



*Cardiff School of English, Communication, and
Philosophy*
(ENCAP)

Year One
Language and Communication
Course Guide 2011-12

Course Guide for all students taking Language and
Communication modules in Year One.

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Foreword

WELCOME to Year One Language and Communication. This guide contains important information about your course, so please read it carefully and keep it for future reference. The information given here supplements that in the ENCAP Undergraduate Handbook; copies of this may be obtained from the Year 1 Office. It can also be found on the School website.

This Course Guide contains practically everything you need to know about your course, including important dates such as teaching weeks, reading weeks, exam weeks and coursework deadlines. It tells you how staff and students contact each other. It gives you advice on how to present your coursework and prepare for exams.

We hope that the Contents List above will allow you to find the relevant information fairly quickly. So rather than reading the whole Guide from cover to cover, you might prefer to check out different section headings and consult the Guide on various matters at different times.

The staff who will be teaching you are members of Cardiff University's top research-rated Centre for Language and Communication Research (CLCR). They have specialist research interests across the fields of English Language and Communication, and are responsible for a wide range of second- and third-year modules. If you have any problems or questions either about your work for your course or about personal matters, please don't hesitate to approach a lecturer, your personal tutor, or myself. All staff members will have notices on the board outside their offices indicating when they are available in their rooms to see students about any issue.

I hope you find the year both stimulating and rewarding.

Lisa El Refaie
Year 1 Director of Studies in Language and Communication
RefaieEE@cardiff.ac.uk

You will find an electronic version of this Guide and the ENCAP Handbook on the ENCAP web site at: <http://www.cardiff.ac.uk/encap/resources/1guide.pdf>



For a map of the University buildings, visit: www.cf.ac.uk/locations/maps/index.html.

Please contact the administrative staff if you require this Guide in an alternative format, e.g. large print, coloured paper, etc.

1. YEAR ONE LANGUAGE AND COMMUNICATION

1.1 Our Degree Programmes

We currently offer two different single honours degree programmes, the BA in English Language and the BA in English Language and Communication, as well as a number of joint honours programmes. There is considerable overlap between the programmes and this makes it possible to produce one Course Guide for all of these. However, it is worthwhile reiterating some of the key differences between the programmes.

The Government, through the Quality Assurance Agency for Higher Education (QAA), publishes official guidelines for each major subject area. These are known as Subject Benchmark Statements and disciplines are supposed to follow these guidelines when designing their curricula. You can read these Benchmark Statements at <http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/default.asp>.

The Statements set out the informing principles of the subject, indicate what a student might be expected to get out of a degree in that subject, and detail what a student should know and be able to do by the end of the degree. The point in mentioning these here is that the degree programmes we offer cut across three different benchmark statements: English, Linguistics, and Communication (which also includes film, media and cultural studies).

1.2 About Year One

We offer two courses in Year 1, **Language** and **Communication**. Each of these consists of 2 'linked' 20-credit modules (which means they can only be taken together):

Language provides an introduction to the study of language, including speech and writing, the structure of language, and the relationship between language, culture and social life. The subject usefully complements the study of English literature, or Modern Languages, since it introduces basic concepts in the study of language generally. But the social and communicative focus of the programme necessarily connects with the social sciences as well. Anyone considering an eventual career in teaching will find the programme a useful place to start, acquiring 'language knowledge' and 'language understanding' in line with current emphases in education.

This course consists of two modules:

Introduction to Language and Society (SE1110) in the autumn, 20 credits

Introduction to Language (SE1109) in the spring, 20 credits

Communication provides an introduction to theoretical approaches to human communication, exploring areas such as verbal and non-verbal communication, as well as issues of context,

ideology, communication in the media, and advertising. This subject provides an excellent complement to most humanities and social science disciplines, including Sociology, Psychology, Journalism, Film and Broadcasting, Cultural Criticism, Philosophy and Education.

This course consists of two modules:

Introduction to Human Communication (SE1107) in the autumn, 20 credits

Introduction to Media Communication (SE1108) in the autumn, 20 credits

If you are enrolled on the **BA in English Language** or the **BA in English Language and Communication**, you will be taking both Language *and* Communication as compulsory Year I subjects. You will also choose 40 credits in an additional subject.

If you are enrolled on a **Joint Honours with English Language** degree, you are committed to doing only Language, although you are of course welcome, and actively encouraged, to take Communication as your additional subject

If you are enrolled on a **BA in any other subject**, either Language or Communication will constitute your additional subject.

Listed at the end of this guide are the outlines for all four of our modules (2 for Language and 2 for Communication). They give a week-by-week outline of subjects that will be covered, as well as details of recommended preparatory readings.

Library and I.T. skills

In order to operate effectively and efficiently you need to know how to use the library catalogue and how to word-process your essays. The library offers guidance on word-processing and information resources. The library staff are extremely keen to help and advise at all times and all stages of your studies (ask at the information desk for help).

Further Reading

You are expected to read beyond the bare minimum required for a module. At various points in the semester lecturers will provide lists of recommended and further reading. If you require any further guidance on what to read do not hesitate to discuss this with your lecturer.

Websites and Other Electronic Resources

The Internet is a tremendous resource for students, and there are many excellent academic websites run by well-qualified individuals or organisations. You can access images, specialised reading lists, some journal articles, and conference papers by scholars. However, it is important to take care when using web resources: much material available online is factually incorrect or otherwise of poor quality (sometimes very poor quality). Academic books and articles in printed journals go through a rigorous process of 'peer review' and editing before

they are published, but few websites exert this kind of editorial 'quality control' over the material they make available (the major exceptions, of course, are websites making printed journals accessible online). Remember that anyone who wants to can publish online, however little they may know about a subject. In particular, avoid using websites consisting of 'student essays' on various topics. These essays are invariably of very poor quality.

If you do use material from a (good) website in your assessed work you **must** give references for it just as you would for material from books or articles: in a footnote give the URL of the site you have used and also the date you accessed it. Failure to do this is **plagiarism** and when you are caught you could receive a mark of zero (it is very easy to trace plagiarism from websites through Turnitin, see below.)

1.3 Year One Lectures and Seminars

Teaching in all our Year 1 modules subjects consists of a mixture of lectures (two per week for each module) and practical work/discussion in small seminar groups (one per week for each module).

Individual lectures may vary greatly from pure 'lecture' to more interactive sessions, where you might for instance be shown a video clip or given some written data and asked to answer some specific questions about it.

The first year seminars at Cardiff are designed with specific aims and objectives in mind, and attendance is compulsory. Seminar groups consist of smaller groups of around 20 students. Your tutor will use discussions and practical exercises to help you to understand the key concepts discussed in the lectures and prepare you for the assessment tasks (exams and essays or other types of coursework). Usually, you will be given a specific preparation task for each seminar. Typically, this will consist of a preparatory reading, but some tasks will also be more practical and applied.

1.4 Our Role in Managing the Degree

Your degree is managed by the Board of Studies for Language and Communication. The Board is responsible for the day-to-day running of the programme and for student support.

Chair: Dr Chris Heffer

Deputies: Dr Michelle Aldridge and Dr Lisa El Refaie

Your assessment comes under the Year One Examination Board for Language and Communication. The Director of Studies for Year 1 convenes the exam board and the Extenuating Circumstances sub-committee that reports to the exam board.

Year 1 Director of Studies in Language and Communication: Dr Lisa El Refaie

1.5 Your Role in Managing the Degree

This refers to the vital part students play in the development of the degree. This role includes the Staff Student Panel, attendance at the Board of Studies, Module Evaluation Questionnaires and, for final year students, the National Student Survey (NSS). Each of these is described below:

The Staff–Student Panel

The Panel is composed of student representatives from each of the three undergraduate year-groups across all degree programmes and members of staff. The Panel is chaired by a student and the minutes taken by a student.

The Staff–Student Panel is an opportunity for staff to inform students about, and involve them in, relevant developments within the School and the University. But its main purpose is to give students an official forum to raise issues on the nature of modules taught, including content, seminars, teaching methods, assessment methods and, more generally, any academically-related issues such as staff consultation time, or the passing on of information. Panel meetings therefore provide important feedback for members of staff on the modules for which they are responsible.

The points raised are addressed in a number of different ways. Firstly, wherever possible, a response may be given by the staff representatives during the course of the meeting. Secondly, issues relating to an individual module or an individual member of staff may be raised by one of the staff representatives with the member of staff in question. Thirdly, any issues that require action sanctioned by the Board of Studies are raised either at the Board of Studies meeting following the Staff–Student Panel meeting or, when it is urgent, at a specially convened Extraordinary Meeting of the Board of Studies. The Staff–Student Panel is officially administered by the Board of Studies, and student members are invited to attend the Board of Studies meetings on a regular basis.

Action taken is then reported back at the following Panel meeting. In cases requiring immediate action, students are informed by individual members of staff during lecture and seminar sessions.

Staff–Student Panel meetings are normally convened twice in both the Autumn and the Spring Semesters.

Module Evaluation Questionnaires

At the end of every module, students are asked to complete a simple questionnaire to provide important feedback. This helps us to assess the effectiveness and appropriateness of our modules in terms of teaching methods, presentation, course content, etc.

The questionnaires are completed anonymously, usually during one of the final lecture sessions of each module.

We urge you to treat this exercise seriously and constructively. It is one of the main resources we have for monitoring your reaction to what we do. It is a crucial part of our efforts to maintain and upgrade the quality of the learning/teaching environment.

National Student Survey

As its name suggests, this is a survey of all final-year (only) university students in which they are asked to evaluate a number of aspects of their degree course at University. The Survey usually begins in January and ends in March; the results follow in late August and provide important feedback for the University and are taken very seriously.

Graduate Leaving Questionnaire

A few months after you have graduated, we send you a questionnaire in which we ask what you are now doing and ask you to reflect on your experience in Cardiff. This survey has provided invaluable qualitative information about the quality of the degree schemes and again is taken very seriously and analysed very carefully.

2. PRACTICAL MATTERS

2.1 Where to Find the Right Information

Most information you will need is available online or in printed form. Before contacting the Office or your lecturers, check the following sources of information:

The ENCAP Undergraduate Handbook

All information that is not specific to your particular course is included in the Undergraduate Handbook. This includes information on support services, general assessment issues, and general policies of the School. The Handbook has a very useful index so that you can find what you are looking for quickly. If the information you need is not in this Guide, you will most likely be able to find it in the Undergraduate Handbook.

The Cardiff University Website and the ENCAP Web Pages

It pays to get to know your way around the University pages, as the web is increasingly becoming the main source for general information.

This Guide

This guide should contain all information relevant to your degree programme, including module outlines.

Module Handbooks and 'Learning Central'

At the start of each semester, you will receive more detailed module guides for each module.

Useful information can also be found at *Learning Central*, an online resource where you can find contact details for your lecturers and fellow students and important notices, documents, links to web resources. Provisional exam results will also be posted here in an anonymous form (by number). Please note that you must inform us if you do not want your marks to be disclosed even in this anonymous form (see ENCAP Undergraduate Handbook).

All the modules you are enrolled on will be listed on your personal *Learning Central* page. You can find this at <http://learningcentral.cf.ac.uk>, or via your *Cardiff Portal* page at: <https://mwe.cf.ac.uk>. In both cases, you must log in using your user name and password.

For all our 'home' students (that is, students doing a single or joint honours degree in Language [and Communication]), there is also a dedicated module on Learning Central where we post information of relevance to all students taking our degree schemes.

The Year 1 Notice Boards

Located on the 2nd floor corridor close to the Year One Office, these are where you will find lists of personal tutors, seminar groups and information on results.

Your Cardiff Email Account

When the Centre or your tutors have to contact you personally, they are most likely to do so via email. We are only permitted to use your Cardiff account so you should not contact us using Yahoo, Hotmail, Virgin, etc. and you should check your Cardiff email at least two or three times per week. You can now access your email (along with other electronic resources such as the Library Catalogue and Electronic Journals) via the *Cardiff Portal*. You can read about the *Cardiff Portal* at: <https://mwe.cf.ac.uk>.

2.2 The Year 1 Office

The administrative office for Year One is room 2.67. The contact secretary is Carol Rees, who can be contacted by email: clcr-ug@cf.ac.uk; or telephone: 02920 874243.

2.3 Our Contact Details

Address: Language and Communication, ENCAP, Humanities Building, Cardiff University,
Colum Drive, Cardiff CF10 3EU

Telephone: 02920 874243

Email: clcr-ug@cf.ac.uk

2.4 Your Contact Details

You must keep us informed of your current address. ***This is most important.*** You must tell the Year One Office if you change your home address or Cardiff address. You can also update your addresses via your SIMS ('Student Information Management System') record, which can be accessed via the Cardiff Portal at: <https://mwe.cf.ac.uk>.

2.5 Office Hours and Email Hours

All full-time staff indicate on their notice-boards outside their offices the hours during the week when they are available to see students for consultation. Many staff also have Email Hours when they will reply to your email messages. See the Undergraduate Handbook for details on *how* to email staff and fair policy on emailing staff.

2.6 Asking Staff for References

Your personal tutor, or any member of staff who knows you and your academic work well enough, is usually happy to act as a referee for jobs or training/courses you may apply for.

However, in order for us to act as referees, you should do the following:

- Make sure that you visit your personal tutor regularly so that they get to know you well enough to be able to write a reference with confidence. Members of staff sometimes get

employers' reference requests for students they have rarely seen as personal tutees through their three years at Cardiff. They cannot be expected to write references under such circumstances.

- Provide your referees with an up-to-date CV (including a photograph), which they can consult when they receive a request for a reference. Make sure that the CV contains your degree programme, the modules that you have taken and any results to date. (In any case, it is useful to update your CV regularly.)
- Visit your personal tutor or other lecturers during their office hours and ask if you can use them as referees. Tell them about the kind of job/course that you are applying for. Do not simply put their name on the application form without asking them beforehand.
- Make sure that your referees are aware of when the reference request is likely to arrive. Members of staff are often away from Cardiff during the summer – at conferences, doing research or on holiday – and may be away when the request comes in.

If you do not follow the guidelines above, we cannot guarantee that a reference request will be answered, which could jeopardise your chance of a job or a place on a course.

Finally, bear in mind that if you are applying for a job (especially a temporary part-time holiday job) academic staff are usually only able to provide information about your academic work. We are not your current employers and cannot comment on your honesty, dress sense, 'attitude to clients', etc. from the point of view of an employer. If it is important to you that your employment qualities are commented on, it may be that members of staff are simply not the appropriate people to act as referees. Please note that it is not School policy to hand references over to students before they are posted; they need to be posted from the School by a member of staff.

2.7 Attendance

Attendance is compulsory. In particular, if you are going to miss a seminar you must make every effort to inform the tutor in advance, either by sending a written message or by telephoning the office.

If you are **ill** you must inform us. If you are ill for more than a few days, you must produce a medical certificate. This should be given to the Year 1 Office. The ENCAP Undergraduate Handbook includes more information about self-certification, etc.

2.8 Academic Progress

Students' Academic Progress is monitored in accordance with the following rules. You must attend classes and produce such written work as the course requires. It is your responsibility, if you expect to be absent from the course or late in submitting written work, to secure permission beforehand. If circumstances do not permit this, you must explain the absence, or the late submission, as soon as possible after the event. Otherwise, the following procedures will come into play:

- i. if you are absent from the course without explanation you will be written to.
- ii. if you are absent without explanation from classes you may be issued with a formal warning of exclusion by the University.

2.9 Meetings with your Personal Tutor

You should aim to see your Personal Tutor **at least once** each semester, whether or not you are experiencing any specific difficulties. These meetings are very important as a way of getting to know your Personal Tutor, so that you will feel more comfortable talking to him/her if it becomes necessary later on. Conversely, regular meetings will enable your tutor to get to know you well enough to write you a good reference (see under 2.6 above).

At the start of your second Year, you will have an official progress review meeting to take stock of the feedback on your Year 1 work and, if appropriate, find ways of addressing any academic problems or weaknesses. For this reason, it is most important that you keep copies of your Year 1 coursework with the feedback you received for it.

More information about the personal tutor system and how you can make it work for you can be found in the ENCAP Undergraduate Handbook. If you forget the name of your personal tutor, you can find lists of personal tutors on the Year 1 notice board on the second floor.

2.10 Changing Subjects

It is possible to change your Year One subjects **during the first three weeks of the year. This deadline is absolute.** Please discuss the change with your Personal Tutor first. Do think carefully before changing and bear in mind that the later you make the change, the more you will have missed in the lecture programme and the more you will have to do to catch up. You will need to complete any changes on SIMS.

2.11 Disability and Disclosure

Please see the important information in the ENCAP Undergraduate Handbook.

3. ACADEMIC STAFF DETAILS

You will find a much fuller bibliographical summary of the various activities of members of staff on the Centre's webpages: <http://www.cf.ac.uk/encap/contactsandpeople/academic/clcr.html>.

Member of Staff	Room	Teaching and Research
Dr Michelle Aldridge	3.35	Child language acquisition; communication disorders; forensic linguistics.
*Dr Tom Bartlett	3.64	Functional approaches to language; discourse and ideologies; language and power; intercultural communication.
Dr Janet Cotterill	3.53	Forensic linguistics; language and gender; language and power; systemic and corpus linguistics.
Dr Justine Coupland	3.31	Interactional sociolinguistics; health and lifespan communication, discourse and identity.
Prof. Nikolas Coupland	3.60	Language and Wales; critical approaches to sociolinguistics and discourse; stylistics; sociolinguistics of the lifespan.
*Dr Lisa El Refaie <i>Year 1 Director of Studies</i>	3.61	Visual and multimodal communication; metaphor and humour; media discourses about minorities.
Dr Lise Fontaine	3.31	Systemic functional linguistics; computer-mediated communication; referring expressions; grammatical structures.
*Dr Chris Heffer	3.65a	Forensic linguistics; narrative; language and ideology, language and advertising; corpus linguistics.
*Prof. Adam Jaworski	3.37	Critical discourse analysis and media language; non-verbal and visual communication; global communication and tourism.
Dr Charlotte Kemp	3.63	Individual differences in metalinguistic awareness; bilingual and multilingual acquisition; the good language learner; language testing; World Englishes; Chinese learners of English.
Dr Gerard O'Grady	3.59	Intonation in discourse; language and power; information structure in speech; linear speech grammar.
*Dr Frances Rock	3.56	Language in legal settings; language in the workplace; literacies; interactional sociolinguistics; ethnography; discourse analysis.
Prof. Srikant Sarangi	3.40	Institutional and professional discourse; genetic counselling and general practice; intercultural pragmatics; racism and ethnicity in multicultural societies.
Dr Joanna Thornborrow	3.41	Discourse and conversation analysis; mediated interaction; children's social interaction; discourse stylistics.
Dr Angie Williams	3.33	Lifespan intergenerational communication; communication attitudes and perceptions; intergroup communication, images of older people in the media.
Prof. Alison Wray	3.65b	Formulaic language; psycholinguistic modelling; evolution of language; historical pronunciation for early music.
*Dr Virpi Yläne	3.34	Discourse and social interaction in the areas of institutional discourse, ageing and human development, and tourism.

*** = Lecturers on Year 1 modules**

4. COURSEWORK

4.1 Coursework Tasks

Most of your Year 1 modules are assessed by examination and coursework, but the coursework can take different forms. For example, you may be asked to write a formal essay, or to analyze some primary data which you must find yourself (e.g. a magazine advert, a newspaper article, the transcription of a radio broadcast).

Make sure you always read the coursework instructions extremely carefully, paying particularly close attention to the following questions:

- 1) What exactly am I being asked to do?
- 2) What is the word limit?
- 3) Are there any specific instructions regarding how the coursework should be presented?

4.2 Presentation of Coursework

Again, there will be slight variations from one module to the next. However, the following general guidelines apply to all coursework in Language and/or Communication modules:

1. The lecturers will give you a cover sheet for your coursework, which must be securely attached to the front of your work.
2. There is no need to provide a title page but state clearly at the top of the essay the topic or question you have chosen.
3. Do not exceed the specified word limit. Marks may be lost for excessively long or very short work.
4. You are expected to present your assessed work in printed form. Use a font of 12pt size, 1.5 spacing, and leave wide (min. 2.5 cm) margins all around (so that markers can add comments/corrections in the margins). If for some reason you have to handwrite your assignments, please see your personal tutor so that appropriate arrangements can be made. Transcriptions should be typed if at all possible. However, if the transcription is complex, it should be handwritten as clearly and precisely as possible.
5. If possible, use both sides of the paper and number your pages clearly. Staple your pages (including the cover sheet) together in the top left corner. Do not enclose your work within any kind of binder or folder unless specifically asked to do so by your lecturer.
6. Check your work for spelling, punctuation and general coherence. Bad spelling and punctuation can make it difficult for your marker to read your work, which will make a bad impression and will lose you marks.
7. If you are analysing primary data (e.g. a magazine advert or a written text), you must submit your data together with your analysis (e.g. a copy of the advert, or a copy of the written text).

8. You will also need to submit your work (without primary data) electronically (see 4.5 below and Appendix 2).

Printing of Work

Your work should be prepared on computer and printed on a laser or inkjet printer. Computers and printers are available for your use in 0.46 of the Humanities Building, in the Julian Hodge Building, and in the library. If you are printing your work on a university printer, make sure you do so well before the deadline. Many students get into a panic on the morning of submission when they find problems with the printing facilities.

4.3 Academic Writing and the 'Writing Centre'

One thing that you will learn in courses in language and communication is that there is no such thing as inherently 'right' or 'wrong' language. The particular variety of language that dominates in society (often called the 'Standard dialect' in linguistics) is most often labelled by its users as 'correct' or 'right' while equally linguistically respectable dialect forms are generally designated as 'incorrect' or 'wrong'. It might seem strange, then, that we insist on a particular type of language in your academic writing: formal standard English following academic conventions.

However, all forms of writing develop a set of norms and conventions which habitual users follow. There are often good functional reasons behind the development of those norms or conventions (e.g. users might believe that they can communicate more clearly or effectively by following such norms). However, there is also a strong element of simple rule-following. Writing in a given genre is a game like any other game. If you do not follow the rules, you are likely to annoy other players and might cause confusion. You are also likely to be seen as a novice player. You need to learn the 'rules' of academic writing, then, both to communicate more effectively with members of the academic community and so that you become a competent player in this academic game.

Your lecturers will all be happy to help if you have difficulties learning the rules of academic writing. You may also wish to take advantage of the "**Writing Centre**", which is run during teaching weeks in Room 1.23, and gives advice on all aspects of academic writing. This is a free service, available to all students on a "drop-in" basis (for times see the notices outside 1.23).

4.4 Common Problems with Academic Writing

Below we have listed some of the most common problems that occur in students' written work.

4.4.1 Common Punctuation Problems

Possessives

Use apostrophes when a noun is in the possessive case:

In the reader's mind The advertisers' text

Apostrophes come after the person(s) or thing(s) in possession of the object or person:

Halliday's grammar Women's rights Journalists' pay

Singular nouns ending in 's' usually take 's just like other singular nouns, but classical names usually add just the apostrophe without the 's':

James's palace Socrates' philosophy

Plural nouns ending in 's' always take just the apostrophe without an extra 's':

readers' minds the Smiths' dog the Stoics' philosophy

Don't confuse nouns in the possessive case (*it's*) with possessive determiners (*its*):

It's got cute feet Look at its cute feet
Who's that girl? Whose car is that?

Never use an apostrophe to indicate a plural (the asterisk indicates an example is incorrect):

*Potatoe's *1950's

Overworked Commas

Commas are used to indicate to your reader how they should read your sentence. For example, you might mark off a subordinate clause at the beginning, or in the middle, of a sentence:

Whatever you might think, commas are very useful.
Commas, whatever you might think, are very useful.

However, they are a 'light' form of punctuation and should never be used to do the work of a full-stop. When they *are* used as full-stops, it produces a phenomenon variously called 'comma splices', 'fused sentences' or 'run-on sentences'. The effect is that the reader loses their way because you haven't signalled to them (via the full-stop) that you are starting a new sentence. Sometimes this can produce disastrous or comic results:

*We should take pride in the knowledge that our country is culturally rich, by quashing accents and regional dialects....

More frequently, it means that your reader has to back-track to get the right interpretation, which makes reading more difficult. A very serious case of fused or run-on sentences is when not even a comma is used to mark the separation between sentences:

*They employ different means at their disposal to achieve this one main component is language.

Much more commonly, commas are overworked when used with some sentence connectors. Some co-ordinating and subordinating conjunctions can be used to link sentences with only a comma (or even without a comma) e.g. 'and', 'but', 'yet', 'neither', 'nor'. Others, though, cannot be used in this way, such as 'nevertheless', 'consequently' and 'however'.

Probably the most common mistake of this sort (and one that is very easy to fix) is the use of 'however' to link sentences with just a comma (or without):

*Some linguists believe that men and women use language in completely different ways, however others claim that power differences are more important than gender.

You can rewrite this either as:

Some linguists believe that men and women use language in completely different ways. Others, however, claim that power differences are more important than gender.

or as:

Some linguists believe that men and women use language in completely different ways; others, however, claim that power differences are more important than gender.

Relative Clauses

It is very important to get your comma use right with relative clauses. Commas are usually used to introduce a non-defining relative clause:

Lawyers are professionals, who tend to develop their own specialised languages.

This means 'lawyers are professionals' AND 'professionals tend to develop...'. Developing specialised languages is not something that *defines* who a professional is, let alone who a lawyer is. Compare that with:

Lawyers are professionals who have a law degree.

This means that lawyers are a TYPE of professional with a law degree. So the clause defines which type of professional we are talking about. Now see how things can go wrong:

*Professionals are people, who tend to talk a specialised language.

This means that professionals are people AND people tend to talk specialised languages. Clearly what was intended was actually that professionals tend to talk a specialised language. So:

Professionals are people who tend to talk a specialised language.

Severed Subjects

Never put a comma between subject and verb. The comma indicates that there is a change in the grammar in some way (a parenthesis, a list, a subordinate clause etc.). Often inserting a comma between subject and verb is simply redundant (but annoying):

*Defining language, can be difficult..

You need to be particularly careful when the subject is very long. However, inserting a comma between subject and verb can also be dangerous as it can change the meaning altogether, as in the title of Lynne Truss's popular book on punctuation:

(the panda) eats, shoots and leaves

Because the comma signals a change in grammar and 'shoots' can be a verb as well as a noun, we tend to read the comma as separating two items in a list of verbs, thus making the panda into a fast-shooting cowboy rather than a picky vegetarian.

The semi-colon

The semi-colon can usually be replaced by a full stop; it is used where we have two sentences together that are considering similar matter. The only other place you find a semi-colon is when it is used to divide sets of items after a colon where the reader might get confused: it might be a series of small sentences like these; it might be a group of lists; it might be sets of similar things. Never use a semi-colon to introduce a list or quote or to open or close parenthetical material.

Improving Punctuation

If you have doubts about your punctuation, get a book and follow it. R.L. Trask, *The Penguin Guide to Punctuation* (London: Penguin, 1997) is clear and simple. Lynne Truss's *Eats, Shoots and Leaves* (London: Profile Books, 2003) is horribly prescriptive but is easy and humorous.

4.4.2 Common Spelling Problems

You should always be aiming to increase your vocabulary; use a dictionary to check spelling of words that are new to you, especially those you have only heard and not seen in print. It is a good idea to have a dictionary by your side whenever you are working so that you can immediately check spellings and meanings.

Here is a list of the standard (UK English) spellings of words which are frequently misspelt:

accommodation	archetypal	archetype	argument	commitment	committed
corollary	definite	embarrass	epistolary	epitome	exaggerate
existence	fallible	foresight	fulfil	fulfilled	harass

harassment	hierarchical	hierarchy	independent	infinite	inimical
irrelevant	knowledgeable	metonymy	occur	occurred	occurrence
parallel	patriarchal	patriarchy	pseudonyms	relevant	responsible
rhythm	rigorous	separate	skilful	soliloquy	soliloquies
symbolic	synonymous	threshold	truly	wilful	withhold

Make a special point of checking *ance/ence*, *ent/ant*, *able/ible* endings and *ei/ie* combinations.

The words in the following pairs are often confused. Make sure you know the difference by checking them in your dictionary:

disinterested/uninterested	enormity/enormousness	infer/imply
discrete/discreet	stationary/stationery	affect/effect
dependant/dependent	practice/practise	simple/simplistic
complimentary/complementary	site/sight/cite	lose/loose
there/their/they're	where/wear	
accepted/excepted		

Centuries: when referring to centuries use a hyphen to form the compound adjective. No hyphen is needed for a noun. (It is an eighteenth-century novel. It was published in the eighteenth century.) Do not use an apostrophe before abbreviated decades: the 1960s, *not* the 1960's.

Finally, be careful not to invent words by mistake e.g. *elicitate*, *occurent*, *predominately*.

4.4.3 Common Grammar Problems

Agreement

Make sure subject and verb agree in number (singular/plural). Remember that number is taken from the noun head, not from a modifying noun:

Their use of these linguistic devices helps (not 'help')
Results from Holmes' study show (not 'shows').

Subordinate Clauses

A subordinate clause must be attached to a *main clause*:

'Whereas Text A has no passive forms, Text B has 5.'

Don't end the sentence after the subordinate clause. Although *whereas* and *while* are often used in informal writing without a main clause, in academic English they are subordinating conjunctions and the subordinate clause they introduce must be followed by a main clause.

Subjects

Be careful not to use a prepositional phrase as the subject of a sentence:

*By viewing this as ideological will not help the analysis.

A non-finite clause is fine as a subject, but remember that this must be followed by a finite main verb.

Viewing this as ideological will not help the analysis.

Finite Main Verb

Almost all sentences in academic English require a finite verb in the main clause, as illustrated by 'require' in this sentence. It's not enough to have a finite verb in the subordinate clause:

*Making sure you *have* a verb.

*If you *have* a verb, to check it is finite.

Improving Grammar

You are recommended to buy D. Crystal, *Rediscover Grammar* (London: Longman. 2004).

This will give you the basics of grammar, which will be useful both in analysis and in your own writing.

4.4.4 Common Style Problems

Register

Academic English is formal. Within that broad designation, there can be considerable variation in individual style. However, an overtly colloquial style is out of place:

'Yes, that's it!'

'Sad indeed'

Or an overtly rhetorical style:

Are women objects? Are women stupid? No!

At the same time, there is no need for an exaggeratedly formal style: use 'I' rather than 'the author' and 'above' rather than 'in the aforementioned paragraph'.

Complexity

As you learn, you acquire new concepts and new terms, and you understandably want to try them out. However, you need to be careful not to overdo it. Get to know the precise meaning of key technical terms. For example, *linguistics* is the study of language, not language itself, while the adjective *linguistic* can refer to language or linguistics. Don't use technical terms unless you need them and are sure of their meaning. Similarly, try to avoid an overly complex style which can become well-nigh impossible to decipher:

It is just a void-content word that gives sense to a system of binary oppositions where the identity of one of the two elements born from the negation of the element which is in a positive dominant position.

Or an overly dense style which can be difficult to unpack:

women's linguistic potential deprecation

Connotation

Be careful with connotations. For example, *simplistic* (stupidly simple) and *infamous* (famous for all the wrong reasons) are extremely negative; don't use them if you actually just mean *simple* or *famous*. In general, use 'neutral' terms (as far as that is possible) in academic work unless you are making a very strong point which you can support with clear evidence.

Signposting

Pay very careful attention to the way words linking sentences are used by writers. Words like *consequently*, *subsequently*, *while*, *since*, *whereas* etc

4.5 Coursework Submission and Deadlines

Coursework needs to be submitted in two forms:

- 1) **ONE hard copy** of your coursework needs to be submitted to the Year 1 Office or to the module leader (check your module guide). This applies to both semesters.
- 2) **ONE electronic copy** needs to be submitted online. For instructions on how to submit the electronic copy, see Appendix 2.

Because of the large number of students in Year 1, we have a system for recording the receipt of the hard copies of assignments. Before you hand in the hard copy of your assignment, you will need to fill in an assignment cover sheet which you then attach to the piece of work. The person taking in your work will sign a tear-off portion of the form as your receipt.

Make sure you hand the assignment in on the specified date, at the specified time, and receive a receipt for your work. The electronic copy must also be submitted by this deadline. Work that is handed in late without good cause will not be marked and will be considered 'not submitted' or 'absent'. Please note that under no circumstances should coursework be either faxed or emailed to the Department.

If for any reason the work has to be handed in late, you must apply for an extension by filling in an Extenuating Circumstances form (ENCAP Handbook Appendix 2), detailing why you need an

extension, before the deadline. This form must be handed in to the Year 1 Office or given directly to Dr. Lisa El Refaie, Year 1 Director of Studies.

In an emergency, you may telephone the Year 1 administrative contact, Carol Rees, on 20874243, or one of the other Year 1 administrators, during normal office hours. She will connect you to Dr. Lisa El Refaie, or advise on how to contact her, or take a message. For regulations on submitting coursework (e.g. what happens if you do not submit it on time), see the Undergraduate Handbook.

4.6 Coursework Return and Feedback

Coursework is normally marked and returned to students within four weeks. This will happen on specific dates, announced in advance. Make sure that you collect your work, and keep it for future reference. You should keep all your assessed work, building up a portfolio as you go. Any piece of coursework that has not been collected a year after the specified date for handing it back will be destroyed.

Feedback on assessed coursework is by means of a feedback form which also shows you what examiners are looking for. We describe the principles by which we assess students in more detail later in this Guide.

5. ACADEMIC REFERENCING

5.1 Plagiarism

Your work is submitted for analysis by the Turnitin plagiarism software. This is how Cardiff University's *Student Guide to Academic Integrity* defines plagiarism (a copy of the full document can be found on *Learning Central*):

'Plagiarism – This occurs when work that is submitted for assessment contains the words or ideas of others without the original source being properly attributed or acknowledged. It includes attempts to pass off work that has been produced by fellow students as your own, or words or ideas that are found in textbooks, in articles, on the Web, or in any other format. It includes both work that is directly copied from another source and work that has been slightly changed or paraphrased to make it look like it is different from the original.'

So, in its crudest form, plagiarism involves taking passages from another person's writing (be it in a book or on the Web) and, quite consciously, embedding them in your own text - and so presenting them as your own. It is done with the intention to deceive the reader, and is a serious form of cheating.

But there is a more subtle form of plagiarism, in which there may be no conscious intent to deceive. You need to guard yourself against this equally carefully. If, for example, you make notes on a book, basically in the author's words, and if at a later time you incorporate this material in your own piece of written work (perhaps interspersing the author's wording with linking expressions such as 'however', 'then', etc., of your own), but presenting it as if it were your own (i.e. without referencing the original source), then you are committing plagiarism.

The way to ensure that you **do not** commit plagiarism is **always** to give the **source** of your ideas or wording, both in the notes you make for yourself and in any work you submit. If you are using someone else's wording, you must use **quotation marks** and indicate the **page number** from where the quote is taken. Do not worry too much if this means that you end up with a piece of coursework or essay that is in part a summary and integration of other people's ideas. You will get credit for (1) relating these ideas intelligently, and (2) for evaluating them critically. If in doubt about any of this advice, ask one of your lecturers or tutors.

It is ultimately your responsibility to ensure that you do not engage in any of the above practices. You will be held responsible whether your plagiarism is accidental or deliberate. Plagiarism is regarded by the University as an extremely serious offence.

5.2 Referencing your Sources

Referencing your sources is an extremely important academic skill. By developing this skill, you will:

- Support your arguments and give your work an evidential basis
- Highlight the quality and depth of your research
- Enable the reader to locate the material you consulted
- Develop the academic and professional values you will need in your future career and avoid the trap of plagiarism (see above).

Two things are relevant to referencing:

- (a) how information about your sources is *cited* (or quoted) in the body of your text;
- (b) how information about your sources is *listed* at the end of your text.

This information is required so that readers can, for example:

- see whose ideas you are citing;
- see when these ideas were being written about;
- know where you found your ideas; and,
- locate the source for themselves

There are several different ways of referencing, both in terms of the *system* (i.e. what information you present when) and *style* (i.e. how you present the information in terms of typeface, punctuation etc.) of citing and listing sources.

A Great Resource!

Please use the online resource made available by Information Services at:

<https://ilrb.cf.ac.uk/index.html>

It will help you with all areas of academic writing and studying, but especially with identifying plagiarism and learning how to reference sources correctly. The resource is a self-guided guide and contains quizzes, diagrams and other tools to help you in this area.

5.3 The Harvard System of Referencing

While there are several different **systems** of referencing, each discipline tends to favour a particular system.

In Language and Communication modules, you are required to use the Harvard (or 'Author-Date') system of referencing (the main system used in the social sciences). It is important you use the correct referencing system and use it consistently throughout your writing.

Printed and interactive online guidance for the Harvard system can be found at:

www.cf.ac.uk/insrv/educationandtraining/guides/citingreferences.

The Harvard system can be presented in different **house styles**. These mainly consist in differences in punctuation e.g. whether you write (Smith 1993: 42) or (Smith, 1993 p.42), or capitalization e.g. whether book titles in the list of references are capitalized or not.

Your lecturers will tell you at the beginning of a module whether they expect you to use a particular house style. If this is the case, then all references given in the module will use this house style and you should copy the style carefully. If the lecturers do not set a house style then you can adopt the style you like, but you must use the same style consistently in your work. For example, you can use the Harvard referencing tutorial available online:

<http://www.cardiff.ac.uk/insrv/resources/guides/inf057.pdf>

or follow the information in the sections below.

Citations v Footnotes

One of the main points to be aware of when using the Harvard system is that it is a citation-and-references system rather than a footnote-and-bibliography system. You may have to use a footnote-and-bibliography system (e.g. MHRA) in other subjects (e.g. English Literature).

Note these two key differences:

1) *Where the details about the sources are given*

In a footnote-and-bibliography system, the details about the source you are citing are given in a footnote at the end of the page. You use a superscript number (e.g. ²) at the point you wish to provide the details and then you list the full bibliographical details in the footnote.

Abbreviations are usually used (e.g. *Ibid.*, *Op Cit*) to avoid repeating the full details each time the same source is cited.

In a citation-and-references system, the full details about the source are given in the list of works ('References') at the end of the essay. You cross-reference this list by using an abbreviation in the text itself: the Harvard system uses author's surname and date e.g. '(Jones 2008)', which is why the system is often called 'Author-Date'.

2) *What function the list of works serves at the end of your piece*

In a footnote-and-bibliography system, the 'Bibliography' is generally a list of all works *consulted* during the author's research. The full bibliographical details of works cited has already been given in the footnotes so the Bibliography stands on its own and is not determined by the works that have been cited in the body of the piece.

In a citation-and-references system, the 'References' lists **all and only** works cited in the body of the piece. Each work listed is linked with one or more short citations in the body. Imagine each of your short citations being hyperlinked to the list of References and vice versa (as indeed happens with many online publications). Clearly there is a problem if you 'click' on a short citation and you do not arrive at the list of references. Similarly, there is a problem if you

'click' on the listed reference and there are no short citations. So **all** works cited must be listed in the References and **only** works cited must be listed in the References.

Reference Lists

Whatever the system or style, the following details are always included in a reference list:

- name of author
- date of publication
- title of source
- place of publication
- name of publisher

In the reference list, these key elements will be added to or rearranged depending on the type of text being referenced. The most common types of sources are:

- entire books
- chapters in books
- journal articles
- academic reports or conference proceedings
- unpublished dissertations/theses
- newspaper articles
- online documents

Other pieces of information may be required for the source:

- if it has multiple authors
- if it has been edited by anybody
- if it covers specific page numbers
- if it has a foreign language title
- if it is one of several editions

Presenting Citations in Your Text

You may either quote the ideas that someone else has expressed, or you may quote him/her verbatim, i.e. using the actual words. Often you will find yourself summarising a set of ideas in your own words. In any of these cases, be sure to acknowledge the debt, or you are in danger of committing plagiarism.

In your reading, take note of how author-date citations are presented. There are several different ways of doing this. Here is an example of a widely used one that is both economical and efficient:

Holmes (1992: 164) states that 'the linguistic forms used by men and women contrast – to different degrees – in all speech communities'.

Note that in the above example, only the surname of the cited author is given. The year of publication and the page number are the only other details given. Noting the page number

allows the reader to check the context of the quotation, and allows you to return to it for revision etc. If you are referring to several pages, write e.g. (Holmes 1992: 164–66).

In the above example, the writer did not show his/her opinion of the quoted statement. The following examples show the writer's orientation to Holmes' position:

As Holmes (1992: 164) clearly shows, ...
 Holmes (1992: 164) surprisingly suggests ...
 Although Holmes (1992: 164) claims...

Direct quotation

Avoid using too many long, direct quotations. It is generally better to paraphrase (that is, put someone's ideas into your own words). Direct quotes are particularly effective in the following contexts:

- To introduce someone's definition of a particular term/concept
- To indicate **support** by an acknowledged writer in the subject concerned for a view that you have offered, by citing his/her view and/or the evidence which he/she brings forward to support it.
- To make use of some particularly well-chosen way of saying what you have in mind that someone else has used.
- To state a position taken by a leading figure, which you wish to **modify** or **contradict**. To do this you need to be confident of your grounds. You might wish to include the views of another acknowledged writer who takes a position closer to yours.

Be careful with the excessive use of direct quotes. If your essay becomes a patchwork of whole paragraphs of direct quotes, the marker may decide that it is no longer your work and lower the mark accordingly.

If you find something you would like to quote, try to think how exactly you want to use it to contribute to your own argument. It should always be clear to the reader through the way you introduce and comment on a quotation whether you agree or disagree with it.

A short quotation (up to two or three lines) is best included in your sentence in quotation marks. Always make sure that the syntax of the quotation continues uninterrupted that of your own sentence!

Kress (2000: 147) suggests that, compared to the visual mode, spoken language 'may lend itself with greater facility to the representation of action and sequences of action.'

If the quotation is a longer than two lines, then it should be presented by introducing the quotation with a colon [:] at the end of your text (unless the syntax of the quotation continues uninterruptedly that of your essay). Begin the quotation on a new line and indent the whole quotation by one tab space to distinguish it clearly from the surrounding text. Indented quotations should not be enclosed within inverted commas:

If we are bored and restless, time will take on a different shape for us than if we are completely absorbed in an enjoyable activity:

Lived time, the time of our lives, is obviously not devoid of meaning. It is not a mere succession of neutral now points, a formal grid transparent with respect to the content of experience. On the contrary, lived time seems to be in strict accord with the present meaning of experience. (Kerby 1991: 17)

If you wish to omit part of a quotation from the middle, then first check that what is left makes continuous sense as it stands. Indicate the omission with an ellipsis, that is, three spaced full stops [. . .]. This does not apply to words omitted from the beginning or end of a quotation where there is no need to use an ellipsis.

Use single quotation marks from the beginning of the essay and stick to this throughout, except when you need quotation marks inside existing quotation marks, as in the following instance:

Herrnstein Smith (2004: 109) suggests that events in a narrative will be ‘organized, integrated, and apprehended as a specific “set” of events only in and through the very act by which we narrate them as such’.

Citing Multiple Authors

If there are two authors, name both. For example,

Lakoff and Johnson (1980: 73) claim that...

If you are citing works with three or more authors, you can refer to their work by the name of the first author followed by ‘et al.’ (Latin for ‘and others’). For example, citing a book authored by Biber, Johansson, Leech, Conrad and Finegan in 1999, you can refer to it as follows:

Biber et al. (1999) suggest that there are five major types of sociolinguistic variation:

NB **All** the authors must be given in the list of references.

Secondary Referencing

Secondary referencing refers to cases where someone cites an argument or quotation by **one** author that is discussed in a book or article by **another** author.

You are encouraged to go to primary sources and to use secondary sources only where it is not possible to obtain those primary sources. However, secondary referencing is much better than no referencing at all. When referring to secondary sources, note:

1) Only the work consulted should be listed in the list of References, not the primary source.

e.g. Smith 1986 in **Jones 1992** (only Jones listed in References)

2) The date of the primary source should be given even if the work is not listed in the References:

e.g. Smith **1986** in Jones 1992, not Smith in Jones 1992

3) Page numbers should only be given for the secondary source *not* the primary source:

e.g. Smith 1986 in **Jones 1992: 54**

Setting out the List of References

The following gives an example of how your list of References should be set out. The sequence of information is fixed in the Harvard system for each type of source. e.g.

Books: Author(s) + Date + Title + Place of Publication + Publisher.

Chapters in Edited Collections: Author(s) of Chapter + Title of Chapter + Editor(s) of Collection + Title of Collection + Place of Publication + Publisher.

References

- Blommaert, J. (1999a) The debate is open. In J. Blommaert (ed.) *Language Ideological Debates*. Berlin: Mouton de Gruyter: 1–38.
- Blommaert, J. (ed.). (1999b) *Language Ideological Debates*. Berlin: Mouton de Gruyter.
- Bourdieu, P. (1991) *Language and Symbolic Power*. Cambridge (MA): Harvard University Press.
- Gal, S. (1993) Diversity and contestation in linguistic ideologies: German speakers in Hungary. *Language in Society* 22: 337–359.
- Goffman, E. (1956) *The Presentation of Self in Everyday Life*. Edinburgh: Edinburgh University Press.
- Irvine, J. (2001) Style as distinctiveness: The culture and ideology of linguistic differentiation. In P. Eckert and J. Rickford (eds.) *Style and Sociolinguistic Variation*. Cambridge: Cambridge University Press. 21–43.
- Irvine, J. and S. Gal. (2000) Language ideology and linguistic differentiation. In P. V. Kroskrity (ed.) *Regimes of Language*. Santa Fe (NM): School of American Research. 35–83.
- Jaffe, A. (1999) *Ideologies in Action: Language Politics on Corsica*. Berlin: Mouton de Gruyter.
- Jaffe, A. (2003a) Misrecognition unmasked? ‘Polynomic’ language, expert statuses and orthographic practices in Corsican schools. *Pragmatics* 13: 515–538.
- Jaffe, A. (2003b) Imagined competence: Classroom evaluation, collective identity and linguistic authenticity in a Corsican Bilingual Classroom. In S.W. and B. Rymes (eds.) *Linguistic Anthropology of Education*. Westport (CT): Praeger. 151–184.
- Lakoff, G. and M. Johnson. (1980) *Metaphors We Live By*. Chicago: Chicago University Press.
- Quirk, R., S. Greenbaum, G. Leech and J. Svartvik. (1985) *A Comprehensive Grammar of the English Language*. London: Longman.
- Rampton, B. (1999) Deutsch in Inner London and the animation of an instructed foreign language. *Journal of Sociolinguistics* 3: 480–504.
- Scott, J. (1992) *Domination and the Arts of Resistance*. New Haven (CT): Yale University Press.
- Swigart, L. (2000) The limits of legitimacy: Language ideology and shift in contemporary Senegal. *Journal of Linguistic Anthropology* 10: 90–130.
- Woolard, K. (1998) Simultaneity and bivalency as strategies in bilingualism. *Journal of Linguistic Anthropology* 8: 3–29.
- Wortham, S. (2001) Language ideology and educational research. *Linguistics and Education* 12: 253–259.

NOTE THAT:

- The entries are arranged in **alphabetical order**, according to the authors' or editors' surnames.
- Articles in edited collections are cited and listed by the author's surname **not** by the editor's name. This is a common mistake and must be avoided.
- If the article appeared in a periodical, the name and volume number of the periodical is given in the reference with the page numbers.
- The names of both or all of the authors of the works referred to are given in full (though with initials rather than full forenames).
- Be careful to distinguish between the date of first publication and the date of the edition to which you are referring, e.g. 1978 [1916]:49 (where 1916 is the first date of publication and 1978 is the edition to which the page number 49 applies).

The *house style* (punctuation, typeface etc.) may vary from one list of references to another but make sure that you are consistent in style within a single list of references.

More Examples for Main Source Types

Book

Gwyn, R. (2001) *Communicating Health and Illness*. London: Sage.

Edited Book

Silverstein, M. and G. Urban (eds.) (1996) *Natural Histories of Discourse*. Chicago: University of Chicago Press.

Chapter in Edited Book

Silverstein, M. (1979) Language structure and linguistic ideology. In P. Clyne, M. Smith and V. Thompson (eds.) *The Elements: A Parasession on Linguistic Units and Levels*. Chicago: Chicago Linguistic Society. 193–247.

Journal article

Sebba, M. (2000) Orthography and ideology: Issues in Sranan spelling. *Linguistics* 38: 925–948.

Newspaper article

Jaworski, A. (2001, September 21) Busy saying nothing at all. *Times Higher Education Supplement*. 18–19.

Referencing Web Documents (using the Harvard system)

Be careful when citing documents from the web; remember that these are not always reliable or accurate. Some are anonymous, and therefore the author is not academically accountable.

For example, Wikipedia can be an interesting source for general information, but it should not be used as an authoritative source for definitions or technical terms and concepts in Language and Communication.

The reference for a web resource should list AUTHOR, YEAR, TITLE, WHEN ACCESSED (date you look at the website) and WHERE it was RETRIEVED FROM (the exact URL, or Web address). For example:

Lemke, J.L. (2002) Diversity and social policy: An essay. Available (24.01.2006) at http://www-personal.umich.edu/%7Ejlaylemke/papers/diversity_and_social_policy.htm.

The **in-text** citation for a web resource should name AUTHOR, YEAR and, unless the whole document is being cited, PAGE or PARAGRAPH number, for example:

Lemke (2003, para. 4) argues that...

On a website, it is not always possible to find all the information needed to write a full reference and citation. The following problems may be encountered:

No named author

Begin the reference with the title, then put the date in brackets and where and when accessed as usual. In the citation use the title, in quotation marks, instead of an author name. (If the title is very long, just use the first few words in the citation.)

No year

If no publication date can be located, try to find the 'last updated' date and use that. If this is not possible, use, in both the reference and the citation, 'n.d.' (for 'no date').

No page or paragraph numbers

If the document has neither, count paragraphs down from the start of the document and assign a number (this was done for the example above). If this proves impossible, it is acceptable to omit page or paragraph numbers.

No named author, no date and no page numbers

In this case the above rules need to be combined, for example,

Advertising. (n.d.). Available (24/01/2006) at <http://www.999advertiser.co.uk/>

An in-text citation for this website would also need to follow the rules above, e.g.

... Advertising is the paid promotion of goods, services, companies and ideas by an identified sponsor ('Advertising', n.d.).

6. ASSESSMENT PROCEDURES

6.1 Methods of Assessment

Language and Communication modules in Year One are assessed either by a 2 hour examination only or by a 1 hour examination and a piece of coursework. Details are given in the module outlines below. In order to pass each module, you must achieve a mark of at least 40% overall (if the module is assessed by coursework and exam, this means that a mark of under 40% in one element of assessment can be 'compensated' by a good mark in the other element).

You will receive provisional marks for your modules at the end of each semester. These marks are then confirmed in the exam boards in June/beginning of July. You can check your confirmed results on SIMS (via Learning Central) from mid-July onwards, and you will receive a letter from Registry detailing your results. If you have failed any modules, you will also get a letter from the Year 1 Director of Studies in early July, giving details of the resit exams and/or coursework you will need to do in August.

6.2 Fairness of Assessment Procedures and Marking

One of the main concerns indicated in student feedback across the country is understandably the fairness of assessment procedures and marking. We have a number of systems in place to ensure that students receive fair and equal treatment across cohorts, modules and years:

6.2.1 Task Checking

Exam papers are checked by the co-lecturer (if applicable) and the Year 1 Director of Studies. If there are any potential difficulties (e.g. ambiguity, over-complexity, extent of task), the module leader makes the necessary changes. Essay titles are often also checked.

5.2.2 Clarity of Instructions

Module leaders should explain clearly in lectures or seminars what is required in a given assessment task and how it will be assessed. This does **not** mean providing such detailed instruction about what to read or write that you have no scope for independent research and thought.

One of the main purposes of exams is to test broader knowledge of the module subject than can be achieved in an essay topic. It is **normal**, then, for the set of questions in an exam script to be only a subset of the range of possible questions indicated by the module leader. However, module leaders should be clear about how many topics need to be studied and how many will appear in the exam e.g. 'out of the 8 potential topics, 4 will be included and you must

answer 2'. They should also be clear and explicit about any substantial changes to the exam format from the previous year.

6.2.3 Marking Fairness

A complex system of checks and balances is used to ensure that marking is fair across cohorts, modules and years:

Anonymous Marking

All examination scripts and all assessed coursework are marked by number rather than name. This ensures that markers cannot bring any preconceptions about the student to their marking. Do not put your name on essays, only your student number. On your electronic Turnitin submissions, put your name where required (this is then anonymised by the system) **but put your student number under 'Submission Title'**.

Agreed Marking Criteria and 2nd Marking

The following system of marking is applied in order to ensure equality and fairness:

- 1) Lecturers and tutors agree on common marking criteria for coursework and exam scripts.
- 2) After all the coursework or scripts have been received, tutors and lecturer(s) all 'blind' double mark a sample of work (this means that the work is marked entirely independently by markers, without seeing each others' comments). Any discrepancies in the marks are analysed and discussed, in order to arrive at a common interpretation of the marking criteria.
- 3) All scripts are first marked by one of the module tutors (not necessarily the person who taught you).
- 4) Tutors work out their averages for the sample they have marked. If there is a big difference between the tutors' averages, lecturers and tutors discuss ways of achieving greater parity and the appropriate adjustments are made.
- 5) Lecturers select and read a *stratified sample* of all the scripts. For each tutor, one or more scripts is selected randomly from each stratum (40-44, 45-49, 50-54, 55-59, 60-64, 65-69, 70-74, 75-79, 80+). This gives a sense of whether there is a fair distribution of marks. Lecturers will also look at all failed scripts and any scripts that tutors have marked up for attention for whatever reason.
- 6) If lecturers disagree strongly with particular individual marks, then the reasons for this discrepancy are discussed and tutors asked to re-mark the scripts to which this particular issue applies (e.g. a tutor might over-penalize spelling mistakes and then re-marks all scripts where they have made this judgment).

Raising Concerns

We do our very best to ensure that our assessment procedures are as fair as possible. As indicated above, we also have a fairly elaborate system in place to ensure that the marks you receive are fair. However, even in the best of systems, things can occasionally go wrong. If you have a problem with an aspect of assessment, please follow the advice below:

- 1) If you have suggestions for improvement in a module's assessment procedures, please indicate these in the module evaluation questionnaires or, if more urgent, take these up directly with the module leader during the course of the module. If you feel the response is not adequate, inform a student rep so that they can take it to the Staff-Student Panel.
- 2) If you have an individual problem with an exam (e.g. you fell ill), please put in an application for Extenuating Circumstances to the Years 2/3 Office. The case will then be considered by the Extenuating Circumstances Committee.
- 3) If there is a problem with the exam paper itself, please inform the invigilators as soon as you notice the problem. The invigilators will then contact the module leader and an attempt will be made to fix the problem there and then. If it cannot be fixed satisfactorily at the time, compensatory measures will be introduced or you will be able to retake the exam. This is a rare problem.
- 4) If there is a more general perceived problem with the exam (e.g. the questions in the exam did not seem clear enough), please contact a student rep as soon as possible. The student rep should then email or see the Year 1 Director of Studies detailing the nature of the problem. If a student rep cannot be contacted, inform the Year 1 Director of Studies directly. Please bear in mind that perceived 'difficulty' of an exam on its own does not impact on the fairness of marks since the complex marking and moderation procedures outlined above generally iron out any actual differences in difficulty. Note also that the same topics do not always appear in exams from one year to the next. The module leader should indicate the *range* of possible topics, how many questions there will be in the exam and how many you will have to answer but **not** the precise questions themselves.

6.3 Marking Scheme

All assessed work will be awarded a final mark, expressed as a percentage. These percentages correspond to degree class as set out in the table below:

Mark in %	Degree Class
70-100	1
60-69	2:1
50-59	2:2
40-49	3
0-39	Fail

6.4 Coursework Assessment Criteria

You will of course be given individual written feedback by the lecturer/tutor who marks your work, and you can follow this up in office hours if you want more information. But the general categories on which your work are assessed are as follows:

1. Content and Coverage
2. Presentation and Style
3. Organisation and Structure
4. Originality and Critical Thinking
5. Use of Literature and Referencing

All of these categories will be relevant for much of your assessed coursework. Some coursework that is set for you, however, may be based on specific tasks, such as a piece of analysis, a literature review or a summary. These specific tasks may not involve *all* of the above categories, and in such cases your work will be assessed on the relevant categories only. When you are set coursework, you will be told what is expected. You will find a more elaborate explanation of what each of these categories mean in **Appendix 1** below.

6.5 Examination Assessment Criteria

Examinations are assessed by the same five categories of criteria (above) as coursework: content and coverage; presentation and style; organisation and structure; originality and critical thinking; use of literature and referencing.

However, given the nature of examinations (e.g. time limits, lack of access to literature, or to computers), there are of course some inevitable and obvious differences. For example, you will not have access to spell-checkers, dictionaries etc., you will not have to set out a list of references at the end of your answers, you are likely to use fewer quotations from authors (with page references), and perhaps fewer references in general. And, given the time constraints of examinations, it may be more difficult to reach quite the same standards of excellence that you do with your coursework when it comes to organisation and structure. Nevertheless, as you write your examination answers, these five categories of assessment criteria should be guiding you within the constraints of the examination conditions.

6.6 Extenuating Circumstances

See your ENCAP Undergraduate Handbook for details of how to inform the School of any extenuating circumstances affecting your performance. You may wish to discuss the procedure with your personal tutor.

6.7 Extensions

Extensions for any assessed work can be granted by your module lecturers, your personal tutor, or Dr. Lisa El Refaie (as Year 1 Director of Studies).

7. MODULE DESCRIPTIONS

SE1107: Introduction to Human Communication

Lisa El Refaie, Adam Jaworski

- Week 1 **What is human communication?**
 After attempting to define human communication, we consider the links between culture and communication. We discuss the argument that every cultural practice is a communicative event, and that, conversely, every act of communication is a cultural event.
- Week 2 **Signs and sign systems**
 This lecture introduces semiotics, the study of signs. We then discuss the ways in which signs are combined into systems. In traditional semiotics, the meaning of signs and sign systems is seen as governed by ready-made 'rules' or 'codes'. Social semiotics, by contrast, stresses the contribution of human beings to making and reshaping the rules of communication.
- Week 3 **Metaphor**
 Starting with traditional definitions of 'poetic' metaphor, we go on to discuss 'conceptual metaphor theory', which suggest that metaphor is essential to the way we understand many areas of our lives, particularly if they are abstract. We then explore visual and multimodal manifestations of metaphor, for instance in advertising, political cartoons and films.
- Week 4 **Narrative**
 We consider why stories are so important to all human cultures and societies. Narrative forms are not restricted to the arts (e.g. literature and film), but can be found everywhere in human communication. We discuss what narrative is, how it is constructed, how it is shaped by the social and cultural context, and how it influences the way we think about ourselves and our relationships with others.
- Week 5 **Humour**
 In this week we look at the important role of humour in communication. We explore three different theories about the reasons for why we laugh. We also discuss ideological implications of humour and the role of laughter as a means of social control.
- Week 6 **READING WEEK**
- Week 7 **Language as social action**
 We ask the question how we can 'do' things with language by considering the notion of speech acts, performativity, and social interaction as economic exchange.
- Week 8 **The question of identity**
 In the two lectures this week, we consider how our identities are constructed *discursively* and *communicated* as part of our actions and interactions with other people.
- Week 9 **Doing gender**
 Why and to what extent do men and women speak and behave in different ways? What does it mean to speak or behave like a man or woman? We introduce a performativity approach to gender and examine performing gender identities in talk.
- Week 10 **National and ethnic identity**
 We consider the 'grand' and 'banal' rituals for constructing and displaying national identity, its ideological bases, and interplay with ethnicity.

Week 11 **Doing being a tourist**

We consider embodied performances of tourism and how tourist identity is contingent on producing social relationships with other tourists and 'hosts' as well as with tourist destinations.

Assessment:

The assessment for this double module consists of coursework (worth 50%) and a formal written examination of 60 minutes' duration (worth 50%). The exam is held during the January examination period.

Reading Materials:

A Course Reader will be available for this module from Blackwells bookshop from the start of the semester.

Other useful readings:

Chandler, D. (2002) *Semiotics: The Basics*. London: Routledge.

Corner, J. and Hawthorn, J. (eds.) (1993) *Communication Studies: An Introductory Reader*. London: Edward Arnold.

Jaworski, A. and Coupland, N. (eds.) (2006) *The Discourse Reader*. 2nd edition. London: Routledge.

Lemert, C. and Branaman, A. (eds.) (1997) *The Goffman Reader*. Oxford: Blackwell.

Levinson, S. (1979) Activity types and language. *Linguistics* 17, 365-399.

Thomas, J. (1995) *Meaning in Interaction*. London: Longman.

Van Leeuwen, T. (2005) *Introducing Social Semiotics*. London: Routledge.

SE1108: Introduction to Media Communication

Virpi Yläne and Lisa El Refaie

- Week 1 **Module introduction and overview: The media world 1**
We introduce the module and then consider some of the ways in which the media world has been theorised. What are the media for and what kinds of effects do they have on their audiences?
- Week 2 **What makes news?**
We explore the sources of news and news values, and how the political and cultural significance of news is communicated. Who is in the news and who is its audience? How are news stories constructed and organised to reflect this?
- Week 3 **Newspaper visuals**
We consider the important role of images in contemporary newspapers and magazines. How are people represented visually and how can this communicate something about the attitudes we are invited to have towards them? We also consider the contribution of layout to the meaning of a newspaper story.
- Weeks 4+5 **Advertising as story and advertising as ideology**
We explore advertising as a semiotic process, including visual and textual aspects of language as play, marketing as narrative, and the use (or subversion) of social and cultural stereotypes in the depiction of different social groups.
- Week 6 **Reading Week**
- Week 7 **News as ideology**
We discuss how point of view is communicated in news texts. We take a critical approach to the way in which newspapers, radio and TV texts communicate ideology, and thus potentially exert influence - not only by reflecting but also by constructing and confirming attitudes and beliefs about political ideas, social groups and individuals' identities.
- Weeks 8+9 **Broadcast talk**
In these four lectures we examine various genres of broadcast talk which we explore both as a form of institutional discourse, and as a type of conversational interaction, in radio and television programmes. We also look at how we can illuminate our understanding of this type of media language by applying theories about the status and social roles of participants, face work, power and conversational management.
- Weeks 10 **New media**
These lectures provide a critical introduction to current theories about computer mediated communication, its functions, ethics and risks. We examine innovations in language form and function in new communication technologies (e.g. online information and chat, mobile phone talk and text) and explore the impact of these innovations on social relationships, identities and web-based communities.
- Week 11 **The media world 2**

In the final week we return to the question of the effects the media have on people's lives, attitudes and behaviour. We review some of the methodologies that have been developed to research audience responses to media texts, including surveys, interviews, and ethnographic studies.
In the second lecture we review the module and give exam guidance.

Assessment:

The assessment for this double module consists of coursework (worth 50%) and a formal written examination of 60 minutes' duration (worth 50%). The exam is held during the May/June examination period.

Reading:

A Course Reader will be available for this module from Blackwells bookshop from the start of semester 2.

Other useful readings:

- Aitchison, J and Lewis, D. (eds) (2003) *New Media Language*. London: Routledge.
- Bell, A. and Garrett, P. (1998) *Approaches to Media Discourse*. Oxford: Blackwell.
- Bell, A. (1991) *The Language of News Media*. Oxford: Blackwell.
- Crystal, D. (2001) *Language and the Internet*. Cambridge: Cambridge University Press.
- Fairclough, N. (1989) *Language and Power*. London: Longman.
- Goddard, A. (2002) *The Language of Advertising*. London: Routledge.
- Marshall, J. and Werndly, A. (2002) *The Language of Television*. London: Routledge.
- McCullagh, C. (2002) *Media Power: A Sociological Introduction*. London: Palgrave.
- Messariss, P. (1997) *Visual Persuasion: The Role of Images in Advertising*. London: Sage.
- Myers, G. (1994) *Words in Ads*. London: Arnold.
- Reah, D. (2002) *The Language of Newspapers*. London: Routledge.
- Thomas, L., Wareing, S., Singh, I., Peccei, J., Thornborrow, J. and Jones, J. (2004) *Language, Society and Power: An Introduction*. (2nd edition). London: Routledge.
- Thwaites, T., Davis, L. and Mules, W., (2002) *Introducing Cultural and Media Studies: A Semiotic Approach*. Basingstoke: Palgrave.
- Watson, J. (1998) *Media Communication: An Introduction to Theory and Practice*. London: Macmillan.

SE1110: Introduction to Language and Society

Frances Rock

- Week 1 **Sociolinguistics: Origins, definitions and approaches**
Relationships between language and society. Linguistic equality and inequality. Language variation. Speech communities. Ways of studying language in society – observation and ethnography; controlled experimentation. The observer's paradox.
- Week 2 **Language variation across different social groups: English accents and dialects**
How languages vary across time and space. Standard and vernacular varieties of spoken English. Accents and dialects. Language and social identity.
- Week 3 **Multilingualism**
Assumptions about monolingualism and multilingualism. Defining multilingualism. Minority and majority languages. Linguistic vitality. Welsh as a minority language.
- Week 4 **Global shifts in the use of languages.**
What is globalisation? Language death and the formation of new languages. Pidgin and creole languages. World languages.
- Week 5 **Sociolinguistic variation in speech communities (1): Class and style**
The 'stratification' of speech communities, by social class and style. Sociolinguistic surveys. Sociolinguistic variables in speech. William Labov's early studies of language variation in Martha's Vineyard and New York City. Some British examples and speech features.
- Week 6 **Reading Week**
- Week 7 **Sociolinguistic variation in speech communities (2): Gender**
Revisiting social variables – Gender. 'Genderlects'. Historical background on language and gender. Gender issues in dialectology. Lakoff's claims on how women talk and how women are talked about. Introducing empirical research on language and gender.
- Week 8 **Sociolinguistic variation in speech communities (3): Gender and age**
Exemplifying empirical research on language and gender: Turn-taking and tag-questions, swearing, politeness and powerful / powerless language. Classic and contemporary studies. Revisiting social variation: Language and age. Talk to and about 'the elderly' and the young.
- Week 9 **Language variation and the negotiation of identities and Relationships**
Style-shifting and code-switching. Acts of identity. Multiple identities. Speech accommodation and audience design.
- Week 10 **Attitudes to language variation**
Social stereotypes and social meanings. The nature of language attitudes, and the main 'dimensions' along which we make judgements of language. Attitudes to some varieties of English. The potency of accent compared to other factors (e.g. dress).
- Week 11 **Language attitudes: Methods and implications**

How can we access people's attitudes to language? Language attitudes in important applied contexts (e.g. legal contexts, educational contexts).

Assessment: 50% coursework and 50% exam (in January)

Reading materials:

Prescribed Reader: Coupland, N. and Jaworski, A. (eds.) (1997) *Sociolinguistics: A Reader and Coursebook*. London: Macmillan.

Suggested textbooks (one from the following list, or a similar book):

Holmes, J. (2008) *An Introduction to Sociolinguistics*. 3rd Edition. London: Longman.

Hudson, R.A. (1996) *Sociolinguistics*. 2nd Edition. Cambridge: Cambridge University Press.

Mesthrie, R., Swann, J., Deumert, A. and Leap, W. (2009) *Introducing Sociolinguistics*. 2nd Edition. Edinburgh: Edinburgh University Press.

Meyerhoff, M. (2011) *Introducing Sociolinguistics*. 2nd Edition. London: Routledge.

Meyerhoff, M. and Schlee, E. (2010) *The Routledge Sociolinguistics Reader*. London: Routledge.

Montgomery M (2008) *An Introduction to Language and Society* 3rd Edition: London: Routledge.

Penhallurick R. (2010) *Studying the English Language*. 2nd Edition: London: Palgrave.

Wardhaugh, R. (2006) *An Introduction to Sociolinguistics*. 5th Edition. Oxford: Blackwell.

SE1109: Introduction to Language

Chris Heffer and Tom Bartlett

- Week 1 **What is language and how is it studied?**
We begin by asking ourselves some basics about human language: what is it?, where does it come from?, and how does it differ from animal language?
- Week 2 **Writing**
We consider how and why written languages develop and their relationship with speech and images. Why is English writing so different from speech?
- Week 3 **The sounds and sound patterns of language**
At the heart of language is the utterance of sounds which combine to create words and sentences. We look at how speech is produced and analysed.
- Week 4 **The formation and structure of words**
How do words come into being? How can we describe the internal structure of words? And why would we want to do this?
- Week 5 **The meaning of words**
In what ways can words convey meaning? Where does word meaning lie? In dictionaries? In our heads? In the context of communication?
- Week 6 **Reading Week**
- Week 7 **Grammar as structures**
How are utterances and sentences structured? Here we look at the formal structure of phrases and what this tells us about the nature of language.
- Week 8 **Grammar as functions**
Language is used primarily in social contexts. We discover how two central functions of language are represented in grammar.
- Week 9 **Sentence semantics**
The meaning of a sentence is not just the sum of the meanings of its words. How do we make sense at the sentence level?
- Week 10 **Pragmatics**
In context, we often convey much more than the meaning of our words or sentences. Pragmatics studies how we achieve these communicative goals.
- Week 11 **Discourse**
How do we manage our conversations to avoid chaos? How do we make our texts coherent? How do we pull together all the elements of language?

Full details about the lecture programme can be found in the Module Outline

Assessment:

The assessment for this double module consists of one written 2-hour examination during the May/June Examination Period. There will be a take-home mock exam towards the end of the module that will help you prepare for the formal exam.

Reading: There is both a textbook and a module reader for this module.

Textbook: Yule, G. (2006) *The Study of Language*. 3rd ed. Cambridge: CUP. [This is available from Blackwell's and online through the library catalogue.]

Reader: *Introduction to Language Reader* 2010-11. This will be available from Blackwell's at the beginning of term.

The following books are also recommended:

Aitchison, J. (2003) *Teach Yourself Linguistics*. 6th edition. London: Hodder & Stoughton.

Crystal, D. (2003) *The Cambridge Encyclopaedia of the English Language*. (2nd ed.)
Cambridge: CUP.

Crystal, D. (2004) *Rediscover Grammar*. (3rd ed.) London: Longman.

Hudson, G. (2000) *Essential Introductory Linguistics*. Oxford: Blackwell.

Thomas, J. (1995) *Meaning in Interaction: An Introduction to Pragmatics*. London: Longman.

Thompson, G. (2004) *Introducing Functional Grammar*. (2nd ed.) London: Arnold.

APPENDIX 1: Coursework Assessment Criteria

The following set of general assessment criteria can be applied to classic essay-type assessments as well as to most other Year 1 coursework tasks. In some cases, additional criteria may apply (e.g. the quality and relevance of the examples/data you discuss).

Content and Coverage

(a) *Relevance*: write on the topic set and answer all parts of the question.

Remember that the topic/question relates to a specific module and that that is the module you are being assessed on. You may find that you can write an answer to the question entirely on the basis of what you have covered in a completely different module. While we would encourage you to draw upon knowledge gained elsewhere where this adds to the quality of your work, this should not be close to such an extent that your answer does not display understanding of the module you are actually being assessed on.

(b) *Use of data*: illustrate the points you make with appropriate examples where useful.

(c) *Evidence of understanding of concepts and principles*: show systematic and appropriate use of theories, analytic frameworks, and methods.

Presentation and Style

(a) *Academic style*: use a style that is appropriate for academic writing (e.g. avoid linguistic expression that is colloquial, informal or more typical of spoken language.) Model your style on good examples in the language and communication literature.

(b) *Clarity of expression*: express your ideas and arguments clearly; good ideas and arguments will not be convincing if they are not clearly expressed to the reader. Using examples is also an important part of making your ideas and arguments clearer.

(c) *Readership*: write for a general language and communication readership. Do not assume that your reader is simply the member of staff that set the coursework, who is perfectly familiar with everything you are writing. Assuming a more general readership means that your work must be introduced appropriately, stating clearly its purpose, aims, objectives etc. Where necessary, give explanations for difficult terms, concepts, etc.

(d) *Spelling and grammar*: check your spelling and grammar; this is an important stage in preparing your work for submission. Use a spell-checker, dictionary or an appropriate textbook on your topic to check your spelling; do not assume that your spelling is correct simply because it looks right. Inappropriate spelling and grammar may indicate a lack of care in your work at best, or make it difficult or impossible to understand, at worst. Remember that you are submitting a piece of formal academic writing.

Organisation and Structure

(a) *Coherence*: ensure that your work 'hangs together' as a text and that its general coherence is clear to the reader. Guide the reader through your work with a clear indication of how it is organised, how it relates to the question or task set, and how its various parts fit together. Use appropriate numbered section headings where necessary.

(b) *Development of Argument*: develop and build your arguments so that the reader can follow them and understand how each point in the argument follows from previous points.

Originality and Critical Thinking

(a) *Originality*: ensure that there is clear evidence of your ideas and thinking in your work. A piece of work that simply and uncritically repeats or reports the work of others is of little use in assessing your understanding and intellectual contribution.

Your ideas and arguments do not have to be groundbreaking to be valid, but there must be evidence that you have thought things out and come to your own conclusions. Importantly, you should not pass off the ideas of others as your own, so always acknowledge the source of ideas that you have derived from the literature. At times, you may well come to conclusions that have been expressed elsewhere, but which you are unaware of. As long as there is evidence in your work of how you have arrived at these, you will be given credit for them, despite the lack of absolute originality.

- (b) *Critical Thinking*: evaluate your own ideas and arguments, and those of others. This involves assessing the strengths and weaknesses of ideas and arguments, and being aware of their limitations and inadequacies.

Use of Literature and Referencing

- (a) *Use of Literature*: use the literature to illustrate and clarify concepts and ideas, and to contribute to and support the points and arguments that you are making. As well as looking for evidence that you have understood the lectures and seminars of a particular module, we also want to see evidence of reading and understanding the relevant literature.
- (b) *Referencing Conventions*: reference the works from the literature that you draw on in your work according to the conventions for this kind of academic writing. Be consistent in the way you reference, i.e. stick to the conventions we recommend in this Guide. We have dealt with this earlier in this section, but in addition you can easily observe how to reference appropriately from the textbooks, articles, book chapters that you read.
- (c) *Use of Primary and Secondary Sources*: correctly attribute the source of the literature you draw upon. A text in which the author(s) use and refer to the work of author X is a secondary source for the work of author X. The primary source for author X is the original text in which his or her ideas are presented. Both quoting and paraphrasing should be properly referenced.
- (d) *Quoting and Paraphrasing*: distinguish between 'quoting' an author's words, as written, and 'paraphrasing' the author's words by re-expressing them in words of your own. Quotation marks are used to indicate that you are quoting an author's words exactly.

What Does 'First Class' and 'Fail' Work Mean?

Assessing any piece of work means balancing how well it matches up to the standards described in all of the above dimensions. We award first class marks (70% or higher) to work that, in general, fulfils the criteria we have set out in all five dimensions. Sometimes we can give extra credit for, say, an exceptionally original or well-structured and well-presented essay, to offset minor weaknesses in other regards, and still award a first class mark. At the other extreme, a fail mark (39 % or lower) will be given to work that shows clear shortcomings in several of the dimensions. Here, for example, are some typical causes of failed assessments:

- The work is very confusingly written (dimensions 2 and 3)
- There are glaring errors in the subject matter (dimension 1)
- The work contains a lot of irrelevant material (dimensions 1a and 1b)
- The work breaks academic conventions (dimensions 2 and 5)
- The work does not directly relate to the module (dimension 1)
- There is little or no evidence of reading around the topic (dimensions 1c and 5a)
- There is no evidence of critical thinking and originality (dimension 4)

- a. Click on the **'Assignments'** tab on the Learning Central page for your module.
- b. Click **View/Complete** for the assignment you wish to submit
- c. If the appropriate boxes have not been filled in automatically, you will need to add your name at the submission screen and **insert your student number** (and module code if you wish) in the **'submission title' box**.
- d. Click **Browse** to open up a Window Explorer box. Find your piece of work on your PC, select it and then click **'Open'**. **Before doing this, make sure that appendices and any images have been removed from the work.**
- e. Press **Submit** to upload your work.
- f. You will then see a confirmation screen which checks you have submitted the correct piece of work. Click **yes, submit** if this is okay.
- g. After a short period of time (normally no later than five minutes) you will then be able to view the Turnitin 'Originality Report' for your work via the assignment **View/Complete** link. Click on the coloured tab (with a percentage score) to view the report.

Fig 1. Sample student submission screen.

submit paper: by file upload (step 1 of 2)

choose a paper submission method:
single file upload

author
non-enrolled student

first name *
John

last name *
Smith

submission title *
Your No / Module Code

Requirements for single file upload:

- File must be less than 20 MB
- File Types allowed: MS Word, WordPerfect, PostScript, PDF, HTML, RTF and plain text.

If your file exceeds 20 MB, [read suggestions](#) to meet requirements

browse for the file to upload *
D:\Program Files\Essz Browse...

upload cancel, go back

APPENDIX 3: Key Dates

AUTUMN SEMESTER

WEEK	DATES	ACTIVITY
0	Sep 26–30	Enrolment Week
1	Oct 3-7	Mon 3 – Teaching begins Autumn semester course readers go on sale in Blackwells Bookshop
2	Oct 10-14	
3	Oct 17-21	Wed 19 – Staff-Student Panel Meeting (1.10 pm Rm 3.58): all Year 1 student reps to attend
4	Oct 24-28	
5	Oct 31-Nov 4	Wed 2 – Board of Studies Meeting (2.00 pm Rm 3.66): one or two Year 1 student reps to attend
6	Nov 7-11	Reading Week
7	Nov 14-18	
8	Nov 21-25	
9	Nov 28–Dec 2	
10	Dec 5-9	
11	Dec 12-16	Wed 14 – Staff Student Panel Meeting (1.10 pm Rm 3.58) Fri 16 – Teaching ends
-----	Dec 19–8 Jan	----- CHRISTMAS VACATION -----
12	Jan 9-13	Guided Study Week Fri 13 Essay return for autumn modules (10.00 am – 1.00 pm Rm 2.67)
13	Jan 16-20	Examination Period Week 1
14	Jan 23-27	Examination Period Week 2

SPRING SEMESTER

1	Jan 30–Feb 3	Mon 30 – Teaching begins Mon 30 – Spring course readers go on sale in Blackwells Bookshop
2	Feb 6-10	Wed 8 – Board of Studies meeting (2.00 pm Rm 3.66)
3	Feb 13-17	
4	Feb 20-24	Wed 22 – Staff Student Panel Meeting (1.10 pm Rm 3.58) Fri 24 – Provisional exam marks (Autumn) for Year 1 students published
5	Feb 27–Mar 2	

6	Mar 5-9	Reading Week
7	Mar 12-16	
8	Mar 19-23	
9	Mar 26- 30	
-----	Apr 2 – 22	----- EASTER VACATION -----
10	Apr 23 – 27	Wed 25 – Staff Students Panel Meeting (1.10 pm Rm 3.58)
11	Apr 30 – May 4	Fri 4 - Teaching Ends
12	May 7- 11	Guided Study Week Mon 7 – May Bank Holiday Wed 9 – UG Board of Studies meeting (2.00 pm Rm 3.66)
13	May 14-18	Examination Period Week 1
14	May 21- 25	Examination Period Week 2
15	May 28 – Jun 1	Examination Period Week 3
16	Jun 4- 8	Examination Period Week 4 Mon 4 – Bank Holiday Tue 5 – Bank Holiday (Queen's Jubilee)
17	June 11-15	Examination Period Week 5 Fri 15 – Examination Period & Spring Semester ends
18	Jun 18- 22	
19	Jun 25 – 29	Thu 28 – Board of Studies meeting (2.00 pm Rm 3.66) (if required)
20	Jul 2 – 6	Wed 4 – HUMSS Year 1 Exam Board (TBC) Wed 4 – Provisional module marks available for Year 1 UG students
21	Jul 9 -13	
22	Jul 16 - 20	

Resit examination period: Monday 13 August 2012 to Friday 24 August 2012

APPENDIX 4: Lecture Schedule 2011-2012

Language modules: Introduction to Language and Society (SE1110) in the autumn and Introduction to Language (SE1109) in the spring

Lectures: For Autumn AND Spring Semesters:

Days	Times	Place
Monday	15.10-16.00	Law 2.27
Tuesday	15.10-16.00	Law 0.22

Seminars: weekly on Thursdays in 3.62; 9-9.50, 10-10.50, 11.10-12.00; 12.10-13.00; 13.10-14, 14.10-15.00, 15.10-16.00 **or** 16.10-17.00. You will be allocated to **one** of these seminar groups.

Communication modules: Introduction to Human Communication (SE1107) in the autumn and Introduction to Media Communication (SE1108) in the spring

Lectures: For Autumn AND Spring Semesters:

Days	Times	Place
Monday	13.10-14.00	Law 2.27
Tuesday	11.10-12.00	Law 2.27

Seminars: weekly on Thursday in 3.58; 9-9.50, 10-10.50, 11.10-12.00; 12.10-13.00; 13.10-14, 14.10-15.00, 15.10-16.00 **or** 16.10-17.00. You will be allocated to **one** of these seminar groups.