Mon-Thurs)
Ms. Nykola Lee	01248 38 2270 n.lee@bangor.ac.uk Room 330
Dr. June Luchjenbroers	01248 38 8205 junel@bangor.ac.uk Room 337
Prof. Ineke Mennen	01248 38 8702 i.mennen@bangor.ac.uk Bilingualism Centre
Dr. Patrick Rebuschat	01248 38 8528 p.rebuschat@bangor.ac.uk Room 336
Dr. Eirini Sanoudaki	01248 38 2270 e.sanoudaki@bangor.ac.uk Room 330
Dr. Christopher Shank Senior Tutor	01248 38 3590 c.shank@bangor.ac.uk Room 335
Dr. Marco Tamburelli Exams Officer	01248 38 2078 m.tamburelli@bangor.ac.uk Room 332

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

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

8.2 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.

8.3 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 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 is correct. You can check your addresses by logging onto the Bangor Portal system. If you have problems with BangorPortal, email: bangorportal@bangor.ac.uk. If you are having problems updating your personal information email: student-records@bangor.ac.uk

8.4 Notices, Advertisements

School announcements, e.g. about visiting speakers, extra opportunities for computer experience, revised course information, etc. are posted on linguistics' noticeboards which are located on the 3rd floor of the New Arts Building. Also check the University Intranet (see below)

8.5 Information Services

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

www.bangor.ac.uk/is/library for Library

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

8.6 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. 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:	<ul style="list-style-type: none"> check marks check their university financial account check and change contact details check and change emergency contact details
My Modules:	<ul style="list-style-type: none"> 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)

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/>

9.0 MISCELLANEOUS INFORMATION

9.1 Student Representatives

At the beginning of the academic year, the position of Student Representatives (one for each year) will be advertised. Anyone interested should contact the Undergraduate 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.

9.2 The Linguistics Circle

The School holds a series of talks on alternate Wednesdays between 4.00-6.00 p.m. in Room 018, at which members of staff, students and linguists from other universities talk about their research. Everyone is welcome to attend, and students of all levels will find the talks entertaining as well as useful.

9.3 Bangor Linguistics Society [BLS]

This is a student society within the school, run by students for students. It has an office, next door to Room 018, Basement, Main Arts Building 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.

9.4 Transcripts

Graduates will receive complete Transcripts of their results from the Academic Registry in August. For further information on requests for transcripts, please see the following website: <http://www.bangor.ac.uk/ar/main/sturec/home.htm#trans>