



*Cardiff School of English, Communication and
Philosophy*

*Centre for Language and Communication
Research*

**POSTGRADUATE COURSE GUIDE
2011 – 2012**

MA/DIPLOMA IN APPLIED LINGUISTICS

MA/DIPLOMA IN FORENSIC LINGUISTICS

**MA/DIPLOMA IN LANGUAGE AND
COMMUNICATION RESEARCH**

POSTGRADUATE COURSE GUIDE 2011/12
MA/Diploma Programmes in:
Applied Linguistics
Forensic Linguistics
Language and Communication Research

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Section 1: GENERAL INTRODUCTION

The aim of this Course Guide is to provide you with background information and advice you are likely to need about the MA/Diploma programme you are following at Cardiff. It is also available on the School website at <http://www.cardiff.ac.uk/encap>. Do make sure you keep the guide all year as it will answer most of the questions that arise during your studies here and includes, amongst other things, important details about programme regulations, timetables, submission of coursework and dissertation, writing guidelines and assessment criteria.

The guide is shared by all three MA/Diploma programmes (*Applied Linguistics, Forensic Linguistics and Language and Communication Research*). You will need to read the sections that apply to your programme especially carefully.

Your administrative point of contact is Dawn Harrington who is based in our Undergraduate Year One and Postgraduate Office in Room 2.67 on the second floor of the Humanities Building. Dawn can be contacted via email at encap-pg@cardiff.ac.uk or by telephone on 02920 874 722. Dawn works 9.00am – 5.00pm Monday to Friday. If you cannot contact Dawn, phone the Postgraduate Manager, Rhian Rattray on 029 2987 0322. If you need to write to the Centre, the address is: Mrs. Dawn Harrington, Centre for Language and Communication Research, Cardiff University, Humanities Building, Colum Drive, Cardiff, CF10 3EU.

The email address to use is as follows:

Encap-pg@cardiff.ac.uk - This account for Postgraduate Taught and Research programmes will be checked by Dawn, or in her absence by Rhian, on a daily basis.

Please check the relevant notice boards and wall pockets for information relating to your course. These can be found on the 2nd floor corridor.

Each year, we update our subject specific Course Guides, not only to include changes to programmes themselves, but also to alter or improve the guidance and advice contained in it. To this end, we welcome your feedback on the guide. If you have feedback, pass it on to Rhian Rattray (Room 2.67) Encap-pg@cardiff.ac.uk.

Section 2: The Centre for Language and Communication Research

1. Welcome to the Centre

Welcome to the Centre for Language and Communication Research. We hope that you will enjoy your time here, whether you are here to complete the Diploma or MA, or are following your programme as the start of a PhD. We hope that you will find the Centre a stimulating and valuable environment to study in. We pride ourselves on our research experience and expertise, as well as on our teaching (we have, in fact, gained the highest grades from national assessment panels in both research and teaching).

Although the MA/Diploma courses contain a number of taught components, contact hours are just the tip of the iceberg. As you will doubtless already have experienced as undergraduates, a great deal of learning goes on, independently, outside the lecture room. We will require you to do a great deal of preparation for classes (reading, collection of data, preparation to present material to the class) and encourage you, as postgraduates, to use your own initiative to find solutions to problems as far as you can. At postgraduate level we look for you to show independence in your work, and a proactive, critical approach to your studies.

2. Key Academic Staff for the MA Taught Programmes of Study

Each MA/Diploma programme has a Director of Studies who is responsible for general academic matters relating to that programme:

- Director of Studies for the MA/Diploma *Applied Linguistics* is Dr Justine Coupland – CouplandJ@Cardiff.ac.uk Room 3.32
- Director of Studies for the MA/Diploma in *Language and Communication Research* is Dr Justine Coupland – CouplandJ@Cardiff.ac.uk Room 3.32
- Director of Studies for the MA/Diploma in *Forensic Linguistics* is Dr Frances Rock – RockF@cardiff.ac.uk Room 3.56
- Director of Studies for PhD research is Dr Joanna Thornborrow – ThornborrowJ1@cardiff.ac.uk Room 3.41

Each taught programme is administered through the Postgraduate Board of Studies which oversees the teaching and assessment for all programmes (see Section 3).

For contact details for academic staff teaching on the MA programmes of study see Section 10.

3. Personal Tutors in the Centre for Language and Communication Research

The Director of Studies for your programme will also be your personal tutor. PhD students will have both a supervisor for their thesis and a personal tutor. Make sure you have a meeting with your personal tutor early on. You should call on your personal tutor in the case of personal difficulties in particular. By 'personal difficulties', we mean anything in your personal life (illness, bereavement etc.), which you feel may be affecting your academic performance. You should talk to your personal tutor about such problems as soon as you can - i.e. before assessment rather than after it. We usually ask that you give us written documentation (e.g. a medical note, or personal letter, depending on the nature of the problem) that can be kept on file. With personal problems, we maintain a high degree of confidentiality between student and tutor, unless it is agreed between both parties that disclosure is in the student's best interests. You can also consult your personal tutor on academic matters, but it is usually better to address questions on specific modules to the lecturers who teach them.

For the ENCAP Personal Tutor policy please see Appendix 1 of the *ENCAP Postgraduate Taught handbook*.

Section 3: Postgraduate Representation

1. The Postgraduate Staff-Student Panel

The main purpose of the Staff-Student Panel is to give you an official forum to raise issues on the nature of modules taught, including content, seminars, teaching methods, assessment methods, etc. 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 are discussed by one of the staff representatives with the member of staff in question. Thirdly, any issues that require action sanctioned by the Postgraduate Board of Studies in Language and Communication 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 a sub-committee of the Board of Studies (see below).

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

The Postgraduate Staff-Student Panel is composed of two elected student representatives from each MA/Diploma programme and the Director of Studies of each programme.

Guidelines on procedure

The dates and times of the meetings will be announced in advance of the meetings in seminars and via Learning Central so that students can pass on any issues they wish to have raised to their representatives before each meeting. Meetings usually run on Wednesdays between 1 and 2 p.m. Please see the notice board for room numbers.

The panel is student-led, so a Chair and Secretary are asked to volunteer or are elected from among the student panel members. The 'Chair' runs the meeting. Though we like to keep these meetings informal, someone needs to keep an eye on the time and make sure representatives have time to 'have their say'. The 'Secretary' is responsible for keeping minutes of the meeting. Guidance on putting minutes together is given to the secretary of the panel. Dawn Harrington will post minutes on Learning Central. If there are interim matters to clear up, the staff reps who were present at the meeting will attend to these (e.g. by contacting staff at the Centre, the ASS Library or the Estates Division). Some issues will be marked on the minutes (within 'Action boxes') as relevant to the Board of Studies, which of course oversees all matters to do with teaching and learning.

2. The Postgraduate Board of Studies in Language and Communication

The Board of Studies has overall responsibility for all aspects of the postgraduate degree programmes. The nature of the programmes, the courses taught, the schedule of assessment etc. are established by this Board. The Chair of the Board is Prof. Srikant Sarangi.

Two elected student representatives from the MA/Diploma programmes are invited to attend meetings of the Board. All members of the Board and student representatives will be informed of the time and date of any meeting of the Board. Each meeting follows a SSP meeting and will have 'Staff student panel' as one item on the agenda.

If individually, or as a group – outside of the normal channels of representation through the Staff-Student Panel – you wish to draw attention to some *substantial* matter regarding the course, assessment etc., you should do this by addressing the matter in writing to the Chair of the Postgraduate Board of Studies

Section 4: Attendance

1. Attendance at seminars relating to taught modules

Please see the *School of English, Communication and Philosophy Handbook* for information on attendance.

As you are undertaking a full-time postgraduate course, you are expected to be present in Cardiff for the 14 weeks of each semester.

You are also expected to attend all seminars including meetings of the Postgraduate Research Seminar (held on Friday lunchtimes) and the Cardiff Language and Communication Seminar (held on Wednesday afternoons) – see below.

2. Attendance at Research Seminars

a. Postgraduate Research Seminar

The postgraduate research seminar meets regularly through the academic year. Its main purpose is to give postgraduate students an opportunity to present aspects of their research work to their peers and members of staff. It is very much an informal session in which presenters can obtain valuable feedback and initiate discussion. Occasionally, visiting postgraduates or academics, or Centre staff also give presentations.

It is important that you feel that this seminar is a useful forum for you as well. **You are required to attend**, and in the second semester, especially, encouraged to contribute through presenting aspects of your work, especially in respect of your dissertation.

It is expected that all postgraduates, whether on taught courses or research students, will attend these seminars and contribute to the discussions that arise, as members of the Centre's postgraduate community. These seminars are considered to be an integral part of your degree course. The organiser of the seminar is Joanna Thornborrow.

b. Cardiff Language and Communication Seminar

Another regular event throughout the year is the Cardiff Language and Communication Seminar. It is usually held on Wednesday afternoons (2.15 pm or 5pm) in order that as many people as possible can attend, both from within the University and from other institutions. The Centre invites scholars from institutions throughout Britain and from overseas to give talks. There is always a wide variety of topics within the general area of language and communication. Past speakers include Professor Geoffrey Leech (Lancaster), Professor Howard Giles (California, Santa Barbara), Professor Shoshana Blum-Kulka (Jerusalem), Professor Malcolm Coulthard (Birmingham), Professor Richard Hudson (London), Professor Michael Toolan (Birmingham), Professor Michael Hoey (Liverpool), Professor Guy Cook (Reading). This year there will be four or five seminars each Semester. Speakers and topics will be announced. The organiser of the seminar is Dr Frances Rock.

N.B. You are all required, as postgraduate students, to attend these talks, which are an integral part of your programme.

Section 5: Timetables, Teaching Rooms and Important Dates

1. The teaching timetable

The timetable for the MA/Diploma lectures and seminars for the Autumn Semester will be given to you during CLCR enrolment, and will also be posted on the postgraduate notice board. Lecture/seminar sessions are 50 minutes long (all teaching seminars are double sessions). In the first morning period they start on the hour and finish at 10 minutes to the hour, to allow you (and lecturers) time to change rooms if necessary. So the first two timetabled sessions are 9.00 a.m. - 9.50 a.m. and 10.00 a.m. - 10.50 a.m. Sessions for the rest of the day begin at 10 minutes past the hour and finish on the hour. This gives you a 20 minute coffee/tea break from 10.50 a.m. until 11.10 a.m. Afternoon sessions begin at 2.10 p.m.

Please make sure that you arrive **punctually** for each lecture/seminar. Late arrivals can be very disruptive for both your fellow students and for the tutor.

All MA teaching of postgraduate modules takes place in **Room 3.66 of the Humanities Building**, unless otherwise stated.

2. Auditing Undergraduate Lectures

Some postgraduate modules require particularly specialised background knowledge. In these cases, if you have not already done a relevant undergraduate module, your MA/Dip. Programme Director may advise you to do so now. To give one example, if you select *Discourse and Social Interaction* in Semester 2, you may need to sit in on, or audit, the undergraduate module *Discourse* in Semester 1.

3. Important Dates

Please take note of the following dates for coursework submission, meetings of the Postgraduate Board of Studies, Board of Examiners and Staff Student Panel.

Coursework Submission

Deadlines for your module assignments can be found in individual module handbooks.

Postgraduate Staff Student Panel Meetings

Postgraduate Board of Studies Meetings:

Meeting times will be communicated to representatives by email later. All meetings are held either before or after the UG Board meeting, in Room 3.66.

Postgraduate Board of Examiners meetings:

Internal Exam Board – Wednesday, 23rd May
External Exam Board – Thursday, 14th June
MA Dissertation Exam Board – Tuesday, 15th November

The re-submission deadline for unsuccessful Spring Semester coursework will be determined by the date of the External Board of Examiners, once this has been arranged.

MA Dissertation Submission Date: 14 September 2012

If you are an MA student, please remember that you are a full-time student for 12 calendar months from the time you enrol. You will be expected to be available during the summer for dissertation supervision.

4. CLCR Calendar 2011–2012

Week	Dates	Meetings & Deadlines (unless otherwise indicated, meetings will begin at 2.10pm)
Week 0	Sep 26	Tue 27 ENROLMENT WEEK (see separate calendar) School PGR student induction and lunch (1.00pm) Followed by programme-based inductions
Week 1	Oct 03	AUTUMN SEMESTER BEGINS
Week 2	Oct 10	
Week 3	Oct 17	Wed 19 PG Staff Student Panels (1.10pm)
Week 4	Oct 24	<i>Schools Half-term</i>
Week 5	Oct 31	Wed 02 PG Board of Studies (4.00pm)
Week 6	Nov 07	Reading Week
Week 7	Nov 14	Tue 15 PGR Monitoring (12.00pm) Wed 16 MA Dissertation Exam Board (1.10pm) - TBC Wed 16 Earmarked for Working Groups of BoS Members (if necessary)
Week 8	Nov 21	Wed 23 CLCR Research Committee (2.00pm)
Week 9	Nov 28	Wed 30 PG Open Day
Week 10	Dec 5	Fri 09 PGR lunch meeting with Head of School (12.30pm)
Week 11	Dec 12	Wed 14 TEACHING ENDS PG Staff Student Panels (1.10pm)
	Dec 19	Fri 23 CHRISTMAS VACATION University closed from midday on
	Jan 02	Tue 03 University re-opens CHRISTMAS RECESS ENDS
Week 12	Jan 09	GUIDED STUDY WEEK
Week 13	Jan 16	EXAMINATION PERIOD STARTS
Week 14	Jan 23	EXAM PERIOD & AUTUMN SEMESTER ENDS
Week 1	Jan 30	SPRING SEMESTER BEGINS
Week 2	Feb 06	Wed 08 PG Board of Studies (4.00pm) Thu 09 University PG Open Evening 4.30 – 6.30pm
Week 3	Feb 13	
Week 4	Feb 20	Wed 22 PG Staff Student Panel (1.10pm) Room 3.66
Week 5	Feb 27	Wed 29 CLCR Research Committee (2.00pm)
Week 6	Mar 05	Reading Week
Week 7	Mar 12	

Week 8	Mar 219	
Week 9	Mar 26	
	Apr 02	Apr 06 EASTER RECESS Good Friday
	Apr 09	EASTER RECESS Easter Monday
	Apr 16	EASTER RECESS
Week 10	Apr 23	Wed 25 PG Staff Student Panel (1.10pm) Room 3.66
Week 11	Apr 30	Wed 02 CLCR Research Committee (2.00pm)
Week 12	May 07	Wed 09 GUIDED STUDY WEEK PG Board of Studies (4.00pm)
Week 13	May 16-20	EXAMINATION PERIOD STARTS
Week 14	May 21	Wed 23 MA Internal Exam Board a.m.
Week 15	May 28	Wed 30 EXAMINATION PERIOD CLCR Research Committee (2.00pm)
Week 16	Jun 04	EXAMINATION PERIOD
Week 17	Jun 11	Thu 14 MA External Exam Board EXAM PERIOD & SPRING SEMESTER ENDS
Week 18	Jun 18	
Week 19	Jun 25	Thu 28 PG Board of Studies (4.00pm)
Week 20	Jul 02	
Week 21	Jul 08	
Week 22	Jul 16	(tbc) GRADUATION

*MA candidates begin initial work on their proposed Dissertations. This is **PROVISIONAL**, however, since candidates will only receive official confirmation of progression to Dissertation after the External Board of Examiners in early June.

Section 6: Assessment

Schedule of Assessment for Postgraduate Taught Programmes of Study: MA/Diploma in Applied Linguistics; MA/Diploma in Forensic Linguistics; MA/Diploma in Language and Communication Research

Read this section very carefully. You need to be quite sure about how you are assessed and the consequences of each mark that you are given. Please do not hesitate to ask for clarification.

1. The Structure of Postgraduate Programmes of Study

Each Programme of Study comprises:

Stage 1 - the taught component, the Diploma Stage (120 credits) and

Stage 2 - the Master's Dissertation Stage (60 credits).

N.B. For the award of MA, each of the two stages has **equal weighting**.

Even if you have enrolled for an MA, you should *not* assume that this is the sole and automatic outcome of your postgraduate studies. As you will see from the Programme Regulations below, MA students must successfully complete the Diploma Stage in order to progress to the Master's Dissertation Stage. So, effectively, during the taught component of the Programme, you are studying for a Postgraduate Diploma.

You will be assessed on the basis of 6 modules for each Programme of Study (MA/Diploma in *Applied Linguistics*, MA/Diploma in *Forensic Linguistics*, MA/Diploma in *Language and Communication Research*). Each module has a value of 20 credits. The required number of credits for the award of Postgraduate Diploma and progression to the Master's Dissertation stage is 120. The required number of credits for the award of MA is 180.

For each Programme of study, each of the 6 modules is designated as either a **core module** or an **optional module**. A core module is a compulsory module for the Programme of Study in question. An optional module is a module that you may choose from a specified pool of modules for the Programme of Study in question.

The assessment for each module is based on one or more pieces of assessed coursework. There are no unseen examination components for any module. The pass mark for each module is **50%**.

2. Modules assessed through one piece of coursework

You must obtain a pass mark of at least 50% on the single coursework component, in order to pass the module and be awarded credit (20 credits).

If your mark for the single piece of coursework is between 40% and 49%, you *may*:

(a) **at the Board of Examiners' discretion**, be awarded the credits for the module (20 credits) and therefore be deemed to have passed the module. In such cases, the original mark of between 40% and 49% for the module will stand for the purposes of calculating your overall average for the taught course Diploma Stage. If you accept the credits in such cases, you may not then re-submit the coursework in order to obtain a higher mark.

or

(b) re-submit your coursework, and if successful, receive a maximum mark of 50%, and therefore be deemed to have passed the module overall.

However, if the mark for the re-submission is still between 40% and 49%, **at the Board of Examiners' discretion** you may be awarded the credits for the module (20 credits), but will retain the resubmission module mark, even if it is lower than the original mark awarded, for the purposes of calculating the module average, and thus the overall average for the taught course Diploma Stage. If your mark for the single piece of coursework is between 0% and 39%, you *may* be allowed to re-submit your coursework, and if successful, receive a maximum mark of 50%, and therefore be deemed to have passed the module overall.

In any case, if the re-submission mark for the coursework component is below 40% (i.e. 0% to 39%), you will be considered to have failed the module and cannot be awarded credits for it.

3. Modules assessed through two or more pieces of coursework

Wherever the assessment for a module is based on **two or more pieces** of coursework, the module convenor will inform you of the weighting of each piece (e.g. 30:70). Each coursework component carries a pass mark of 50%.

If the mark awarded for a coursework component is lower than 40%, you must re-submit the coursework and, if the re-submission is deemed to be a pass, you may obtain a mark for that component of **no more than 50%**.

If the original mark awarded is between 40% and 49%, you may re-submit the coursework and if your re-submission is deemed to be a pass, you may obtain a mark for that component of **no more than 50%**.

If the mark you obtain upon re-submission is lower than the original mark awarded, your re-submission mark will count in the calculation of the module average.

If the mark obtained on re-submission is below 40%, you will be deemed to have failed the module, irrespective of the overall average obtained for the module (e.g. 38% resubmission on coursework 1 – 63% first submission of coursework 2 = aggregate of 101, and a module average of 50.5%, but still a fail.)

If the mark obtained on re-submission is between 40% and 49%, you will be deemed to have passed the module if your overall average of coursework component marks is 50% or above.

However, if the resultant average for the module is between 40% and 49%, you will be deemed to have failed the module. In such cases, **at the discretion of the Board of Examiners**, you may be awarded the credits for the module (20 credits).

4. Failure in one or more modules

If you fail one or more modules after re-submission of work, with a mark of lower than 40%, or with a mark of between 40% and 49% (where the Board of Examiners has not awarded credit), you will be required to withdraw from both the Diploma and the Master's programme of study. This is required by the University's Senate Regulations for Postgraduate Programmes, so be careful!

You are allowed only **one** opportunity to re-submit any piece of coursework. You will normally be required to submit for assessment a new piece of work on a different topic from that which originally failed to satisfy the Examiners.

Receiving credit for module marks of 40% to 49%

The decision to award you credit for any module may be made by the Board of Examiners at its discretion. You do not have an automatic right to such credit. The Board will wish to consider your overall performance in other modules.

The Board of Examiners may only consider the awarding of credit in such cases for a maximum of two modules (a maximum of 40 credits).

5. Progression to Master's Dissertation Stage

Please note that progression to Stage 2, the Dissertation Stage, **is not an automatic right even if you enrolled initially as an MA student**. The Board of Examiners has to assess your performance at the Diploma Stage before allowing you to progress. You may not be allowed to progress if you have failed more than one assignment at the first attempt.

The following paragraphs explain what you need to bear in mind.

You may progress to the Master's Dissertation stage if you have passed all Diploma Stage modules with an overall average of at least 50% and with 120 credits.

OR

At the Board of Examiners' discretion, you may be allowed to progress to the Master's Dissertation stage if you fulfil **all four** of the following requirements:

- (a) have passed 5 Diploma stage modules with a mark of at least 50%, **AND**
- (b) have been awarded credit in the remaining module for a mark of between 40% and 49%, **AND**
- (c) have sufficiently demonstrated an adequate level of achievement overall for the purposes of progression. In other words, **the Board of Examiners has to be assured that, despite the set-back in one module, your overall performance is indicative of your ability to undertake a Master's Dissertation, AND**
- (d) have submitted an MA dissertation proposal which the Board judges to be adequate.

In exceptional circumstances, the Board of Examiners may use its discretion to allow you to progress with 2 modules for which you have been awarded credit for a mark of between 40% and 49%, but where the remaining module marks demonstrate an extremely high level of achievement. However, this really would be an exceptional case, since under-performance on a third of the programme is likely to be indicative of severe difficulties in undertaking a Dissertation.

6. Students who are not permitted to proceed to Master's Dissertation Stage

If you do not qualify for progression to Master's Dissertation Stage, under the terms outlined above, but you have achieved 120 credits, you will be eligible for the award of Postgraduate Diploma.

7. Students who fail to qualify for the award of Postgraduate Diploma

If you fail to achieve 120 credits you will be eligible for the Postgraduate Certificate, providing that you are awarded the full 60 credits for the Autumn Semester. All your 60 credits must be obtained from the three Autumn Semester modules. You are not eligible for a Postgraduate Certificate simply because you obtain 60 credits over the course of both semesters.

8. Master's Dissertation

In order to be awarded an MA, you will need to receive a mark of at least 50% (and 60 credits) for your Dissertation. If you fail to submit a Dissertation, without due reason, you will be eligible for a Postgraduate Diploma, on the basis of success at the taught Diploma Stage.

Should your Dissertation be failed on original submission, you may be given one chance to re-submit it, within six months of the University's official communication of this to you, together with the relevant resubmission fee for that academic year. If you subsequently fail upon re-submission of the Dissertation, or fail to re-submit, you will be eligible for a Postgraduate Diploma.

9. Distinction on Diploma and Master's Programmes

The only internal classification for Diploma or MA beyond 'pass' is 'distinction'. In order to be awarded a distinction for the Postgraduate *Diploma*, you will need to have obtained an overall average of 70% across the six modular components of the programme. If you have failed any module on the Diploma Programme, you cannot be awarded a Distinction, irrespective of your overall average. In order to be awarded a distinction for the *MA*, you will need to have achieved **each** of:

- (a) an average of at least 65% for the taught Diploma Stage
- (b) a mark of at least 70% for your Dissertation
- (c) an overall average mark of at least 70% across the taught Diploma Stage and the Dissertation.
- (d) a pass mark for each of the modules on your Diploma Stage programme.

So, a mark of 70% or more for your Dissertation does not guarantee you a distinction at MA: your overall average mark must also be 70% or more, and you must have recorded a pass for each module at the Diploma Stage.

10. Transfer from Diploma to MA

As progression to MA Dissertation requires the successful completion of the Diploma Stage, students originally enrolled for the Diploma will be able to transfer to the MA at the Board of Examiners' discretion, if they are successful at the Diploma Stage.

If you have been accepted onto one of the programmes as a Diploma student but are intending to transfer to MA, you will need to inform us of your intention during the Spring Semester. This is in order that we can consider your dissertation proposal, along with MA enrolled students, at the appropriate time and assign you a Dissertation supervisor. Initial Dissertation discussions and preparation usually begins prior to the External Board of Examiners decisions, but clearly if your official Diploma Stage result does not allow you to progress, you will not be able to continue with your Dissertation.

If you do transfer from Diploma to MA, and successfully complete your MA Dissertation, you cannot be awarded both Diploma and MA degrees.

11. PhD Students taking the Diploma in Language and Communication Research

If you are registered as a PhD student, with the condition that you must take the Diploma in Language and Communication Research, **you will be required to pass this Diploma Programme with an overall average mark of 60%.**

If you do not achieve an average of 60% at Diploma Stage, you will not be permitted to enter the PhD programme.

In exceptional cases, a would-be PhD student who has not achieved an average of 60% may be invited by the Board of Examiners and the Research Committee of the Centre for Language and Communication Research to complete the Master's Dissertation Stage, provided that the above requirements for progression are met. Eligibility to progress to the doctoral programme will then be decided on the basis of the combined Diploma and MA Dissertation performance.

12. External Examiners

Two External Examiners oversee the postgraduate programmes in CLCR. External Examiners are academics from other universities appointed (usually for three years) for their expertise and experience in the teaching and organisation of similar programmes in other universities at postgraduate level.

Their main role is to ensure that we are running our programmes fairly and at the appropriate level, and that our assessment of your work is internally consistent across modules and externally consistent with national university standards. They look at the assessment tasks we set and sample most of your work before the External Board of Examiners. In sum, they are asked to verify and ratify all of our marks and the final average marks that you are given in June. They may be asked to make recommendations if ever there is any serious disagreement between first and second markers (which is rare) and may suggest adjustment to marks. And they are always asked to look closely at fails, borderline cases and distinctions.

British universities take External Examiners very seriously. They are undoubtedly an extra guarantee for you that we are administering our programmes and assessment appropriately. Occasionally students may feel that they have been treated too harshly. The external examiner is a good arbiter in such cases. Also remember that many of the staff in CLCR are, or have been, External Examiners in other British universities, and this also contributes to our getting our own standards right.

13. Submission of Assignments

Coursework is considered final when it has been submitted and further versions of that coursework will not normally be accepted. You cannot submit further 'improved' versions after your initial submission. This just causes confusion and can be particularly problematic if the lecturer has already marked the first submission. You should also ensure that all pages and sections of your coursework are present, numbered and correctly ordered when you submit.

It is now a requirement that all assessed essays and the dissertations are submitted electronically via Learning Central so that written work can be checked for plagiarism. Please see Appendix 4 of the *ENCAP Postgraduate Taught Handbook* for guidance on electronic submission to Learning Central. You will also be required to submit one hard copy of the assessment to the Postgraduate Office (room 2.67) by the submission deadline. If you have any problems submitting your assessed work electronically please contact the postgraduate administrators in room 2.67 in the first instance. Please email Encap-pg@cardiff.ac.uk for assistance.

14. Submission Deadlines

You will be given clear deadlines for the submission of each piece of coursework required for your assessment. The final deadline for individual modules will be announced early during the first semester. If you are given more than one piece of coursework in a particular module, the first of these may have an earlier deadline. Each deadline must be respected. If you are unable to meet a deadline because of illness or other personal problems, you must fill in the **Extenuating Circumstances Form** (see Appendix 2 of the *ENCAP Postgraduate Taught Handbook*) and take it to the module tutor concerned, together with whatever supporting evidence you have (e.g. doctor's note). You can obtain a copy of the form from Room 2.67, or you can request an electronic copy of the form from Encap-pg@cardiff.ac.uk.

Please do not assume that extensions are automatically granted for whatever reason. If you word-process your coursework, make sure that you keep a back-up copy of the file and that the printer you use does not break down at the last moment. In other words, failed disks, broken printers and the like are not valid excuses for missing deadlines.

If you hand in work late without justification you will be given 0%.

There are two good reasons why deadlines should be respected. First, all students should have the same amount of time to complete their work; it is unfair to other students if someone arbitrarily has more time to complete it. Second, lecturers have to work to extremely tight schedules; they need to have a complete set of students' work to mark in order to provide the results as soon as possible.

Lecturers will endeavour to return all coursework marked as soon as they can, in order to give you important feedback on your progress. However, marking takes time, especially when you expect a certain quality of feedback, which is what we aim to provide.

15. Awards/Prizes made within the Centre for Language and Communication

Each year CLCR offers 2 awards to postgraduate students. These are not part of your official assessment, but are recognition for excellence in the respective areas:

a. The Clifford Garwood Prize

This is awarded each academic year for the best performance in modules broadly related to the domain of Applied Linguistics. Currently, students are eligible for the prize on the basis of their performance in language-teaching related modules. The prize is in the form of a small cheque from an endowment fund.

b. The Dell Hymes Commendation

This commendation is awarded each academic year, for the best performance in modules broadly related to the domain of Language and Communication. The commendation is in the form of a recent book by Professor Dell Hymes, who, you will all know, was an internationally acclaimed, founding scholar in the field of sociolinguistics.

16. Transfer from Diploma to Masters

As the taught course **Stage 1** is identical for students who have registered either for the Diploma or for the MA, Diploma registered students may progress to the MA and submit a Dissertation, **providing** that they satisfy the conditions for progression set down in the Schedule of Assessment (Sections 14-15).

17. Transfer to PhD Candidature

A number of students on the Diploma in *Language and Communication Research* will already be registered as PhD candidates, for which this diploma is a prerequisite. As you will have read in the Schedule of Assessment in Sections 14-15, all such students will normally be required to achieve an overall average of 60% on the Diploma. During the course of the academic session, some MA students may begin to think about the possibility of studying for a PhD with us. We are certainly on the lookout for students with the potential to undertake good doctoral research with us. In fact, at the end of the Autumn Semester, Dr Joanna Thornborrow, Director of Postgraduate Research, will usually personally contact anyone who is already showing the kind of potential we look for in our PhD students. In general, this will apply to students who are scoring 60+ on their assignment work and are showing signs of an ability to undertake research at the doctoral level.

If you are registered for the MA/Diploma in *Applied Linguistics* or in *Forensic Linguistics*, the same possibility exists as described above, although you may be required to make up the three compulsory

modules, **Qualitative Research Methods**, **Quantitative Methods** and **Research Experience** in order to conform with the requirements of the doctoral programme.

Of course, some of you might wish to return to your previous professional activities for a time, before undertaking a PhD, either full-time or part-time.

Most of these issues surface towards the end of the Autumn Semester, so there is no hurry even to contemplate the possibility of registering for a PhD in the early stages. Talk things through with the Director of Studies for your programme – they will be happy to advise you.

Section 7: Marking and Assessment Criteria

1. Marking Scheme

The table below provides an indication of what the mark on your coursework means. It also summarises the information given above in the section **Schedule of Assessment**. Naturally, as well as giving you a mark, the tutor concerned will give formal, written feedback on how you have performed on any piece of work. Don't forget you can go and see the tutor during her/his office hours if you'd like to discuss feedback in more detail.

The following table refers only to the significant percentile bands and does not give you a set of criteria on which coursework is assessed. (A detailed set of categories and criteria can be found below. This will enable you both in the preparation and writing of your coursework and in understanding from the feedback sheet why it has been assessed in the way it has.

It is extremely important that you understand this marking scheme. Both the MA and Diploma are essentially 'pass or fail' programmes, with the exception of the award of 'Distinction'.

70-100%	Work of excellent quality (overall 70% required for MA distinction)
60-70%	Work of very good quality (minimum average of 65% on taught course component required for eligibility for distinction at MA) (minimum average of 70% on taught course component for distinction at Diploma) (average of 60% on taught course component normally required for progression to Ph.D)
50-60%	Work of good quality (minimum average of 50% required on taught course component of the MA, in order to proceed to the dissertation stage, or for the award of Diploma) (PTO)
40-49%	Work of unsatisfactory quality (constitutes a fail, but <i>may</i> , at the discretion of the Board of Examiners, be awarded credits for the module without the candidate being asked to resubmit – see above, <i>or</i> the candidate may be asked to resubmit the work)
0-39%	Work of unsatisfactory quality (constitutes a fail and the work, at the discretion of the Board of Examiners, may be re-submitted – see above)

2. Coursework Assessment Criteria for Postgraduate Degree Programmes

This section is intended to clarify the criteria on which your work is assessed. It will help you plan and produce your coursework, as well as understand why your work has been assessed in the way it has and been given a particular mark. Please read it carefully, therefore, well before you begin your first piece of coursework. Do not hesitate to ask for further clarification from a member of staff, if you are still unsure of what is expected.

Each piece of assessed coursework that you submit contributes to an overall average percentage mark, on the basis of which your degree will be determined at the end of your course. A guide to the assessment criteria for coursework is given below. The general categories on which your work is assessed are as follows:

- **Content and Coverage**
- **Presentation and Style**
- **Organisation and Structure**
- **Originality and Critical Thinking**
- **Use of Literature and Referencing**

N.B. All of these categories will be relevant for much of your assessed coursework. Some coursework that is set for you, however, may be based on specific tasks, such as a piece of analysis, a literature survey or a summary. These specific tasks may not involve all of the above categories, and in such cases your work will be assessed on the relevant categories only. When you are set coursework by a tutor, you will be told what is expected of you and on which basis the work will be assessed.

Below, you will find a brief exemplification of what each category means and how it should be reflected in your work. Note that these are categories that apply to academic work in general, whether at undergraduate level, postgraduate level or the presentation of work for publication. It is important to understand, however, that you will be assessed, as postgraduates, according to what can be expected of postgraduates. Your tutors in the Centre, through their experience of assessing undergraduates, postgraduates and their own academic peers, are well aware of these different levels of performance. Remember as well that the two External Examiners ensure that your work is assessed appropriately.

3. The Categories Exemplified

This section gives you a clear idea of how these categories apply to your work. Each of the headings and sub-headings provides you with a short description of how your work should reflect the various criteria. The degree to which your work corresponds to these descriptors will determine its overall percentage grade.

i. Content and Coverage

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

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

(c) *Evidence of understanding of concepts and principles*: show systematic and appropriate use of theories, analytic frameworks, and methods (e.g. transcription conventions, corpus linguistic analysis, questionnaires, etc.)

ii. 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 the spoken language.) Model your style on good examples in the 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. Exemplification 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 you must give an appropriate title to your work, introduce its purpose, aims, objectives etc., and give explanations for difficult terms, concepts etc. wherever necessary.

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

iii. 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 and how its various parts fit together. Use appropriate numbered section headings where necessary.

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

iv. Originality and Critical Thinking

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

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

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

4. Use of Literature and Referencing

(a) *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. You can easily observe how to reference appropriately from the textbooks, articles, book chapters that you read.

(b) *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.

(c) *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. When quoting, provide author, year and page references accurately.

(d) *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.

Criteria for the MA dissertation are given under the Dissertation section below.

5. Putting your Coursework Grades into Perspective

It is natural to try to compare the grades you obtain at postgraduate level with those you were accustomed to at undergraduate level. The danger of this is that you may feel dissatisfied with your grades and feel that your work has been too severely marked, or that you are seriously under-performing. To put things in perspective for you, a mark of 50-60 at undergraduate level in this university corresponds to a lower second class degree, whereas at postgraduate level the same mark indicates that the work is of MA standard. Postgraduate degrees are not awarded by class and division as undergraduate degrees are. It is simply a question of distinction, pass or fail.

Please remember that the award of an MA or a Diploma is not an automatic outcome of your enrolling on the programme. Although we have a very high success rate for both the MA and Diploma courses, it is possible to fail. You do have the chance to re-submit coursework that you fail at the first attempt, and, for our part, we will certainly do our best to make sure you are on course for the degree you have enrolled for.

6. Presenting Your Own Work

Most academic writing typically involves both (a) reporting, describing, critically analysing the work of other authors (e.g. of books, journal articles, book chapters etc.) and (b) presenting your own ideas, findings, results etc. It is often necessary to include the ideas of others in what you write, in order to show that you have understood previous thought on a topic and are aware and have taken account of what has already been accomplished. Ultimately, what we think personally is usually the amalgam of existing ideas and our own new ideas, but this is not the same as putting forward other ideas as if they were our own.

It is therefore crucially important to recognise and acknowledge the ideas of others in the development and presentation of our own thinking. In simple terms, we cannot simply pass off the ideas we have obtained from others as our own. If we simply present existing ideas without acknowledging their authors or without indicating how we relate intellectually to them, we are offering nothing new in any sense and not even showing necessarily that we have understood them.

Assessed academic writing is at times a rather peculiar genre. The student is being asked to show that they have read and thought about a particular subject, topic, theme, problem etc. It is not always the case that the student is asked to carry out original research and present their findings, but to understand, evaluate and take an individual stance on what has already been written. Even in surveying literature, it is important to show how the positions of different authors and researchers relate to the area, how they differ or are similar etc. Your ability to do this is part of the way you are assessed.

7. Some Practices to Avoid

1. Quite clearly, a student who simply copies whole sections from a book or article, without acknowledgement, is providing none of the indicators of the ability to think, understand, evaluate etc. Moreover, if the source is not acknowledged – and the student is passing off the ideas as if they were his or her own – this is considered to constitute intellectual dishonesty; it can be likened to a kind of intellectual theft. In its strongest manifestation this practice is known as **plagiarism**, and for many is the worst offence that an academic writer can commit. British Universities take cases of plagiarism by students (and staff!) extremely seriously and may impose severe penalties on those found guilty of the

practice in the production of their assessed work.

Don't forget that the Centre is staffed by language professionals, who are extremely sensitive to the linguistic features, such as linguistic style, lexical choice etc., that characterise authorship. And if that isn't enough to make our students think twice, remember that forensic linguists – and Cardiff is a centre for forensic linguistics – specialise in the identification of authorship and even have software to help them in this task. So don't be tempted. Be honest authors.

Furthermore, in order to detect cases of plagiarism, Cardiff University now uses the **Turnitin** plagiarism detection software. (See Appendix 5 of the *ENCAP Postgraduate Taught Handbook*)

2. There is also the practice of addressing a particular subject by quoting whole sections from various authors and giving the reference to the works cited. Although the writer who does this cannot be accused of being dishonest, this kind of writing tells the reader very little about what the writer himself or herself thinks. All it does is to show that the writer has found enough people who have already written about the subject and provided them with an uncommented anthology. It is perfectly acceptable to quote a small paragraph from a book or article, provided that it is (a) referenced appropriately (author + page number(s), together with full reference in the bibliography) and (b) the relevance of the quotation is made clear (e.g. by disagreeing with it, using it to support an idea, critically evaluating it etc.).

3. A third kind of writing is that which is the outcome of more than one author's preparation. Academics and researchers often collaborate in research and experiments and produce jointly authored writing. But it is always acknowledged as such and is not produced identically by the various collaborators under their individual names as if they were the sole authors. As teachers, we do not discourage students working together, especially in the initial stages of researching some area. But if we find two essentially identical pieces of work submitted as individual efforts, how are we to evaluate the contribution of each individual, especially as it is our role to do precisely that? How are we to know whether one student has contributed most of the work? How are we to know if, in the worst case, it is simply a question of one student copying the work of another? After all, scholastic copying is not a new phenomenon.

If you do investigate topics in pairs or groups, or discuss topics together before submitting your work, it is essential that what you submit is clearly your own, individual formulation of ideas and not a communal or copied formulation.

It is surprisingly easy for us to spot all these kinds of unacceptable practices. Remember, we are professional language and communication experts. We know the works which you might draw on; we have read them ourselves (we may have even written them!). We are aware of the ideas and approaches that are found in the literature. We also recognise the style of writers and can usually tell what has been written by one person and what has been written by another. And of course we readily recognise when two or more pieces of submitted work are too similar not to be suspected of co-authorship and especially copying.

During the *Foundation* module you will be introduced to the conventions and practices of academic writing within the framework of language and communication. You will have ample opportunity in your own reading to observe how published authors deal with the presentation of their own ideas and the ideas of others.

Plagiarism, indiscriminate and uncritical use of quotation, duplicating or copying work for assessment are all bad practices which can affect the outcome of your postgraduate qualification. It is unpleasant for us to have to deal with such practices and unpleasant for students who are found to have used them. From the very beginning of your year with us, try to understand the importance of avoiding them. If you have difficulty in understanding how to do this, talk to one of us and we will give you the help you need.

8. Standard presentation for assignments:

Rule of thumb

Aim for: clarity, legibility, practicality, and indications that you care – use common sense, and imagine that you are the reader, opening the assignment and seeing it for the first time.

Required features of your work

- two hard copies and one electronic copy to be submitted
- word-processed
- a clear, legible font, such as Times Roman or Arial
- 12 point
- double-spaced and single-sided
- sufficient margins (all round) for notes to be written, and for your staple or binder not to obscure the print
- pages accessible for the marker to write on (not in separate plastic pockets!)
- pages stapled together at top left or along left margin
- if in a binder, nothing heavy or awkward (we have to carry them all at once)
- if in a binder that can come loose (e.g. clamp-style), staple the pages together too
- module coversheet* firmly attached to the front (later in the year we shall have piles and piles of assignments from all modules, and need to be able to sort them quickly)
- your student number and title of assignment (if appropriate) on front page of your work
- your student number and page number on each page (in case they get dropped or separated)
- referencing according to standard conventions (see Foundations module handouts and/or model your referencing on a reliable journal or book that uses the Harvard-style system)
- full acknowledgement, with a proper reference, of the source of all cited (i.e. mentioned) ideas from others, and of all quotes (including page number); this is to ensure you cannot be accused of intentional or unintentional plagiarism
- clear structure – some staff require headings in your work, others don't. If in doubt, ask the lecturer. You will lose marks for not being clear about how your work is structured (that is, indicating what you are covering where, and why, and how each section relates to the whole) so consider what headings are for, and make sure you achieve the same measure of clarity in your organisation, however you present your work.
- hand-written additions: if you have to add symbols by hand, remember to!
- documentation concerning research ethics approval, if applicable.

Important notes:

1. Presentation is an assessment criterion, so failing to apply the guidelines above will lose you marks. It is a waste to throw away marks in this way. The single most common failing in presentation is in referencing.

2. We always need to send samples of work to the external examiners. To avoid having to hand your marked work back in at a later date, please submit two identical copies. Both will be marked, so that you and the external both have an 'original'.

*Coversheets are available from the postgraduate administrators in room 2.67. Ensure you get and keep your receipt when you hand in the assignment. Please see Appendix 7 of the *ENCAP School Postgraduate Taught Handbook* for a copy of the cover sheet.

Section 8: MA Dissertations

1. Writing your dissertation

For many of you, the MA dissertation will be the most substantial piece of academic work you ever do, so use it as an opportunity to do something you are going to feel good about: something you feel is really interesting and would really like to explore in depth, and/or something you would like to be able to say you have special expertise in as you pursue your career.

You may find the thought of the length requirement of between 14,000 and 20,000 words quite daunting to begin with. It is not uncommon, though, for students to find in the end that they need to cut down on the number of words that they have written. Keep this in mind as you write. Your dissertation will in any case be divided into chapters: perhaps four chapters, each of around 3,500-5,000 words, perhaps five slightly shorter chapters.

By the end of the second semester, you will have been allocated a supervisor and should be under way with your work soon after that. It is *up to you* to contact your supervisor to arrange the first meeting.

2. What you can expect from the supervision process

Our experience tells us that it is absolutely essential that you have, from the outset of your dissertation work, a clear idea of what you are going to do, how you are going to do it, some sort of schedule, and a plan of what will go into each chapter. Your supervisor will advise you on all this. S/he will help you set up the dissertation project, discuss its contents and organisation, and will keep an eye on your progress. You should expect that more than one meeting with your supervisor, early in the dissertation work, will include detailed discussion of the design of your dissertation project, that is, your research questions, methods and data, and how all of these connect with relevant theory.

Your supervisor will also read and comment on *some* sections or chapters of your work (see below), to guide you in relation to theoretical concepts and your mode of analysis and also to help you with issues of general style, presentation, organisation, and referencing. Once these are ironed out, this should provide a sound basis for you to apply the guidance you have had to the rest of the dissertation as you write it.

It is your responsibility during the time of researching for and writing up the dissertation to keep in regular contact with your supervisor, to be proactive with ideas, to work steadily and with commitment throughout the process, and to take charge of the writing up. Remember that supervisory input does not mean a pass or guarantee a good mark. That is up to you as the MA student.

Each student is entitled to receive the equivalent of *5 one-hour supervisions*, perhaps two or three weeks apart. But we don't stipulate when those hours should be taken: some students need a lot of guidance at the start of the process while others need a lot later in the process. To some extent, you should take control of how you want to 'spend' the supervisory allowance. But do remember, meeting times have got to be negotiated with your supervisor and fit in with the supervisor's own plans. Between June and September, your supervisor will not *always* be available for meetings as s/he is also committed to her/his own research and writing, giving papers at conferences, preparing modules for the upcoming academic year, taking leave etc. Remember that outside of the five hours for supervision, we expect you to complete your work independently.

3. Making the most of your supervision meetings

Once your dissertation is under way, we urge you to make the most of your supervision meetings. Be proactive. At each supervision meeting, make sure that there is something specific, or a number of specific things, to focus discussion on. Ideally, you should hand in a written draft of a section of your dissertation to your supervisor a few days in advance of the supervision meeting. Handing it in the day before does not allow time for your supervisor to look at it in advance of the meeting. Alternatively, or in addition, you should go along to the supervision with a list of specific questions you need advice on. It is important to plan ahead like this so that you and your supervisor can both be reassured that you are making good progress towards writing up.

Look at your dissertation topic, and try to work out the parts of the project that are going to be the most difficult for you. Those are the parts that you should be focusing on during the period of your supervisions, so that by the end of that period, you can see your way forward to finishing the project on your own.

4. Supervisors' reading of and feedback on your work

An important function of supervisory meetings, especially after the first meeting, will be for the supervisor to give you detailed feedback on a written draft of your literature review (e.g. to help you identify important published work in your field), and on your first attempt at data analysis and interpretation (e.g. to check that your methods of analysis are delivering the insights and answers that you are looking for). You should not expect your supervisor to comment in detail on second or later drafts of these same chapters, or on the final discussion and conclusion sections. Our rationale for this is that the dissertation is, after all, your own work. Your findings, interpretation of results, discussion and conclusions are key parts of the dissertation research that you will be presenting for assessment.

As a general guide, you can expect your supervisor to spend a maximum of 10 hours reading your work and giving feedback (e.g. about two hours in advance of each meeting). If your supervisor does not spend the full 10 hours reading drafts of sections and chapters, there *may* be time for her/him to do a quick read-through at the end, this time to look at coherence issues. Remember that your supervisor is also one of the examiners and such a full, detailed read-with-feedback of the final version would mean that the dissertation has already been 'marked' unofficially by one of the two examiners. If the final assessment process is to be fair, then all students must have had roughly the same amount of feedback (or at least entitlement to feedback).

Do try to keep to schedule, but if you cannot make it to a pre-arranged supervision, be sure to let your supervisor know in plenty of time. Or you can email encap-pg@cardiff.ac.uk, or phone Dawn Harrington (20874722) or Rhian Rattray (20870322) in the Postgraduate Office Room 2.67.

5. Research Ethics

Research in Language and Communication often involves working with 'informants'. At the outset of your planning for the dissertation, you will ALL need to fill in an ENCAP Research Ethics form, which will need to be submitted with the completed dissertation (even if this is a null return). This may seem odd if you're not involving informants, but it is University policy to do this, and it does act as a protection to both students and supervisors. Discuss this with your supervisor who will advise you whether the School Ethics Officer (Andrew Edgar) will need to be notified and consulted about any difficult ethical issues around your research. For more information on Research Ethics please see Section 11 of the *ENCAP Postgraduate Taught Handbook* and Appendix 6 of that handbook for a copy of the ENCAP Research Ethics form.

6. Submitting Your Dissertation

It is your responsibility to deal with final presentation, formatting and binding. You should provide an abstract that summarises your work. It should be in the range of 200-250 words. It is advisable to ask someone other than your supervisor (a native speaker of English) to proofread your dissertation for you two weeks before submission, to check for coherence issues, typographical errors etc. This is recommended by one of our postgraduate external examiners. In addition, please read the following guidance notes carefully; this will save you time later.

7. Dissertation Submission Deadline

The dissertation must be submitted within a calendar year of your enrolment. The deadline for submissions for full-time students starting in September 2011 is **noon on 14 September 2012**. If there are reasons (ill health, personal problems etc.) why you are unable to submit by this date, **you must apply to the Chair of the Board of Studies in writing, in advance, for an extension, stating the circumstances and providing supporting evidence wherever possible (e.g. a doctor's note)**. You will need to submit an extenuating circumstances form with your extension request. Please do not forget to append the supporting evidence. The extension request will be put before the Board of Studies, which will make its recommendations to the Head of School. For further details please see Section 11 of the *ENCAP Postgraduate Taught Student Handbook*.

8. Presentation and Formatting of MA dissertation

For details on the presentation and formatting of your MA dissertation please see Section 12 of the *ENCAP Postgraduate Taught Student Handbook*.

The CLCR Board of Studies aims to save paper wherever possible. To this end, if at all possible, please arrange to have your dissertation printed on double sided paper.

9. Dissertation Submission instructions

If you are not a Cardiff graduate, you should already have submitted your original degree certificate or official confirmation of the award from the awarding body to enable matriculation, which must have taken place before you are allowed to submit. You will have received detailed information about all such matters in your Joining Instructions.

For information on the submission of your dissertation please see Section 11 of the *ENCAP Postgraduate Taught Student Handbook*.

Section 9: The MA/Diploma Programmes

The following sections give you information about each of the three MA/Diploma programmes. Make sure that you read and understand everything that is relevant to the programme you are enrolled on. Your Programme Directors will advise you about your module choices on the basis of your past academic experience and your future career/training/ research plans.

1. MA/DIPLOMA IN APPLIED LINGUISTICS

Given the aims and objectives of the MA in *Applied Linguistics*, the Centre reserves the right to require or strongly advise students with no previous experience of core areas of relevant study to take certain modules.

Aims

This MA/diploma aims to equip candidates with an understanding of language and analytical skills which can be applied to various fields of activity such as English language teaching, professional discourse, speech therapy, cultural studies and translation.

These aims may be specified as follows:

- to equip candidates with relevant skills in the description and analysis of English grammar, vocabulary and pronunciation both at basic and at higher levels of language structure;
- to provide an understanding of the principles of language acquisition and use together with an ability to apply language description and analysis to related professional tasks such as first and second-language teaching;
- to provide candidates with the opportunity of specialising in a number of subject areas to reflect their individual interests or professional needs;
- to provide candidates with core research skills in the area of language and communication for their future professional use and which, in the case of candidates for the MA, will develop their ability to research a topic of their own personal choice and to write up the findings of their research in a 14-20,000 word dissertation.

Learning Outcomes

At the end of the course, students should:

- possess a sound knowledge of central areas of language study and an awareness of its application to and implications for professional activities, such as language teaching, professional discourse, speech therapy, cultural studies, translation etc., where language is a central concern;
- possess basic skills in language-related research and be able to employ these skills in coursework and, in the case of MA candidates, in the writing of a 14-20,000 word dissertation.

Stage 1

This taught stage consists of 6 double modules, each carrying 20 credits, for a total of 120 credits. Students must obtain 120 credits in order to progress to the Stage 2 Dissertation.

There are **three** core obligatory modules:

Foundation Module: Core Skills, Principles and Issues involved in Language and Communication Research
Language Description
Phonology

In addition to these obligatory modules, students select **three** modules of particular relevance to their intended professional activity or specialisation. These modules are largely student-driven, and their precise composition is partly determined by the interests and priorities of the participants themselves.

You must select **three** modules from the following:

Semester 1

Forensic Linguistics: Language in the Legal Process
Current Issues in Sociolinguistics
Issues in Applied Linguistics
Qualitative Methods in Language and Communication Research
The Collection and Analysis of Quantitative Data I

Semester 2

Discourse and Social Interaction
The Collection and Analysis of Quantitative Data II
Multimodality

Students will be notified early in the first semester of any changes and additions to this schedule.

Stage 2 (For the MA only) a supervised dissertation of 14,000 - 20,000 words.

NOTE: Since Quantitative Research Methods is offered across two semesters (in two parts, 10 credits each), if you choose this module it will be possible to have an uneven split of credits (e.g., 50:70).

2. MA/DIPLOMA IN FORENSIC LINGUISTICS

Aims and Learning Outcomes

Upon completion of the programme, a successful student should be expected to demonstrate:

- a knowledge of the principles and practice of research methods in language and communication, including research design, quantitative and qualitative data analysis and an awareness of the relative strengths and weaknesses of different approaches to research;
- a knowledge of several key areas of descriptive linguistics;
- a clear understanding of the nature and scope of Forensic Linguistics as a specialised sub-discipline and the problems associated with carrying out forensic linguistic research;
- an awareness of and sensitivity to the types of data and analysis conducted within Forensic Linguistics, including the issues of ethics, anonymisation and confidentiality of data and data sources;
- a basic awareness of the UK and US legal systems, insofar as they relate to forensic linguistic evidence and issues which relate to the sociolinguistic endeavour;
- a knowledge of legal cases and appeals in the UK, the US and elsewhere which have occurred over the past 50 years and which have involved a linguistic dimension;
- a knowledge of the texts and practices involved in the legal process, including cautions, witness examination, jury instructions and judicial opinions;
- the application of descriptive data analysis skills in a wide range of spoken and written discourse contexts within the legal process, including emergency calls, police interviews, courtroom interaction and written legal documents;
- a critical understanding of investigative data analysis skills in both spoken and written discourse

- contexts, including such areas as speaker identification, disputed authorship and plagiarism detection;
- the critical analysis of legal texts such as the police caution, jury instructions, contracts and statutes;
 - an appreciation of the role and responsibilities of forensic linguistic practitioners and forensic phonetic consultant.

Compulsory Modules for Stage 1

Because of the specialist nature of Forensic Linguistics, the programme is tightly structured, with a minimum of choice in terms of module options.

Both Diploma and MA students must take the following compulsory modules for Stage 1:

Semester 1

*Foundation Module: Core Skills, Principles and Issues involved in
Language and Communication Research
Forensic Linguistics 1: Language in the Legal Process*

Semester 2

*Forensic Linguistics 2: Comprehensibility and Linguistic Evidence
Projects in Forensic Linguistics*

Additionally, all students must select **TWO** optional modules from the following choices:

Semester 1

*Current Issues in Sociolinguistics
Language Description
Issues in Applied Linguistics
Qualitative Methods in Language and Communication Research
The Collection and Analysis of Quantitative Data I*

Semester 2

*Discourse and Social Interaction
Phonology
The Collection and Analysis of Quantitative Data II
Multimodality*

NOTE: Since Quantitative Research Methods is offered across two semesters (in two parts, 10 credits each), if you choose this module it will be possible to have an uneven split of credits (e.g., 50:70).

3. MA/DIPLOMA IN LANGUAGE AND COMMUNICATION RESEARCH

Aims

To provide, as a free-standing programme at either diploma or master's level, a foundation of knowledge and skills in research into language and communication, transferable to the many academic, professional and commercial domains where it is conducted. Instances include the analysis of institutional/professional language or media texts, face-to-face interaction more generally (including interviewing), and the designing, analysing and interpreting of surveys (including attitude surveys and questionnaire research generally). Also, through the above to provide a foundation specifically for PhD or MPhil research in language and communication, in line with current research council priorities.

Learning Outcomes

At the end of the course, students should:

- be able to demonstrate basic skills in the retrieval of academic information, in word processing and in the preparation of academic dissertations, and have developed substantial preparation for postgraduate careers;
- have critical awareness of linguistic and human communication studies as scientific endeavours, and an appreciation of the importance of ethical issues underlying language and communication research practices;
- have an awareness of the principles of research design in different traditions, an appreciation of the interdependence of theory and method, and the ability to explore design alternatives in relation to at least one specific, new research question;
- be able to recognise the key characteristics of, and to evaluate the strengths and weaknesses of quantitative methods in, language and communication research, to understand basic statistical techniques, and have gained experience in implementing a subset of these;
- be able to recognise the key characteristics of, and to evaluate the strengths and weaknesses of qualitative methods in, language and communication research, to appreciate the basic principles of discourse analysis, ethnographic and other contextually embedded approaches, and have gained experience in using some of them;
- have practical experience of research in action, through participating in one of the Centre for Language and Communication Research's own current projects;
- be familiar with research literatures, issues, methods and findings in at least two specific domains of linguistics and human communication studies, and be able to represent and critique such literatures (orally and in written form).
- Also, for the Master's programme, students should be able to:
- design, implement and present (according to established norms, and in dissertation form) a small-scale study in an academic area.

Stage 1

This taught stage consists of 6 modules, each carrying 20 credits, for a total of 120 credits. Students must obtain 120 credits in order to progress to the Stage 2 Dissertation.

Core obligatory modules in study skills; the philosophy, ethics and principles of language and communication research, qualitative research methods, quantitative research methods, and a research experience module, provide a sound basic knowledge of the main types of research designs, methods, and analyses employed in the fields of language and communication. These are as follows:

Semester 1

*Research Foundations: Core Skills, Principles and Issues involved in
Language and Communication Research
Qualitative Methods in Language and Communication Research*

The Collection and Analysis of Quantitative Data I

Semester 2

The Collection and Analysis of Quantitative Data II
Research Experience

In addition to the core modules, all students must select **TWO** optional modules from the following choices.

Semester 1

Current Issues in Sociolinguistics
Language Description
Forensic Linguistics 1: Language in the Legal Process
Issues in Applied Linguistics

Semester 2

Discourse and Social Interaction
Phonology
Multimodality

Stage 2 (For the MA only) a supervised dissertation of 14,000 - 20,000 words.

NOTE: Since Quantitative Research Methods is offered across two semesters (in two parts, 10 credits each), if you choose this module it will be possible to have an uneven split of credits (e.g., 50:70).

4. Information for PhD students enrolled on the Diploma

The Diploma research training has been set up very much in accordance with the guidelines set out by research councils, and in particular the ESRC. We now form part of the Wales Doctoral Advanced Training Centre of which Cardiff University is the leading institution. The training has to aim at both providing skills, experience, and further grounding in knowledge areas that underpin your PhD research, and also giving you some breadth beyond the relatively narrow confines of your specific PhD research project. This will prepare you for shifts in focus during your career ahead, and make you aware of the alternative approaches that are available for tackling research questions. It is important to remember that this research training is a grounding not just for the immediate needs of your PhD but also for your future directions.

During the period of the Diploma modules, there are some tasks we expect PhD students to be completing alongside lectures and assessments. To begin with, you may well find that your Diploma studies lead you to develop and further refine the ideas you have set out in your original PhD proposal. We encourage you to revise and fine-tune your proposal accordingly, so that you have a clear picture of the way forward when you come to devoting yourself to your PhD after the Diploma. This will save you (and supervisors) a great deal of time and trouble.

Secondly, there will almost certainly be some practical ground-clearing tasks. For example, if you take some time to think about how you are going to collect your data, you will probably realise that you will need to contact various people or organisations to see if they are willing to allow you to collect data from them. You will need to think about all the practicalities of how you will collect the data. You may also find that there are ethical issues arising from your research, so you can also think about how you will resolve those.

As you work through your Diploma modules, you will doubtless come across literature that you know you will need for your thesis. As you read, make notes of useful material and file these away carefully (preferably in computer files!) For example, you may find material that you need for your literature review chapter of your thesis. A good set of notes written up as you do the Diploma modules will doubtless make that chapter much easier to write later on. And whether you make notes on that article or book at this stage or just come across a title that looks like it will be worth reading later, remember to keep a careful note of all the important details of these references. You can waste a lot of time recollecting useful points or quotations but not recalling which book or article you took them from.

The bottom line is: keep your PhD in mind as you complete the Diploma modules and take advantage of any opportunities to prepare for it.

5. Modules Available in the Academic Year 2011/12

MA Applied Linguistics, Forensic Linguistics, Language and Communication Research

Stage 1 taught modules

Autumn Semester

SET001	Forensic Linguistics 1	Chris Heffer
SET003	Language Description	Lise Fontaine
SET004	Research Foundations	Angie Williams
SET006	Current Issues in Sociolinguistics	Nik Coupland
SET012	Qualitative Research Methods	Joanna Thornborrow
SET025	Issues in Applied Linguistics	Charlie Kemp
SIT094	The Collection and Analysis of Quantitative Data I	SOCSCI

Spring Semester

SET002	Forensic Linguistics 2	Frances Rock/Michelle Aldridge
SET005	Discourse and Social Interaction	Srikant Sarangi
SET008	Phonology	Gerard O'Grady
SET010	Multimodality	Lisa El Refaie
SET014	Research Experience	All staff
SET023	Project in Forensic Linguistics	Michelle Aldridge/Frances Rock
SIT095	The Collection and Analysis of Quantitative Data II	SOCSCI
SET015	Dissertation	All staff

For information about these modules, including a syllabus, learning aims and reading lists for each module, please refer to the module catalogue. A copy of this can be downloaded at <http://www.cardiff.ac.uk/encap/degreeprogrammes/postgraduatetaught>

Section 10: Academic Staff and their Research Interests

The following is the list of all the academic staff at the Centre for Language and Communication, their research interests, teaching-related administrative functions and office numbers.

We would like to think that you are interested in the professional work – research and teaching – of members of staff. You will find that their research and other professional activities substantially contribute to and inform their teaching and make the Centre for Language and Communication an internationally successful and renowned research centre. You will find a much fuller bibliographical summary of the various activities of members of staff on the Centre's web pages:

<http://www.cf.ac.uk/encap/contactsandpeople/academic/clcr.html>.

Member of Staff	Room	Academic Interests
Prof. Adam Jaworski Jaworski@cardiff.ac.uk	3.37	Main academic interests: critical discourse analysis and media language; non-verbal and visual communication; global communication and tourism.
Dr Michelle Aldridge , Senior Lecturer AldridgeM@cardiff.ac.uk	3.35	Main academic interests: child language acquisition; communication disorders; forensic linguistics.
Dr Tom Bartlett , Lecturer BartlettT@cardiff.ac.uk	3.64	Main academic interests: functional approaches to language; discourse and ideologies; language and power; intercultural communication.
Dr Janet Cotterill , Reader CotterillJ@cardiff.ac.uk	3.53	Main academic interests: forensic linguistics; language and gender; language and power; systemic and corpus linguistics.
Dr Justine Coupland , Reader <i>PGT Course Director Applied Linguistics</i> CouplandJ@cardiff.ac.uk	3.32	Main academic interests: interactional sociolinguistics; health and lifespan communication, discourse and identity.
Prof. Nikolas Coupland Coupland@cardiff.ac.uk	3.60	Main academic interests: language and Wales; critical approaches to sociolinguistics and discourse; stylistics; sociolinguistics of the lifespan.
Dr Lisa El Refaie , Lecturer RefaieEE@cardiff.ac.uk	3.61	Main academic interests: visual and multimodal communication; metaphor and humour; media discourses about minorities.
Dr Lise Fontaine , Lecturer FontaineL@cardiff.ac.uk	3.31	Main academic interests: systemic functional linguistics; computer-mediated communication; referring expressions; grammatical structures.

Professor Peter Garrett , Professor GarrettP@cardiff.ac.uk	3.36	Main academic interests: attitudes to/evaluations of language and communication; attitude change and persuasion; intergenerational communication; language and identity in Wales.
Dr Chris Heffer , Senior Lecturer HefferC2@cardiff.ac.uk	3.65a	Main academic interests: forensic linguistics; narrative; language and ideology, language and advertising; corpus linguistics.
Dr Charlotte Kemp , Lecturer KempC@cardiff.ac.uk	3.63	Main academic interests: 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 , Lecturer OGradyGN@cardiff.ac.uk	3.59	Main academic interests: intonation in discourse; language and power; information structure in speech; linear speech grammar.
Dr Frances Rock Senior Lecturer <i>PGT Course Director Forensic Linguistics</i> RockF@cardiff.ac.uk	3.56	Main academic interests: language in legal settings; language in the workplace; literacies; interactional sociolinguistics; ethnography; discourse analysis.
Prof. Srikant Sarangi <i>Chair of Postgraduate Board of Studies and Board of Examiners</i> Sarangi@cardiff.ac.uk	3.40	Main academic interests: institutional and professional discourse; health communication; genetic counselling and general practice; intercultural pragmatics; racism and ethnicity in multicultural societies.
Dr Joanna Thornborrow , Reader <i>Director of Postgraduate Research Studies and PGT Course Director Language and Communication Research</i> ThornborrowJ1@cardiff.ac.uk	3.41	Main academic interests: discourse and conversation analysis; mediated interaction; children's social interaction; discourse stylistics.
Dr Angie Williams , Senior Lecturer WilliamsA@cardiff.ac.uk	3.33	Main academic interests: lifespan intergenerational communication; communication attitudes and perceptions; intergroup communication, images of older people in the media.
Prof. Alison Wray WrayA@cardiff.ac.uk	3.65b	Main academic interests: formulaic language; psycholinguistic modelling; evolution of language; historical pronunciation for early music.
Dr Virpi Yläne Lecturer Ylanne@cardiff.ac.uk	3.34	Main academic interests: discourse and social interaction in the areas of institutional discourse, ageing and human development, and tourism.

The above list includes all current members of staff in the Centre. Although they may not currently be teaching on the postgraduate programmes, they may well be all involved in supervising MA dissertations. For details of contact information for individual staff members, as well as information about their publications, and their research interests and activities, please visit the Centre for Language and Communication Research Website at www.cf.ac.uk/encap/clcr/index.html. For contact details of key academic staff see Section 2.

If you go to www.cf.ac.uk/encap/clcr/profiles.html you will find a profile for each staff member.

If you go to www.cf.ac.uk/encap/clcr/resact.html you will find up to date information about research projects currently undertaken at the Centre. This information will be of particular interest to students enrolled on the MA in Language and Communication Research, when you are making a decision about what to do for your Research Experience module in the Spring. It will also be of interest to all Dissertation students when planning your research topic and need to consult members of staff with appropriate expertise in your chosen area.

A FINAL WORD

We hope that you will enjoy your MA/Diploma study with us, and that you will find the year interesting, exciting and challenging. Please remember that the more you put into this postgraduate experience, the more you will take away with you. If you are unsure or in doubt about anything in this Guide, or any other aspect of the MA/Diploma programmes, please ask.

Good luck!