



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

**Years 2 and 3 English Language
and Communication
Course Guide 2010-11**

*For all students taking English Language and Communication
modules in Year 2 and Year 3*

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Foreword

WELCOME back to English 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, which provides general information about regulations, requirements and support services that apply across the School, and the Enrolment and Module Guide that you will have been given at pre-enrolment in April.

This Course Guide contains practically everything you need to know about your specific degree programme outside the modules themselves: how it is managed (and your role in that); how things work on a day-to-day basis; key dates and deadlines; and everything you've always wanted to know about assessment (but were afraid to ask), including how to present your coursework and how to understand marks and feedback.

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 (see Section 3), and are responsible for a wide range of second- and third-year modules. If you have any problems or questions either about your studies or about personal matters, please don't hesitate to approach a lecturer, your seminar tutor, or your personal tutor. All staff members 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 and I wish you every success.

Chris Heffer

Director of Studies for English Language and Communication

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.

If you have any suggestions for improvement of this Guide, please email them to Chris Heffer (hefferc2@cf.ac.uk).

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

1. YOUR DEGREE IN ENGLISH LANGUAGE AND COMMUNICATION

1.1 The Degree Programmes

We currently offer three different single honours degree programmes 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 the three. 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 (if you enjoy bureaucratic documents) 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).

1.1.1 BA in English Language

This is essentially a degree in linguistics. The Linguistics benchmark statement states:

3.3 A linguistics student would have knowledge of a range of *empirical linguistic phenomena* and of the relevant *descriptive terminology* so as to have a practical understanding of what language is and how it works in actual use. This knowledge may call on any or all of the basic levels of analysis [phonetics, phonology, morphology, syntax, semantics, pragmatics and discourse] and on other areas of enquiry. It may be largely descriptive but is usually informed by an appropriate theoretical framework. It may involve the systematic study of the structure and use of one language but ideally would include data from a wide range of languages so that the structure and use of an individual language is looked at as part of the larger picture.

Note the emphasis here on empirical methods, description, levels of analysis, and the systematic study of structure. All of these are highlighted in the programme. However, there is a greater focus in Cardiff than in some 'Linguistics' departments on the inseparability of language from the social practices in which it is embedded. And there is a focus here on a critical approach to language and its uses and abuses rather than simply systematic description.

Furthermore, this is a degree in *English* language rather than in linguistics in general. At times we draw on other languages to illuminate points about language but the focus is on the English language. The degree also fits, then, into the benchmark statement on English, which includes English language. Some of the 'subject-specific skills' for English fit well with this degree:

- sensitivity to generic conventions and to the shaping effects upon communication of circumstances, authorship, textual production and intended audience
- responsiveness to the central role of language in the creation of meaning and a sensitivity to the affective power of language
- rhetorical skills of effective communication and argument, both oral and written
- awareness of how different social and cultural contexts affect the nature of language and meaning

1.1.2 BA in Communication

Language is a very important form of communication but by no means the only one. This degree scheme considers communication from a much broader perspective, including not only language but non-verbal and visual forms of communication. There is less focus here on the systematic analysis of structure and a greater focus on the integration of communication with social, cultural and psychological aspects of life, as this passage indicates from the Communication Statement:

2.1 As fields of study, communication, media, film and cultural studies are distinguished by their focus on cultural and communicative activities as central forces in shaping everyday social and psychological life, as well as senses of identity in the organisation of economic and political activity; in the construction of public culture; in the creation of new expressive forms; and as the basis for a range of professional practices.

There is a particular focus on communication in professional practice, including communication in the media, the workplace, health settings and the legal process.

1.1.3 BA in English Language and Communication

This degree balances the systematic study of language with the social, cultural and psychological aspects of communication. It thus provides a well-rounded approach to language and communication. What is perhaps striking for a student on this degree programme is the permeability between the fields of language and communication. Much of the research in both linguistics and communication has become 'multidisciplinary'; in other words, it draws on insights from a number of different fields to illuminate our understanding of language and communication in social context. Fields drawn on by members of staff in their own research include sociology, anthropology, psychology, philosophy, social theory, literature, critical theory, media studies, law,

medicine, statistics and criminology. This multidisciplinary means that the line between 'language' and 'communication' is becoming increasingly blurred and many of the modules on offer cannot easily be categorized into 'language' or 'communication'. Students taking this 'combined' degree will not have to worry about such distinctions.

1.1.4 Joint Honours with English Language

English Language and Communication, being highly interdisciplinary in themselves, combine well with subjects across the Humanities. Linguistics is fundamental to an understanding of foreign languages so combines well with any of the modern languages on offer at Cardiff. Many UK universities have mixed English Language and Literature degrees, so this is another obvious choice. Philosophy and Critical Theory also combine very well.

1.1.5 General Learning Outcomes

Whichever degree programme you are taking, at the end of the three years of an English Language and/or Communication degree, you should have acquired the following:

Knowledge and understanding. An excellent knowledge and understanding of descriptive, theoretical and critical approaches to language and communication. This should include an awareness of the complexity, uncertainty, ambiguity and limits of such knowledge.

Intellectual (analytic and cognitive) skills. An ability to work closely with, and from, spoken and written data, and an ability to work with critical, contextual and theoretical materials and ideas. You will be expected to develop an independent and critical approach to your studies.

Subject-specific skills. These include: techniques for collecting and analysing data; ability to research a subject across disciplines; ability to construct an argument drawing on evidence of various sorts; ability to write clearly and effectively within the constraints of a given genre, as well as within limits of length and time; ability to present work effectively.

1.2 Career Opportunities

1.2.1 Careers from English Language

Careers in which a professional expertise in the *English language* is essential include primary education, teaching English in secondary schools, teaching English as an additional language in the UK and abroad, language and speech therapy, social work, literacy development, literacy work, translation, publishing and editorial work, writing in the public domain (journalism, Civil Service, etc) and linguistic research.

1.2.2 Careers from Communication

Careers explicitly concerned with *human communication* and requiring a good grounding in the discipline in conjunction with some applied and vocational specialism include personnel management, market research, counselling, technical writing, the communications industries, the media, work in cross-cultural and multilingual settings, research in human or mass communication.

1.2.3 Careers from English Language and Communication

Careers requiring *linguistic training combined with communication* include language teaching, teaching English as a second language (but see also the English Language Studies scheme), translation, speech and language therapy, computing applications, publishing and editorial work, research in social and applied aspects of language, and in descriptive or applied linguistics.

1.2.4 Careers from Joint Honours with Language Studies

Careers requiring a general appreciation of the principles and practice of *language use*, together with *another language* (e.g. French, Spanish, Welsh, Italian) or *another subject* (e.g. English Literature, Philosophy) include the teaching of a modern language, translation, multilingual publishing, the international media, and research careers.

1.2.5 Postgraduate Study

Many students go on to further training or postgraduate study. We offer a number of exciting MAs in Applied Linguistics, Forensic Linguistics and Language and Communication Research. Ask your lecturers or personal tutor about these if you are interested.

The Careers web address is: <http://www.cf.ac.uk/carsv/index.html>

See also the notes on 'Employability Skills' in the Undergraduate Handbook.

1.3 Degree Structure and Programme Outline

For any BA degree at Cardiff, you normally need to complete 240 credits in years 2 and 3. Modules are worth 10 credits ('single' modules) or 20 credits ('double' modules).

1.3.1 Double Modules

In Language and Communication, we organise all our teaching on the basis of one-semester double modules worth 20 credits each (except for the Dissertation module, which is worth 40 credits). This means you need to take a total of 12 modules over the two years or 10 taught

modules and a Dissertation. A double module is typically a lecture course (usually two hours per week over one semester) with an associated programme of seminars or workshops.

1.3.2 Assessment

Modules are assessed at the end of the semester in which they are completed (marks are provisional until confirmed by the External Examiner in June). So you accumulate marks towards your final degree result in January and in June of each of your second and third years. Each semester's marks contribute equally to your final degree result.

1.3.3 Core Modules in Year 2

As indicated in the Year 2 Enrolment and Module Guide, there are a number of core modules in year 2 according to your degree scheme. The details are in that Guide but here is a brief explanation of why you are asked to take these core modules:

BA in English Language

To ensure that you acquire the 'basic skills' in linguistic analysis, we require you to take modules in phonetics and phonology (Sounds of Speech), morphology and lexical semantics (Words and Meaning), grammar and syntax (Functions of Grammar) and pragmatics and discourse (Discourse). We also require you to take Sociolinguistics, which sets your linguistic knowledge in a social context, and Research Skills, which helps you develop subject-specific skills.

BA in Communication

The core communication modules describe visual and non-verbal forms of communication and a number of key sites of communication (broadcasting, institutions, the workplace). Discourse provides theoretical background and Research Skills helps you develop subject-specific skills.

BA in English Language and Communication

The constrained options you are provided with are designed to ensure that you have a suitable mix of English Language and Communication modules.

Joint Honours BA with English Language

The three core modules we require you to take between the 2nd and 3rd year (Discourse, Functions of Grammar, and either Sociolinguistics or Sounds of Speech) are designed to ensure a platform of 'language awareness' in your degree, whatever your second subject.

1.3.4 Optional Modules in Year 3

All modules in Year 3 are optional. This gives you the opportunity to explore your own individual interests. You may also decide to take Year 2 modules that you were not able to take because of

having to take core modules or because they were not on offer in your 2nd year. You are strongly advised to discuss your module choices with your personal tutor.

1.4 Our Role in Managing the Degree

Your degree is managed by the **Board of Studies for Language and Communication**. The Board meets twice per semester (see Key Dates in Appendix 3) and is responsible for the day-to-day running of the programme and for student support. The Board is chaired by the Director of Studies and includes all members of staff not on leave as well as student representatives.

Chair: Dr Chris Heffer

Deputy: Dr Gerard O'Grady

Your assessment comes under the **Examination Board for Language and Communication**. The Chair convenes the exam board and the Extenuating Circumstances sub-committee that reports to the exam board.

Chair: Dr Angela Williams

Deputy: Dr Charlotte Kemp

1.5 Your Role in Managing the Degree

This may seem a strange heading but what it refers to is 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) and the Graduate Leaving Questionnaire. Each of these is described below:

1.5.1 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 main purpose of the Staff–Student Panel 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.

The Staff–Student Panel is also an opportunity for staff to inform students about, and involve them in, relevant developments within the School and the university.

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 (see Key Dates in Appendix 3).

1.5.2 Module Evaluation Questionnaires

At the end of every module, you 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.

1.5.3 National Student Survey (NSS)

As its name suggests, this is a UK-wide survey of all final-year 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 very important feedback for both the University and the School. These results are taken very seriously, are analyzed extensively, and have led to considerable reform of practices within the School.

1.5.4 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 Years 2 & 3 office or your lecturers, please 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 managing your degree and day-to-day life at university, equality and diversity, general assessment issues, general policies and requirements, and a host of other relevant information. 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 Course Guide, always turn to the Undergraduate Handbook first.

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 about University matters.

This Guide

The Years 2 & 3 Guide should contain all information relevant to your degree programme. It does not contain module outlines, but these are available online at:

<http://www.cardiff.ac.uk/encap/degreeprogrammes/undergraduate/index.html>.

Module Guides

At the start of each semester, you will receive more detailed module guides for each of the modules you are taking. This will include information on the syllabus, lectures, seminars and the details of assessment (including coursework submission and return dates).

Learning Central

Useful information on your individual modules can also be found at Learning Central (formerly known as Blackboard), an online resource where lecturers can post (and you can access) important notices, documents, and links to web resources. You will also find contact details for your lecturers and fellow students.

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 username and password.

In addition, Language and Communication will have its own module where we shall post exam results and other information of relevance to all students taking our degree schemes. Please note that you must inform us if you do not want your marks to be disclosed even in an anonymous form (see ENCAP Undergraduate Handbook).

You should also keep a regular check on:

The Year 2 and Year 3 Notice Boards

Located on the 2nd floor corridor, these are where you will have to sign up for seminar groups and where you will find information on results, including your final degree classification. Also watch out for notices from your lecturers.

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 Years 2 and 3 Administrative Office

The administrative office for Years Two and Three is room 2.34. The contact secretaries are Julia Bullough (Monday to Wednesday[am]) and Anna Birt (Wednesday[pm] and Thursday). On Friday, the Literature and Philosophy contacts will cover for Julia and Anna. All these Years 2 & 3 administrators can be emailed at clcr-ug@cf.ac.uk and phoned on 029 2087 6152.

2.3 Our Contact Details

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

Telephone: 02920 876152

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 Years 2 and 3 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 courses you may apply for when you leave Cardiff.

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 three years at Cardiff. We cannot be expected to write references under such circumstances.
- Provide your referee 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 lecturer during their office hours and ask if you can use them as a referee. Tell them about the kind of job/course that you are applying for. This is a question of common courtesy. Do not simply put their name on the application form without asking them beforehand.
- Make sure that your referee is 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. Your tutor will tell you whether or not they will be around to be able to process a reference request in time or not.

If you do not follow the suggestions above, we cannot guarantee that a reference request may 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.. If it is important to you that your employment qualities are commented on by a referee, 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 Years 2 & 3 office. The Cardiff University *Student Handbook* includes fuller 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 Progress Meetings

Once a year, during the first few weeks of Semester 1, you will have a scheduled 'Progress Meeting' with your personal tutor. The meetings will last approximately 20 minutes, during which your tutor will aim to establish your academic progress up to that point. This is useful for you in two ways: it allows you to take stock of your progress so far and reflect on how you might improve in the coming year; and it enables your personal tutor to actually follow your progress, which can be very useful if and when you require a reference from him or her.

In preparation for the meeting, you are required to bring in a written summary of the feedback you received on coursework in the previous year, focussing on strengths and weaknesses. This is extremely important for Year 3 students, as you will have had a considerable amount of feedback in Year 2, but it is also useful for Year 2 students. You should provide your tutor with a copy of that

summary, and it is this that will provide the main focus for the meeting. You will discuss your strengths and weaknesses in coursework and exams and your tutor will provide advice on how you might improve in the coming year. For Year 3 students, the meeting might also be used to discuss progress towards a final degree grade.

These are very important meetings and you should make sure you keep your appointment with your tutor (these meetings might be set up during your brief meeting with your tutor during enrolment week). Your tutor will record your presence at the meeting and will make a note of how it went (as well as filing away your summary of feedback). At the same time, these meetings are designed to be wholly supportive rather than evaluative. Your tutor's aim is to provide advice on how you might improve. This might involve suggesting that you go to academic writing classes or other skills classes. It is then up to you to follow up on these suggestions.

The success of these meetings is dependent to some extent on your having the same tutor throughout your course (who can thus follow your progress through the three years). New administrative procedures have been introduced to ensure that, as far as humanly possible, you will indeed keep the same tutor as long as you are happy with this arrangement (he or she may be on leave for one semester during your career, but then will return to being your tutor).

In addition to the annual progress meetings, you should aim to see your personal tutor at least once in the second semester. Of course, you may see your personal tutor at any other time too.

2.10 Changing Modules

It is possible to change your modules **during the first three weeks of each semester. 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 on disability and disclosure 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	5.34	Child language acquisition; communication disorders; forensic linguistics.
Dr Tom Bartlett	5.14	Functional approaches to language; discourse and ideologies; language and power; intercultural communication.
Dr Janet Cotterill	5.08	Forensic linguistics; language and gender; language and power; systemic and corpus linguistics.
Dr Justine Coupland	5.42	Interactional sociolinguistics; health and lifespan communication, discourse and identity.
Prof. Nikolas Coupland <i>Director of Research</i>	5.20	Language and Wales; critical approaches to sociolinguistics and discourse; stylistics; sociolinguistics of the lifespan.
Dr Lisa El Refaie	5.12	Visual and multimodal communication; metaphor and humour; media discourses about minorities.
Dr Lise Fontaine <i>Year 3 Tutor</i>	5.16	Systemic functional linguistics; computer-mediated communication; referring expressions; grammatical structures.
Prof. Peter Garrett	5.46	Attitudes to/evaluations of language and communication; attitude change and persuasion; intergenerational communication; language and identity in Wales.
Dr Chris Heffer <i>Director of Studies</i>	5.05	Forensic linguistics; narrative; language and ideology, language and advertising; corpus linguistics.
Prof. Adam Jaworski	5.04	Critical discourse analysis and media language; non-verbal and visual communication; global communication and tourism.
Dr Charlotte Kemp	5.32	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	5.02	Intonation in discourse; language and power; information structure in speech; linear speech grammar.
Dr Frances Rock <i>Year 2 Tutor</i>	5.24	Language in legal settings; language in the workplace; literacies; interactional sociolinguistics; ethnography; discourse analysis.
Prof. Srikant Sarangi	5.45	Institutional and professional discourse; genetic counselling and general practice; intercultural pragmatics; racism and ethnicity in multicultural societies.
Dr Joanna Thornborrow	5.41	Discourse and conversation analysis; mediated interaction; children's social interaction; discourse stylistics.
Dr Angie Williams <i>Chair, Exam Board</i>	5.37	Lifespan intergenerational communication; communication attitudes and perceptions; intergroup communication, images of older people in the media.
Prof. Alison Wray	5.29	Formulaic language; psycholinguistic modelling; evolution of language; historical pronunciation for early music.
Dr Virpi Yläne	5.01	Discourse and social interaction in the areas of institutional discourse, ageing and human development, and tourism.

4. COURSEWORK AND FEEDBACK

4.1 Types of Coursework

As is fitting for degree schemes which develop a wide range of skills in a number of different subject areas, our modules offer a variety of types of coursework, including:

- academic essays
- individual and group projects involving collection and analysis of data (e.g. conversation, a TV broadcast, magazine advert)
- individual and group presentations
- exercises involving data analysis or other forms of linguistic analysis
- visual design projects
- tasks aimed at the assessment of specific skills (e.g. transcription, grammatical analysis)
- projects and dissertations

Each type of coursework makes different demands and you need to be clear precisely what is required of you in the particular assessment task. 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?

The particular requirements of projects and dissertations are set out in Section 6 of this guide.

In addition, most modules have a formal exam (see Undergraduate Handbook sections 7 and 8), which might be essay- or exercise-based.

4.2 Submission and Return of Coursework

4.2.1 Deadlines

From 2010-11, submission and return deadlines for assessed coursework have become much more flexible. Coursework may be submitted and returned via the Years 2 & 3 Office on Thursday mornings between 10am and 12pm. Module convenors choose their own submission and return Thursdays and you should pay careful attention to those dates in the module guides. Convenors may also prefer to take in and return coursework to you personally rather than through the Office.

The key point to note about the submission and return dates is that they should indicate a marking turnaround time of 4 weeks or less. In some exceptional circumstances it may simply not

be possible to guarantee a return within 4 weeks, but that should become the exception rather than the norm. Furthermore, some module leaders will return work well within the 4-week period.

4.2.2 The Submission Process

From 2010-11, coursework needs to be submitted in two forms:

- 1) **TWO hard copies** of your coursework need to be submitted to the Years 2 and 3 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 the format of the hard copies, see Section 4.3 below.

For instructions on how to submit the electronic copy, see Appendix 2.

For regulations on submitting coursework (e.g. what happens if you don't submit it on time), see the Undergraduate Handbook.

4.3 Required Format for Coursework

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

1. **Cover sheets.** You will be given two cover sheets for the hard copies of your coursework, which must be securely attached to the front of both copies.
2. **Title.** 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. **Word limit.** Do not exceed the specified word limit. The word limit for most essays is 1600 words. Marks may be lost for excessively long or very short work.
4. **Printing.** You are expected to present your assessed work in printed form (either laser or inkjet). Printers are available in the library. If you are printing your work on a university printer, make sure you do so well before the deadline so that you don't get into a panic on the morning of submission. 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. In that case, it need not be submitted electronically.

5. **Binding.** 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 normal coursework within any kind of binder or folder unless specifically asked to do so by your lecturer. Projects and dissertations, though, should be soft bound (see Section 6).
6. **Page layout.** 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).
7. **Proofreading.** Check your work for spelling, punctuation and general coherence. Non-standard spelling and punctuation can make it difficult for your marker to read your work, which will make a bad impression and might lose you marks.
8. **Data.** If you are analysing primary data (e.g. a recorded conversation or a written text), you must submit your data together with your analysis (e.g. a tape, or a copy of the written text). You only need to submit this primary data with your hard copies. Please submit primary data with *both* hard copies. Do not submit bulky primary data electronically.

4.4 **Feedback**

Feedback tells you where and how your learning and performance can be improved. Taking on board feedback from your coursework is essential to your academic progress. However, in order to make feedback work for you, you need to understand how it works, it needs to be timely and effective, and you need to be willing and able to interpret it and work on suggested improvements. This involves commitment from both marker and student.

4.4.1 **Summative and Formative Feedback**

It is very important for both markers and students to distinguish between providing advice on how to improve (formative feedback) and evaluating final performance on a task (summative feedback). Both types of feedback are important but they serve somewhat different ends.

Summative feedback

Summative feedback primarily serves the institutional end of evaluating your progress and ensuring that such evaluations are valid, reliable and fair. However, summative feedback can also help you improve by providing confirmation that you are doing things right (if you get high marks) or by pointing out that you have considerable room for improvement (if you get low marks).

Summative feedback will usually be found on the Feedback Sheet that is attached to the hard copy of your coursework. This consists in:

(a) *The mark awarded.* This tells you where you stand in relation to a set of reference standards and to other students. This is the easiest piece of feedback to understand but it is possibly the least important in terms of learning.

(b) *An explanation of why you received that mark.* This is linked to the assessment criteria for the particular task (see 7.4 and Appendix 1). It is far more important to understand *why* you received the mark you did than to know the mark itself.

Formative Feedback

Formative feedback primarily serves the individual goal of helping you improve. It consists in any type of advice given on how you might improve your work.

Formative feedback can be found in a variety of different contexts and forms. The following list is not exhaustive but demonstrates that feedback is an ongoing process rather than simply something that happens on the Feedback Sheet:

(1) Group Feedback in Class

Lecturers and tutors often provide invaluable feedback on coursework during lectures and seminars. This is frequently distilled from years of experience in providing individual feedback to students. Although this feedback is not a response to your own individual work, it is equally valuable since many traps you are likely to fall into are common across the student body.

(2) Individual Advice on an Essay or Project Plan

Some lecturers will offer to look at plans of coursework during their office hours. This provides a form of invaluable interim feedback and can help you avoid going horribly wrong in the final assessed piece of work. In one or two cases, these plans themselves are assessed. Note, however, that it is a policy in language and communication modules not to read drafts of the coursework itself. This is because it would not be possible to read all students' drafts and it would therefore be unfair on some students if only a few others' drafts were read.

(3) Feedback on Unassessed Coursework

Plans can be seen as a form of unassessed (or formative) coursework directly linked to the assessed piece. But some modules also offer other types of unassessed coursework indirectly related to the assessed pieces, such as class tests, transcription exercises, self-assessment exercises on Learning Central, and individual or group presentations. Often the uptake on unassessed coursework is low because students feel that it doesn't 'count'. However, that is a very narrow conception of the learning process, which is ongoing. These forms of unassessed

coursework can provide invaluable feedback which then enables you to produce a better piece of assessed work.

(4) Peer Feedback in Class

In some modules, you will be asked to give informal feedback on your classmates' work. This can help you understand the feedback process and get you thinking about how work is evaluated.

(5) Corrections and Marginalia

Some lecturers provide extensive formative feedback on the pages of your assignments. This can be very helpful in improving aspects of presentation (grammar, style, punctuation, spelling, referencing conventions) and for helping you engage intellectually with your argument, or for correcting minor errors of fact or understanding. Note that some lecturers also provide summative feedback in their marginalia, though this should be summarised on the Feedback Sheet.

(6) Feedback Sheet

The Feedback Sheet should generally contain not just summative feedback explaining why you received the mark you did but also a summary of the formative feedback. Note that it is generally impractical and unhelpful to keep the summative and formative comments strictly separate on this sheet (generally, the formative comments follow from the summative ones on a given assessment criterion) so it is important to learn how to interpret feedback (which is one of the main functions of the Annual Progress Meetings – see 2.9)

(7) Face-to-Face Follow-up to Written Feedback

After receiving the written feedback on your coursework, there may be something you do not understand or you may want more advice on how to improve. Lecturers are generally available during office hours to discuss the feedback they have given.

(8) Annual Progress Meetings

These have been introduced partly to help you interpret the feedback you have received and to give general advice on how to improve on your weaknesses (see 2.9).

4.4.2 Our Commitment on Feedback

Our commitment is to provide clear and constructive feedback on coursework, to get it back to you as quickly as possible, and to help you interpret it.

(1) Clarity of Feedback

As you should pay very careful attention to the written feedback on your coursework, it needs to be legible, comprehensible and coherent with the assessment criteria.

Corrections and marginalia are clearly handwritten (except for a small minority of markers who mark electronically). We try to keep these as clear as possible but you need to bear in mind that we need to work at speed to get through large amounts of marking, and marginal comments (taken individually) are generally not as essential as the final comments. Any summative assessment in the marginalia, though, needs to be very legible and marked up as important.

Feedback sheets, on the other hand, will generally be typed. In the few cases where this is not the case, markers commit to providing legible comments.

Feedback should be comprehensible. That does not mean that it will be 'dumbed down'. It should be intelligent, and markers might sometimes use erudite words (such as 'erudite!') that you may need to look up in a dictionary. That is part of the learning process. However, overall, it should be quite clear what markers are getting at. If it isn't, don't hesitate to see them during office hours.

It should also be very clear how the summative comments on the feedback sheet relate to the assessment criteria. Some markers make this clear by providing separate comments on each of the main criteria (see 7.4). Other markers find this restrictive and prefer a more integrated form of feedback. It should still be clear, though, how the comments relate to the criteria, whether these are the general criteria listed below in section 7.4 or specific criteria created by the module leader. If this is not clear, again don't hesitate to see your marker during office hours.

(2) Constructiveness of Feedback

Constructive feedback is feedback that helps you improve. This is not the same as 'positive' feedback. The comment 'Fair work of an acceptable standard' provides positive (in the sense of 'non-negative') feedback, and is a fair summative assessment, but it doesn't really help you improve. It is much more useful to understand why the work is only 'fair' and 'acceptable' rather than 'good'. This means getting to grips with the weaknesses in your work (e.g. 'you have a number of problems with presentation...' or 'Your argument is not clear...'), and that is probably going to sound negative to you, however carefully the comments are worded. What is important is that this negative feedback should be specific enough to act on. The comments should indicate *which* aspects of presentation are problematic, or in what ways your argument is not clear.

On the other hand, comments such as 'This is woeful!' or 'This is nonsense!' are generally destructive rather than constructive. Negative comments need to provide some avenue for

improvement, which is either explicitly stated (e.g. 'Make more use of journals and monographs rather than relying on lecture notes and textbooks') or implicit (e.g. 'You have some weaknesses in punctuation and spelling', where these are marked up in the text itself and where you know that you can look at guides such as that in section 5.1 below to help improve in these areas).

The Feedback Sheet should include both summative feedback (which might necessarily sound very negative if the piece of work is very weak) and formative feedback (which will more positively indicate how you might improve).

(3) Timeliness of Feedback

Numerous studies have shown that feedback is most useful when given promptly. We are committed to trying to improve our turnaround times. Outside exceptional circumstances, work will be returned within 4 weeks and, in many cases, it will be returned within 3 weeks.

This means that all marks on coursework will be provisional until confirmed by the External Examiner in June. However, we think that this is a small price to pay for having prompt feedback.

We shall also, wherever possible, try to return a first piece of coursework before a second piece is due (so that you can take on board the feedback in your second piece). Where this is not possible, we shall try to provide unassessed interim feedback.

(4) Understanding Feedback

We are setting up Annual Progress Meetings (see 2.9) to help you understand and work with feedback more effectively. You should also see your lecturers if you do not understand anything in the feedback.

4.4.3 Your Commitment on Feedback

Making the most of feedback also involves a considerable commitment on your part.

(1) Studiousness of Work

In the first place, you need to commit to making your best effort with coursework. If you have produced a poor piece of work simply because you have put little effort into it, you are wasting your markers' precious time for nothing. Weak work takes much longer to mark than good quality work and is often very painful for markers to read. We are willing to put in the considerable extra effort of marking weak work but only if we feel that the student has made an effort and is genuinely in need of a good deal of support. It is very inconsiderate not to put in your best shot.

Similarly, you must commit to being honest in your work. Plagiarism (see 5.2) is a very serious academic offence and wastes huge amounts of our time. To help counteract this problem, we are introducing electronic submission of coursework with analysis by the Turnitin plagiarism software. Consultation with students has shown that most students are in favour of the introduction of automatic plagiarism detection because they realise that cheating is unfair on honest students.

(2) Timeliness of Submission and Return

There are cases where students have genuine extenuating circumstances (illness, accident, bereavement etc.) which prevent them from meeting deadlines. We take these cases very seriously and they go before the Extenuating Circumstances Committee. However, in all other cases, you must commit to handing in your work on time. There have been cases where a student has had THREE grandmothers dying within a year or where a student has missed an exam because he failed to hear his alarm clock after partying half the night. As with plagiarism, cheating on the extenuating circumstances process is primarily unfair to other students.

(3) Collection of Coursework

While there is a strong extrinsic motivation for you to submit work on time (the fact that late submissions can be awarded no more than 40%), we do not similarly oblige you to pick up your coursework after it has been marked. However, there is a strong intrinsic motivation for you to do this. The mark you receive, as indicated above, is only a minor part of the feedback process and it does not really help you improve. Furthermore, as with students who do not put in an effort, it is very frustrating for markers to spend an hour or more marking work only for it not to be picked up by the student.

We are aware that one reason for the comparatively low rates of collection in the past has been the slow marking turnaround times and, as indicated above, we have put measures in place to ensure that your work is returned as soon as possible.

(3) Uptake of Feedback

After collection, there should be a strong commitment on your part to take on board the feedback comments and transform these into efforts to improve in subsequent coursework. We have introduced a small element of extrinsic motivation in this respect by instituting Annual Progress Meetings (see 2.9). You will need to summarise all the feedback you have received in the previous year, and, to do that, you will need to collect and engage with all the coursework feedback you have received.

5. ACADEMIC WRITING CONVENTIONS

5.1 Academic English

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, that is to confuse right and wrong with norms and conventions.

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 don't know or 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.

Presentation (including use of English, academic style and referencing) is just one of the main criteria in assessing academic work (see Section 7.4) and it is not even the most important criterion (surely understanding and argumentation are more important). However, it is probably the easiest area in which you can improve, as much of it simply involves following simple rules. The following sub-sections set out a few very common problems with punctuation, grammar, vocabulary, style and formatting. The examples used to illustrate the issues have all been attested in student work. Section 5.2 introduces the reasons why you need to reference your work. Section 5.3 then goes on to give some details about referencing.

5.1.1 Common Punctuation Problems

Possessives

Use apostrophes when a noun is in the possessive case:

In the reader's mind	The advertisers' text
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Apostrophes come after the person(s) or thing(s) in possession of the object or person:

Halliday's grammar	Women's rights	Journalists' pay
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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.

5.1.2 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*.

5.1.3 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.

5.1.4 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

5.1.5 Common Format Problems

Remember to do the following:

- **Appendices** are always *appended* to the end of things, so place them *after* the list of References.
- **Binding**. Keep it simple – usually a staple in the corner is fine. Individual pages in separate plastic folders are a nightmare for markers, who have to remove each page to make comments.
- **Quotes**. Quotes longer than 3 lines should be block indented. Make sure you copy them accurately.
- **Paragraphs**. Indent the first line of paragraphs but don't add a space between them. In other words, you should paragraph as in books rather than as in documents like this.
- **Numbering**. Make sure your pages are numbered. Also number & label 'Figures' (for charts/illustrations), 'Tables' (for numerical data) and Appendices (for documents).

5.2 Plagiarism

Plagiarism is the act of taking and using another person's thoughts or writings, and presenting them **as if they were your own** (definition adapted from the *Concise Oxford Dictionary*).

In its crudest form, plagiarism involves taking passages from another person's writing 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 essay or dissertation that you may present. 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. You may also be given credit for (3) original ideas - but you are advised to examine these self-critically before committing yourself to them. If in doubt about any of this advice, ask one of your lecturers or tutors. **Plagiarism is regarded by the University as an extremely serious offence.**

In order to counteract the problems with plagiarism, we have introduced electronic submission of coursework, which is then automatically screened by the Turnitin plagiarism software. See the Undergraduate Handbook for details.

5.3 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.

5.4 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.

5.4.1 House Styles

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 module convenor will tell you at the beginning of a module whether he or she expects 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 module convenor does 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.

5.4.2 Citations v Footnotes

One of the main points to be aware of when using 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.

5.4.3 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

5.4.4 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...

5.4.5 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 uninterruptedly that of your own sentence!

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

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’.

5.4.6 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.

5.4.7 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**

5.4.8 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.

5.4.9 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.

5.4.10 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/%7Ejaylemke/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.).

5.4.11 Style Considerations

It is essential that you are clear about the Harvard **system** for citing and listing works. Style considerations are secondary and the basic rule is **be consistent**. There are, though, some semi-rules and some trends:

- **Always** italicise book and journal titles but **never** italicise article and chapter titles. Some very old guides suggest underlining book and journal titles but that derives from a time when people used typewriters rather than computers.
- Recent trends in referencing style tend to be **minimalist**. e.g.
 - In the past, journal articles and book chapters were always put in single inverted commas but these are often omitted now.
 - References used to use many commas. Now the tendency is to use a few items of different punctuation (e.g. brackets around dates, full-stop after title and colon between place of publication and publisher).
- **Always** check the House Style. Publishers always have a house style with strict regulations about style. Some module convenors also have a house style.

6. ASSESSMENT PROCEDURES

6.1 Methods of Assessment / Schedule of Assessment

Modules are assessed in a variety of different ways. The most common combination is a piece of coursework of 1600 words followed by a formal 2-hour exam. However, some modules are assessed entirely by coursework and one or two modules are assessed entirely by exam. Within the coursework element, modules provide a variety of assessment methods (see section 4.1).

Over the course of four semesters, you will take the equivalent of 12 modules, leading to the equivalent of 12 separate marks. All modules taken in Years Two and Three will contribute to the final assessment, and each module taken will be of equal weight in the final assessment. In other words, Year Two modules count 50% towards the degree, and Year Three modules also count 50%. Degree classifications are awarded in accordance with the University regulations (see 6.6).

The rules covering failed modules are explained in the University Regulations and in the Undergraduate Handbook. Failed modules must be re-sat. The maximum mark for a resit module is 40%. At the discretion of the Examining Board, candidates who have been unsuccessful in any module may be permitted up to two further attempts to redeem their failure in each such module. Such candidates, however, shall be eligible only for the award of the minimum pass mark in each such unit, irrespective of their level of performance

See the Undergraduate Handbook for further details on assessment regulations.

6.2 Anonymous Marking

Please note that **ALL** examination scripts and assessed coursework are marked by number. Do not put your name on essays, only your student number. This applies to ALL years.

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 Assessment Criteria

The precise assessment criteria used for a particular task are very much dependent on the nature of that task. Some module leaders have developed their own assessment criteria for the particular forms of assessment they offer. These should be set out clearly in the module guides or assessment documentation and you should not hesitate to require clarification of what the criteria mean.

6.4.1 General Assessment Criteria

We have also developed a set of general assessment criteria that can be applied to classic essay-type assessments as well as to many projects. These assessment criteria are also used for the written components of the Project and Dissertation, though these assessments also contain a presentational element which is assessed differently.

The general categories on which work of this sort is 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

Below you will find a brief explanation of what each category means and what you can do to make improvements with regard to each of these categories.

1. 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 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, analytical frameworks and methods.

2. 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. 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.

3. 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. At a minimum, your work should have an introduction, main body and conclusion but some projects may require more complex structuring. Use appropriate numbered section headings where necessary.

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

4. 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 (see Plagiarism, 5.2), 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.

The easiest and most effective way of showing originality is by coming up with your own line of argument and then following through that line very carefully.

(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.

5. 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 outlined in the Harvard System of Referencing (5.4). 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.

More detailed examples of referencing conventions can be found in Section 5.4.

6.4.2 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 assessment categories. We award first class marks (70% or higher) to work that, in general, fulfils the criteria we have set out in all five categories. 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 categories. Here are some examples of such shortcomings:

- The work is very confusingly written (categories 2 and 3)
- There are glaring errors in the subject matter (category 1)

- The work contains a lot of irrelevant material (criteria 1a and 1b)
- The work breaks academic conventions (categories 2 and 5)
- The work does not directly relate to the module (category 1)
- There is little or no evidence of reading around the topic (criteria 1c and 5a)
- There is no evidence of critical thinking and originality (category 4)

6.4.3 How Assessment Criteria Relate to the Marking Scheme

It is possible to give at least some idea of how performance on the many marking criteria relates to the final mark you receive for your coursework. **Appendix 1** is a summary indication of the type of performance on the assessment categories that might be found at each marking band.

Please do not read too much into these indications. Assessing coursework at this level is an extremely complex task. Very many factors come into play and these need to be weighed very carefully by the marker. The assessment categories are far from watertight and only some of the criteria are referred to in each case. Furthermore, a piece of work will often fall into one band in terms of one or two criteria but in another band for the others. In extreme cases, for example, a piece of work might be very well written but lack a basic line of argument or have a strong argument but one which is not particularly relevant to the question. You should pay attention to the individual feedback to try to understand why you received the mark you did.

6.5 Extenuating Circumstances

See your Undergraduate Handbook for details on the procedure .

6.6 Degree Classification

(A) SINGLE HONOURS

Degree classifications are based on a final percentage calculated from the 240 credits in Years 2 and 3 (the final year). The marks are added up and a final average out of 100 produced: final averages between 0.5 and 0.9 are rounded up before classification.

To gain a First, a student must have an overall average mark of 70% or higher.

To gain a 2:1, a student must have an overall average mark of 60% or higher.

To gain a 2:2, a student must have an overall average mark of 50% or higher.

To gain a 3rd, a student must have either an overall average mark of 40% or higher or an overall average of 40% or higher and 340 or more credits.

A student with an overall average mark of 40% or higher but only have 320 or 330 credits will gain a **pass degree**.

(B) DISCRETION RULE

The University regulations state that:

10.5 Unless extenuating circumstances have a bearing on an Examining Board's consideration of a particular student, Examining Boards are only empowered to exercise discretion to raise a student's classification to the next higher classification band provided that:

10.5.1 the student's combined weighted average is no more than 2% below the next higher classification band; **OR**

10.5.2 marks achieved by the student in assessments for one half or more of the Credits contributing to the final award classification fall within a higher classification band than that indicated by the student's combined weighted average.

(C) JOINT HONOURS

Degree classifications for Joint Honours students are worked out in exactly the same way as for Single Honours except that each subject counts for exactly 50% of the final overall average.

(D) FOUR-YEAR DEGREES

Degree classification for Joint Honours reading for a degree with a modern language are worked out in exactly the same way as for Single Honours, except each subject counts for exactly 50% of the final overall average and that each student is awarded an additional 120 credits for the Year Abroad.

7. PROJECTS AND DISSERTATIONS

7.1 Proposals

7.1.1 Pre-enrolment and Deadlines

In order to pursue a Project (in the Autumn or Spring semesters) or Dissertation (over both semesters) as a module in Year 3, you must indicate one of these options in your pre-enrolment document, during Stage 1 Enrolment in April/May. The deadline for submitting Project and Dissertation Proposals is at the end of the Spring Semester Examination Period. This is usually around mid-June, but please see Key Dates (Appendix 3) for the precise date. Please leave your proposals in the Years 2 and 3 Office, Room 2.34.

7.1.2 Pre-requisites

All students undertaking Projects must normally achieve an average mark of at least 62% in Year 2. Students undertaking Dissertations must normally achieve an average mark of 65% in Year 2.

7.1.3 The Proposal

The Proposal should be no more than one side of a printed A4 sheet. It should include the following:

- *Personal Details*: your name, degree programme, **Cardiff University** email address, and telephone number
- *Type of Proposed Work*: Project (indicate: Autumn or Spring) or Dissertation
- *Title of Proposed Project/Dissertation*
- *Aims and Objectives*: what you want to achieve, e.g. replicate an existing study on a new set of data, test a new hypothesis, describe a type of social interaction etc.
- *Data*: what type of data you would like to collect and in what way, e.g. videotaped media interviews, surveys of attitudes to language variation, sample of written or visual data from the press, internet etc.
- *Method*: how you propose to analyse your data, e.g. using quantitative or qualitative methodology, content analysis, Systemic Functional Linguistics, Critical Discourse Analysis,

It is highly advisable to talk to one of your lecturers or personal tutors to discuss your project with them before finalising the proposal.

7.1.4 Acceptance of Proposals

The Board of Studies will consider all the proposals by the end of June and will accept feasible proposals of good academic quality. Once the Project/Dissertation Proposal has been accepted, the student is assigned a supervisor from among the Centre staff.

7.1.5 Further Reading

A particularly readable paperback is: Barrass, R. (1995). *Students Must Write*. London: Routledge.

7.2 Requirements for Projects and Dissertations

7.2.1 Supervision

Each student undertaking a Project or Dissertation is entitled to **five** one-hour meetings with their supervisor in term time. It is your responsibility to arrange the times of the meetings.

7.2.2 Deadlines

The submission date for Autumn Semester Projects is during Guided Study Week at the beginning of January. **For the precise date, see Key Dates (Appendix 3).**

The submission date for Spring Semester Projects and Dissertations is during Guided Study Week in May (usually around 10-15). **For the precise date, see Key Dates (Appendix 3).**

Please hand in at the Years 2 and 3 Office (Room 2.34) where you will receive a receipt.

7.2.3 Length

Projects: Maximum 5,000 words (excluding references and appendices)

Dissertations: Maximum 10,000 words (excluding references and appendices)

While writing to a word limit is an essential skill that you will require in your working life, we recognise that some projects may need slightly longer limits to do the work justice. These maximum lengths, then, may be negotiated to some extent with your supervisor.

7.2.4 Format

The project or dissertation should be printed, using A4-sized paper. You should use 1.5 or double spacing and leave a 2.5 cm (1 inch) margin all round. Pages **must** be numbered. Keep end notes to a minimum. Neat handwriting and/or hand-drawn lines may be used in diagrams.

Analyzed data (or examples of your data) and other supportive documentation should be presented in an appendix or appendices. Where diagrams, pictures and other material are reproduced as part of the dissertation, photocopies may be used. Consult your supervisor over the presentation of any material in a medium other than on paper e.g. a recording.

The title page should be signed and dated by yourself and your supervisor and should include the following wording:

This project/dissertation is submitted in partial fulfilment of the requirements for the award of the degree of BA with Honours in English Language / English Language and Communication / Communication of Cardiff University. It is the result of my own independent work/ investigation, except where otherwise stated.

Signed:..... Date.....

Supervisor: Date.....

7.2.5 Copies to be Submitted

From 2010-11, the Project or Dissertation needs to be submitted in two forms:

- 1) **TWO hard copies** need to be submitted to the Years 2 and 3 office.
- 2) **ONE electronic copy** needs to be submitted online.

Both hard copies must be bound. Hard covers are not required. Soft binding facilities (fastback thermal binding) are available from Graphic Services in the Arts & Social Studies Library (adjacent to the main entrance). Comprehensive details of binding facilities on and off campus can be found on the Information Services website at <http://www.cf.ac.uk/insrv/graphicsandmedia/bindery>.

For instructions on how to submit the electronic copy, see Appendix 2.

7.2.6 Oral Presentations

Project and Dissertation presentations are organised during the January and May examination periods in sessions lasting about 2 hours. In each session, approximately 3-5 students take it in turns to make 20-minute presentations to the other students and to the examiners (members of staff). Each presentation will be followed by around 5–10 minutes of questions from the examiners and other students. The examination is tape-recorded for the benefit of the external examiner.

7.2.7 Assessment Criteria

In conjunction with the guidelines on **writing** projects and dissertations, please note the **assessment criteria** guidelines below:

Written Project / Dissertation (75%)

- Presentation (including style, organisation, referencing)
- Introduction and research design
- Literature review
- Empirical work / data and analysis
- Critical interpretation / discussion of results

Oral Exam (25%)

- Oral presentation skills / delivery techniques
- Relevance of presentation to project / dissertation outcomes
- Strength of oral responses to examiner questions

7.2.8 Ethics

Some projects and dissertations may involve the use and/or collection of data and contact with human subjects or informants, and this raises ethical issues. If your project/dissertation proposal is accepted, you will need to discuss any such ethical issues with your supervisor, before beginning your work and certainly before collecting data or making contact with subjects/informants. He or she will be able to advise you on what issues are likely to arise. In all cases, however, you will need to complete and include with your project/dissertation an Ethical Approval form.

The ENCAP Ethics Policy

School policy is to promote the understanding and debate of the ethical dimensions of research, be it at staff, postgraduate or undergraduate level, and to ensure that particular research initiatives are carefully and formally scrutinised and that ethical approval for them is granted or withheld.

An Ethical Approval form will need to be completed by all students involved in relevant sorts of empirical research involving contact with human 'subjects' or informants or similar projects. The completion of the document will be a precondition of beginning the student's research project.

Further details of the School ethics policy and procedures for research can be obtained from the Research Administrator (room 2.61; email encap-res@cf.ac.uk) or from the Academic Administrator (room 2.63; email encap-ac@cf.ac.uk).

7.3 Guidelines on Writing Projects and Dissertations

The guidelines on the following pages are to be read in conjunction with the information in Section 5 on Academic Writing Conventions. The formal requirements for writing your project or dissertation are set out in the previous section. Make sure you read that section carefully before starting your work and before you submit.

7.3.1 General

Projects and Dissertations may, in principle, be either predominantly data-oriented (e.g. based on the analysis of texts/visual images or questionnaire material) or predominantly theoretical. But in practice most successful projects/dissertations are likely to include both a discussion of the relevant literature and analytical work of some type.

A wide variety of different types of dissertation can be undertaken within the Centre for Language and Communication drawing on one or more different disciplines. Since each discipline has its own set of assumptions about research goals and methods, you are advised to follow the advice of your supervisor in these matters. The following guidelines are intended to get you thinking in a broad 'social science' framework. However, in any particular study it may be appropriate to foreground one or other of the ways of undertaking research mentioned below, or to cut one or more out completely. Some dissertations clearly follow a 'humanities' framework rather than a social science one and you should clarify with your individual supervisor precisely how your dissertation should be organised.

Your method of research is likely to include at least one (usually more) of the following:

- reviewing the relevant literature
- analysing spoken or written texts/discourse, or visual images
- constructing a model of some aspect of language and its use
- conducting a survey or experiment

7.3.2 The Structure of the Project and Dissertation

The work that you do for the research will be divided into several stages, and many of these stages are likely to have a corresponding chapter in the dissertation itself. It helps the reader of a dissertation if its structure is clearly reflected in its organisation into chapters and sections, and if these are given clear headings.

Here are some general notes on possible chapters of a dissertation – just to start you thinking. In consultation with your supervisor, you should consider which of these are appropriate in the particular case of your study. You may need to supplement, cut, adapt and/or re-arrange these very general headings to fit your topic.

Introduction/Research Design

A good introduction will catch the reader's interest and orient him/her to the research questions that are addressed in the dissertation as a whole. You should be open to the possibility that in the course of your research you will change your view of what the key issues really are. If it is appropriate, you may mention what first aroused your interest in the topic (e.g. noticing a gap in someone else's approach, or the challenge of applying a well-tried method of analysis to a new subject that particularly interests you). If your study is of the type that investigates a specific hypothesis, that hypothesis should be clearly stated at this stage. Your introduction should conclude with a summary of the subject matter of each chapter/section, giving one or two sentences to each.

Literature review

Review the relevant literature, which in some cases will be drawn from more than one subject area, showing what work has been done before, how the methods you are going to use have been applied to other topics, and so on. You should select, summarise, compare and, where appropriate, evaluate.

Data and Analysis

Give a careful description of your data; e.g. the original context in which the text occurred, how it was selected, collected and prepared for analysis. This may include recording spoken language, listening to the recordings and transcription, or identifying a set of newspapers over a particular period and selecting a 'snapshot' data sample of written and/or visual texts. If your data are responses to a questionnaire, you should describe its structure, say who the informants were and how it was administered, etc. In a project that involves analysing text/visuals, describe the type of analysis used, and explain why you chose the type of analysis that you did in terms of some framework with an established disciplinary base (e.g. in Language Variation, Critical Discourse Analysis, Social Semiotics, etc.).

Results

'Results' and 'Discussion' (see below) sections tend to be typical of more 'scientific' dissertations. Summarise the results of the analysis. Highlight those that are qualitatively and/or quantitatively interesting and/or significant. Where it is appropriate, make use of graphs and/or tables. If your

research is quantitative all the results should be summarised (including those that are not statistically significant).

Discussion

This is likely to be the longest and least predictable part of a 'scientific' dissertation. It is also the one which gives greatest scope for you to show the quality of your thinking. If you have set out a hypothesis or a research question in your introduction you should refer to it here. Possible sub-headings include:

- main findings
- relationship to the findings of others
- relevance to broader issues (social, cultural, ideological, psychological, linguistic, literary, etc)
- the relevance of this study to the overall approach within whose framework your investigation is set (if appropriate).

Conclusion

Write an account of what you have learnt through your investigation. This may take the form of a summary of the dissertation as whole, but it should refer back to the expectations set up in the introduction. Include discussions of the limitations of the project, of any difficulties encountered in carrying it out, and of the implications of your findings for future research in this area.

Abstract

When you have completed your dissertation, write a brief summary (half a page or so). This 'Abstract' should appear on a separate page at the start of the dissertation.

7.3.3 Timing

You will need to get writing under way as soon as possible, as it all needs to be completed within the course of one semester. Allow plenty of time for writing the main body of the dissertation. Ideas may come to you in the course of writing, and you need time to evaluate them before deciding to build them into the final dissertation. Furthermore, when you have completed the dissertation in terms of what you want to say, you need time to review it as a whole from the viewpoint of the needs of **the reader**, and to revise it accordingly (e.g. adding 'pointers' forward and back).

7.3.4 Presentation

Follow the advice in the Academic Writing Conventions (section 5). If you feel uncertain about what style of writing to use, model your writing on the style of the textbooks that strike you as readable and accessible. Try to avoid being too informal or too pedantically formal. Submit your work to a

thorough process of editing, checking the spelling and punctuation and ensuring that there are no overlong sentences.

7.3.5 Guidelines for Oral Presentations

No matter what your future occupation, there may well be times when you will be asked to deliver an oral presentation. In order for you to be an effective communicator your communication, verbal, non-verbal and written should be well presented, clear and concise. We believe that undergraduates do need to be able to present themselves and their ideas clearly and confidently in presentation as well as in face-to-face discussion. This oral exam is an opportunity for you to gain first hand experience of presentation and to practice presentational skills. You will not be assessed as much on your oracy skills as on the organisation and content of your presentation and discussion.

Introduce the topic and alert listeners to the central issue under study. Provide a clear statement of purpose, include research questions and hypotheses. Briefly describe your methods, data collection, analysis, and so forth. Clearly outline and discuss the main findings. You need to strike the right balance – provide enough detail to clearly describe your project and highlight the main points without so much detail that the main points get lost. You may use visual aids such as Power Point for your presentation.

Following your presentation, there will be 10 minutes for discussion where the examiners and/or students will be free to ask you some questions about your project. Questions will centre a round the aims, methods and practical aspects of your project. For example:

Why did you choose that particular issue?

What practical difficulties did you encounter?

How might you have done things differently?

Are your findings significant? How and why?

What theories does your work connect with and how have your results affected your thinking about these theoretical stances?

How do you think future research should tackle the issues you studied?

Note that your written project will have been marked before your presentation and that examiners will then have access to them. It is your responsibility to keep whatever notes/copies you wish to have for revision purposes. You may bring notes into the Oral Exam but you should be able to discuss your material without extensive reference to notes.

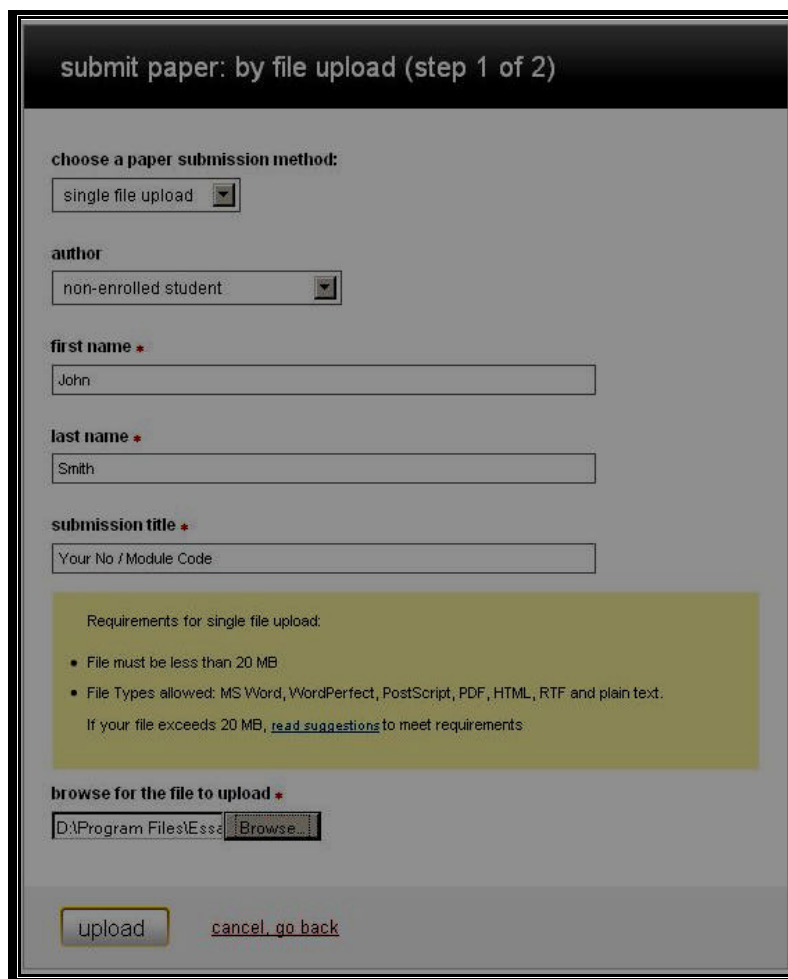
APPENDIX 1: Year 2 and Year 3 (Level 3) Assessment Criteria

Class	Mark range	Description of qualities looked for
First	85% and above	Outstanding work, brilliantly demonstrating: exceptional breadth and depth of knowledge and understanding of primary and secondary sources and relevant issues; confident and elegant style with minimal presentation errors; cogent organisation with striking and sustained originality in argument; outstanding capacity for independent critical analysis; excellent use of sources. Work of this standard is generally comparable with good quality work submitted for a postgraduate degree.
First	70-84%	Excellent work, consistently demonstrating excellent understanding of issues and theories and use of data; excellent presentation and command of academic style and conventions; tight and convincing argumentation leading to an effective conclusion; an ability to critique existing models and approaches and propose new solutions with original, perceptive and incisive insights; excellent use of a wide range of sources.
Upper Second	65-69%	Very good work, ably demonstrating very good understanding of issues and theories; fluent and engaging expression conveying complex ideas clearly and concisely with very few or no presentation errors (e.g. spelling, punctuation, referencing, etc); good, clear line of argument showing ability to synthesise existing facts and theories and to analyse data accurately; good critical awareness and some originality of thought; use of and grasp of a wide range of material that has been referred to competently.
Upper Second	60-65%	Good work, conscientiously demonstrating good understanding of issues and theories and competence with analytical frameworks and methods; clear expression with few presentation errors (e.g. spelling, punctuation, referencing, etc.); clear organization and argument; some capacity for critical analysis; used a good range of material well.
Lower Second	50-59%	Sound work, demonstrating fair understanding of mostly relevant issues; generally clear and consistent style; a few problems with presentation; coherent argument, though a little too descriptive; some critical thinking; adequate use of key readings; fairly competent referencing.
Third	41-49%	Satisfactory work, demonstrating basic coverage of relevant content but not grasped well; shaky academic style, unclear, with presentation errors; line of argument not clear or poorly signposted; little or no originality or critical thinking; reliance on lecture material or basic textbooks.
Bare pass	40%	Minimally acceptable work, demonstrating rudimentary knowledge of relevant issues; weak presentation with thin, insufficient, or poorly organized argument.
Fail	30-39%	Poor work falling short of standard required for a pass, demonstrating a lack of knowledge and understanding of issues; unclear and/or inappropriate expression; incoherent or absent argument; little or no critical thinking; weak use of a few badly referenced sources.
Fail	0-29%	Very poor work falling far short of pass standard, demonstrating little relevant content; a lack of intelligibility; incoherent or absent argument; no critical thinking and little reference to sources.

APPENDIX 2: Electronic Submission of Assessed Work Via Learning Central

- a. Click on the '**Assignments**' tab on the Blackboard page for your module.
- b. Click **View/Complete** for the assignment you wish to submit
- c. *If Blackboard has not already filled in the appropriate boxes, you will need to add your name at the submission screen and insert your student number and module code 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**'.
- 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.



The screenshot shows a web form titled "submit paper: by file upload (step 1 of 2)". The form includes several sections:

- choose a paper submission method:** A dropdown menu with "single file upload" selected.
- author:** A dropdown menu with "non-enrolled student" selected.
- first name *:** A text input field containing "John".
- last name *:** A text input field containing "Smith".
- submission title *:** A text input field containing "Your No / Module Code".
- Requirements for single file upload:** A yellow box containing the following text:
 - 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 *:** A text input field containing "D:\Program Files\Ess" and a "Browse..." button.
- Buttons:** "upload" and "cancel, go back".

APPENDIX 3: Key Dates**AUTUMN SEMESTER**

WEEK	DATES	ACTIVITY
0	Sep 27– Oct 1	Enrolment Week Thu 30 – Board of Studies meeting (2pm)
1	Oct 4-8	Mon 4 – Teaching begins Progress meetings with personal tutor
2	Oct 11-15	Progress meetings with personal tutor
3	Oct 18-22	Progress meetings with personal tutor
4	Oct 25-29	Wed 27 – Staff-Student Panel (1.10pm)
5	Nov 1-5	
6	Nov 8-12	
7	Nov 15-19	Wed 17 – Board of Studies meeting (2pm)
8	Nov 22-26	
9	Nov 29–Dec 3	
10	Dec 6-10	Fri 17 – Teaching ends
11	Dec 13-17	Reading Week
-----	Dec 18–9 Jan	----- CHRISTMAS VACATION -----
12	Jan 10-14	Guided Study Week Thu 13 – Project Deadline (by 12pm)
13	Jan 17-21	Examination Period Week 1
14	Jan 24-28	Examination Period Week 2

SPRING SEMESTER

1	Jan 31–Feb 4	Mon 31 – Teaching begins
2	Feb 7-11	Wed 9 – Board of Studies (2pm)
3	Feb 14-18	Wed 16 – Staff-Student Panel (1.10) Fri 18 – Extenuating Circumstances Committee
4	Feb 21-25	

5	Feb 28–Mar 4	Thu 3 – Provisional module results
6	Mar 7-11	
7	Mar 14-18	
8	Mar 21-25	Wed 23 – Staff/Student Panel (1.10)
9	Mar 28–Apr 1	
10	Apr 4-8	Fri 15 – Teaching ends
11	Apr 11-15	Reading Week
-----	Apr 16– May 8	----- EASTER VACATION -----
12	May 9-13	Guided Study Week Thu 12 – Project/Dissertation due (by 12pm)
13	May 16-20	Mon 16 – Examination Period begins
14	May 23-27	Tue 24 & Wed 25 – Project/Dissertation presentations (all day)
15	May 30–Jun 3	
16	Jun 6-10	
17	Jun 13-17	Wed 15 – Extenuating Circumstances Committee Thu 16 – Project/Dissertation Proposals due Fri 17 – Examination Period & Spring Semester ends
18	June 20-24	Wed 22 – Internal Exam Board
19	Jun 27–Jul 1	Tue 28 – Single Honours degree classifications Wed 29 – Single and Joint Honours full degree results Thu 30 – Board of Studies (2pm)
22	Jul 18-22	GRADUATION (Date & time TBC)