



**CENTRE FOR LANGUAGE AND
COMMUNICATION RESEARCH**

**Dip/MA IN APPLIED LINGUISTICS
Dip/MA IN FORENSIC LINGUISTICS
MA IN LANGUAGE AND COMMUNICATION
RESEARCH**

MODULE GUIDE

2011/12

Dip/MA IN APPLIED LINGUISTICS

Core Modules - each worth 20 credits

SET004 Foundation Module - Autumn (20 credits)

SET003 Language Description - Autumn (20 credits)

SET008 Phonology - Spring (20 credits)

Students will be required to choose a further 60 credits from the following options

SET006 Current Issues in Sociolinguistics - Autumn (20 credits)

SET025 Issues in Applied Linguistics - Autumn (20 credits)

SET001 Forensic Linguistics 1 - Autumn (20 credits)

SET012 Qualitative Research Methods - Autumn (20 credits)

SIT094 Quantitative Research 1 - Autumn (10 credits)

SIT095 Quantitative Research 2 - Spring (10 credits)

SET005 Discourse & Social Interaction - Spring (20 credits)

SET010 - Multimodality - Spring (20 credits)

Dip/MA IN FORENSIC LINGUISTICS

Core modules - each worth 20 credits

SET001 Forensic Linguistics 1 - Autumn (20 credits)

SET004 - Foundation Module - Autumn (20 credits)

SET002 Forensic Linguistics 2 - Spring (20 credits)

SET023 Projects in Forensic Linguistics - Spring (20 credits)

Students will be required to choose a further 40 credits from the following options

SET006 Current Issues in Sociolinguistics - Autumn (20 credits)

SET003 Language Description - Autumn (20 credits)

SET012 Qualitative Research Methods - Autumn (20 credits)

SET025 Issues in Applied Linguistics - Autumn (20 credits)

SIT094 Quantitative Research 1 - Autumn (10 credits)

SET005 Discourse and Social Interaction - Spring (20 credits)

SET008 Phonology - Spring (20 credits)

SET010 Multimodality - Spring (20 credits)

SIT095 Quantitative Research 2 - Spring (10 credits)

MA IN LANGUAGE AND COMMUNICATION RESEARCH

Core modules - 20 credits apart from SIT094 and SIT094 which carry 10 credits

SET004 Foundation Module - Autumn (20 credits)

SET012 Qualitative Research Methods - Autumn (20 credits)

SIT094 - Quantitative Research 1 - Autumn (10 credits)

SET014 Research Experience - Spring (20 credits)

SIT095 Quantitative Research 2 - Spring (10 credits)

Students will be required to choose a further 40 credits from the following options

SET001 Forensic Linguistics 1 - Autumn (20 credits)

SET003 Language Description - Autumn (20 credits)

SET006 Discourse and Social Interaction - Autumn (20 credits)

SET025 Issues in Applied Linguistics - Autumn (20 credits)

SET005 Discourse and Social Interaction - Spring (20 credits)

SET008 Phonology - Spring (20 credits)

SET010 Multimodality - Spring (20 credits)

AUTUMN MODULES

Autumn, 2011-2012

Lecturers: Dr. Chris Heffer (with Dr. Michelle Aldridge & Dr Frances Rock)

Catalogue Entry

This module in forensic linguistics investigates issues concerning the use of language in the legal process. We shall begin with the nature of legal language and then investigate language use in police interviews and in court. We shall focus on language disadvantage before the law, particularly with respect to vulnerable witnesses and rape trials. We shall also be visiting Cardiff Crown Court, where you will have the opportunity to carry out ethnographic observation of courtroom proceedings and report back your findings in class.

Aims

The module aims to develop your awareness of key linguistic concerns relating to the use of language in the legal process.

Learning Outcomes

Upon completion of this module, students should be able to:

Knowledge and Understanding

- Understand the nature of legal language.
- Understand the use of language in police interviews.
- Know how to observe and understand courtroom proceedings

Skills

- Read, understand and evaluate academic research in forensic linguistics.
- Analyse linguistic data.
- Write an academic essay on one of the topics covered.

Assessment

- 1) A 1000-word critical review (25% of total) due in Week 8.
- 2) A 3000-word academic essay (75% of total) due in Week 12.

Indicative Syllabus

The language of the law

Police interviews

The language of jury trial

The jury instruction process

Vulnerable witnesses

Rape/sexual assault trials

Court visit & feedback

Indicative Reading

Coulthard, M. & A. Johnson (2007) *Introduction to Forensic Linguistics*. London: Routledge.

Coulthard, M. & A. Johnson (2010) *The Routledge Handbook of Forensic Linguistics*. London: Routledge.

Gibbons, J. (2003) *Forensic Linguistics*. Oxford: Blackwell.

1994 – present *Forensic Linguistics: The International Journal of Speech, Language and the Law*.
Equinox.

Autumn, 2011- 2012

Lecturer: Dr Lise Fontaine

Catalogue Entry

The focus of this module is on understanding grammar as a resource which is available to speakers for making meaning. Students will be introduced to a functional approach to grammar, and in particular Systemic Functional Grammar, as the course provides a descriptive overview of the main grammatical systems of English at clause and group rank. Students will acquire skills in analysing text and develop skill in using functional descriptions to analyse the meanings that can be identified in texts.

Aims

The aim of this module is to introduce you to a way of looking at the grammar of English from a functional, rather than purely a formal, perspective. We shall focus, therefore, on the question: 'how is the grammar of English organised for the expression of the functions and meanings that it serves?' The theoretical framework for our investigation is Systemic Functional Grammar (SFG), associated primarily with the British linguist M.A.K Halliday. The module will explore the grammar of English from the perspective of 'language as meaning potential', where meaning is understood in terms of the three strands of meaning: the experiential (e.g. how does language represent experience?), interpersonal (e.g. how is language used for social interaction and personal action?) and textual (e.g. how is language organised as text?). The course will provide an overview of the main grammatical systems of English, together with a functional description of grammatical units such as the clause and the nominal group. The functionally-oriented understanding of English grammar that you will develop in this module will enable you to describe and analyse the grammar of a variety of texts

Learning Outcomes

Knowledge and Understanding

Upon completion of this module, students should be able to:

- understand how grammar is functionally organised;
- identify the main kinds of meaning in English clauses and the functional structures that realise them in the clause and other grammatical units.

Skills

Successful completion of this module will enable students to:

- analyse clauses and other grammatical units using functional grammar;
- functionally analyse a range of texts in terms of the meanings that the speakers/writers have made through their grammatical choices;

Assessment

One portfolio of short text analyses and one coursework assignment.

Core, Foundation and Expansion Seminars

The module will comprise ten compulsory Core seminars, which will cover the essentials of language description from a functional perspective. In addition to this, four optional Foundation Seminars will be offered in weeks 1 to 4; these are especially designed to support students who do not have a strong background in language studies. Following on from the Foundation seminars, six optional Expansion Seminars will be offered in weeks 5 to 10; these will allow those who already have a good knowledge of Systemic Functional Linguistics and who want to delve further into theoretical and descriptive issues to pursue these interests. The content for all assessed work will be covered in the Core seminars.

Core Syllabus

- Systemic Functional Grammar: language description from a functional perspective.
- The metafunctional basis of language
- Language structure and language function: identifying units of structure (e.g. clause, group, word).
- Referring to 'Things': nominal group (noun phrase) structure and other related structures.
- Experiential meaning: Situations, transitivity, participant roles, circumstances.
- Interpersonal meaning: Tense, mood, modality, and polarity.
- Textual meaning: Theme, textual cohesion, text.
- Analysing texts: Register, text type, patterns of language

Indicative Reading List

Coffin, Caroline, Jim Donohue and Sarah North. 2009. *Exploring English Grammar*. London and New York. Routledge.

Eggs, S. 2004 (2nd Edition). *An Introduction to Systemic Functional Linguistics*. London and New York: Continuum.

Fontaine, L. 2012. *Analyzing English Grammar*. Cambridge: Cambridge University Press.

Halliday, M.A.K. and C.M.I.M. Matthiessen. 2004 (3rd edition). *An Introduction to Functional Grammar*. London: Arnold.

Thompson, G. 2004. *Introducing Functional Grammar*. 2nd edition. London: Edward Arnold.

Research Foundations: Core Skills, Principles and Issues involved in Language and Communication Research - SET004
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Autumn, 2011–2012

Lecturer: Dr Angela Williams

Catalogue Entry

This module is taken by all Diploma, MA and PhD students in the Centre for Language and Communication Research. It lays the foundation for key activities of postgraduate study, including the interpretation of the research of others, and the design and execution of effective research of one's own. In support of these key objectives, a particular emphasis is the development of skills in *critical reading* and *self-critical writing*. Critical reading makes it possible to transcend simply accepting and describing research papers and books, in favour of comparing and evaluating them. Self-critical writing entails anticipating the expectations of other critical readers (including the required practices of research design) and raising one's performance to meet them. Many of the skills covered are generic, and will continue to be useful in a range of future careers. The module also includes training on how to use library resources to accessing electronic research materials.

Aims

The module aims to offer the basic transferable skills required for successful postgraduate study, through the medium of substantive topics relevant to the students' own specialisms and interests in Language and Communication, Applied Linguistics or Forensic Linguistics. The skills and understanding developed in this module are intended to be directly applicable to all of the other modules undertaken during the students' studies, and they should underpin the design and execution of their essays and MA dissertation or PhD thesis as appropriate.

Learning Outcomes

Knowledge and Understanding

Upon completion of this module, students should be able to:

- understand the fundamental principles of good research and good research reporting
- know the reasons why a critical approach is important
- understand the priorities of and constraints on researchers
- understand the methodological alternatives, nature and importance of good practice in research.

Skills

Successful completion of this module will enable students to:

- apply a set of evaluative questions to a written text, in order to unpack its content, value stance and evidence base
- write an evaluative summary about published works
- apply self-critical evaluation to their own written work, in order to maintain control of their own effectiveness as writers

- outline a research project that adheres to the principles of sound design and good practice.

Assessment

Assignment I: An exercise in critical reading, or a discussion of research methods

Assignment II: Writing a proposal for a research project suitable for MA or PhD

Syllabus

Exploring knowledge

Expectations at postgraduate level; different scholarly traditions

Interpreting and writing bibliographic references

Thinking and reading critically

Using electronic resources in research

Designing a research project

Practical and ethical issues in research

Managing different types of data

The art of writing

The structure of a dissertation or thesis

Analysing figures in research

Self-critical writing

Indicative Reading List

Gorard, S. 2002. Fostering scepticism: the importance of warranting claims. *Evaluation and Research in Education* 16 (3): 136–149.

Wallace, M. and Wray, A (2011) *Critical reading and writing for postgraduates* (2nd edition). London: Sage

Wray, A. and A. Bloomer. 2006. *Projects in Linguistics*. 2nd edition. London: Hodder Arnold.

Autumn 2011

Lecturer: Professor Nikolas Coupland

Catalogue Entry

This module's content varies from year to year, although we always engage with the topics of language differences (in relation to accents and dialects, but also use of different languages) and the link between language use and social identities. This year the module will be organised around three main concepts that are being widely debated in modern sociolinguistics: *indexicality*, *performance*, *community*. There are good sources for learning about these themes in a new book, *The New Sociolinguistics Reader* (Coupland and Jaworski, 2009), which is the prescribed book for this module.

Aims

- to explore the main dimensions of language difference in sociolinguistics
- to investigate in detail the concepts of *indexicality*, *performance* and *community*
- to engage critically with different types of published research into these topics
- to undertake and present the results of a small-scale sociolinguistic project

Learning Outcomes

Knowledge and Understanding

Upon completion of this module, students should be able to:

- appreciate how the three concepts inform current and past sociolinguistic debates
- understand how these concepts have been researched empirically, in different sociolinguistic traditions
- recognise the social insights that these sociolinguistic perspectives provide

Skills

Successful completion of this module will enable students to:

- review and evaluate different sociolinguistic theories and research methods
- replicate aspects of published research studies in their own work
- present small-scale sociolinguistic research findings, orally and in writing

Assessment

Two written assignments. The first is a critical review of a published article in Sociolinguistics. The second is a report of a small-scale Sociolinguistics project. You will have worked on both, with guidance and feedback, via seminar presentations and discussion.

Syllabus

Key authors and perspectives in the history of sociolinguistics.

Sociolinguistic perspectives on the 'social meaning' of language forms and styles: *indexicality*.

Ways of speaking, style, identity and linguistic display: *performance*.

The social organisation of ways of speaking: different approaches to *community*.
Multilingualism and language display; linguistic landscapes.

Indicative Reading List

Coupland, Nikolas and Adam Jaworski (eds.). 2009. *The New Sociolinguistics Reader*.
Basingstoke: Palgrave Macmillan.

Coupland, Nikolas (2007) *Style: Variation and Identity*. Cambridge: Cambridge University
Press.

Any general textbook in Sociolinguistics.

Autumn 2011

Lecturer: Dr. Joanna Thornborrow

Catalogue Entry

This module provides an introduction to qualitative research methods as used in the study of language and communication. Students will gain access to and experience of a range of theoretical and methodological approaches to qualitative research, and will be familiarised with case study illustrations of the process of qualitative research, from planning and data gathering to analysis and interpretation of data.

Aims

To familiarise students with the aims, potentials and achievements of qualitative analysis of communicative interaction in a range of social contexts. To equip students to explore all phases of empirical research in sociolinguistics, conversation analysis and discourse analysis from a qualitative perspective.

Learning Outcomes

Knowledge and Understanding

Upon completion of this module, students should be able to:

- understand the aims, values and priorities of qualitative research
- appreciate the affordances and constraints of ethnography
- critically understand the relevant theoretical frameworks; pragmatics, critical discourse theory and ethnomethodology
- know how to collect and use data from different social contexts and how to use different methods of data collection
- understand how to involve and empower informants.

Skills

Successful completion of this module will enable students to:

- design a small-scale, qualitatively-driven research study
- gather data appropriate to the aims of the study, using ethnographic observation or interviewing technique
- manage the audio- or video- recording
- transcribe, code, analyse, and interpret the data according to relevant
- theoretical orientations and frameworks
- write up and present findings.

Assessment

2 pieces of assigned work:

- 1) Short-answer questions on research methodology (worth 30%);
- 2) Choice of: short essay plus recording, transcription and qualitative analysis of data; short interview with rationale; focus group analysis; research design exercise, critical analysis of a qualitative research paper (worth 70%).

Syllabus

Qualitative research as process

Ethnography

Ethnomethodology and conversation analysis

Discourse as talk and text

Focus groups and structured interviews

Narrative analysis and qualitative data

Critical approaches to discourse as social practice

Using qualitative software programmes in discourse analysis

Ethical issues in qualitative research

Indicative Reading List

Atkinson, P., A. Coffey and S. Delamont, S. 2003. *Key Themes in Qualitative Research*. Oxford: AltaMira Press.

Cameron, D. et al. 1992. *Researching Language: Issues of Power and Method*. London: Routledge.

Silverman, D. 2006 (3rd ed). *Interpreting Qualitative Data*. London: Sage.

Wodak, R. and Krzyzanowski, M. (eds) 2008. *Qualitative Discourse Analysis in the Social Sciences*. Houndmills: Palgrave Macmillan.

Autumn 2011

Lecturer: Dr Charlotte Kemp

Catalogue Entry

This module explores a range of theoretical and practical issues in language learning and language teaching. It guides the student through an examination of the main developments in language learning and language teaching theory and research up to our current understanding. The course covers acquisition processes and individual differences that affect language learning in and out of the classroom and aims to give the student understanding in how research develops and how to evaluate it critically.

Aims

To provide an understanding of the main developments in language learning theory
To develop the student's critical understanding of research in language acquisition
To guide the student in carrying out a small-scale piece of research.

Learning Outcomes

Knowledge and Understanding

Upon completion of this module, students should be able to:

- understand and have an overview of the main theories of language learning over the last 40 years up to the present
- describe and be aware of learner variables and external variables and how they affect language learning
- understand and critically evaluate research on language learning
- critically reflect on their own beliefs regarding language learning
- understand the fundamentals of language testing
- plan a small-scale piece of research

Skills

Successful completion of this module will provide students with:

- expertise in their chosen area of interest
- transferable skills in data collection and analysis
- presentation skill in explaining their ideas to others
- active consideration of current research and issues in language learning.

Assessment

One assignment of 4000 words, with a choice of theoretical and pedagogical topics. Assessment will be staged: students will receive feedback on their unassessed presentations before submitting their written assignment on the same topic.

Syllabus

Second Language Acquisition: individual differences, including affect and cognition, learner strategies, age, and the good language learner

Processes in language learning

The learning and teaching of grammar and pronunciation

Learning and interaction. group dynamics, interaction analysis, classroom language

Implications of language acquisition theories and research for teachers and teaching.

Indicative Reading List

Dornyei, Z. 2005. *The Psychology of the Language Learner*. Mahwah, New Jersey: Lawrence Erlbaum.

Ellis, R. 2008. 2nd ed. *The Study of Second Language Acquisition*. Oxford: Oxford University Press.

Hughes, A. 2003. 2nd ed. *Testing for Language Teachers*. Cambridge: Cambridge University Press.

Richards, J.C. and Rodgers, T.S. 2001. 2nd ed. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press

The Collection and Analysis of Quantitative Data 1 - SIT094 (10 credits)

Semester 1

Seminar Leader

Dr Surhan Cam (SOCSI)

Module Convenor

Dr Surhan Cam

Glamorgan Building, Room TBC

Tel: 029 2087 0265

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SPRING MODULES

Spring, 2012

Convenors: Dr. Frances Rock and Dr Michelle Aldridge (with Dr. Chris Heffer)

Catalogue Entry

This module in forensic linguistics deals with the role of the linguist in language reform and as an expert witness on linguistic issues. The first part of the module will include the analysis of a range of legal texts designed for the layperson, such as jury directions and the caution to suspects. We will evaluate the success of attempts to improve their comprehensibility, and consider issues around producing alternative formulations. We will also consider other settings where linguists have influenced practice in the legal system, particularly around contact between lay people and legal specialists. Here, case studies on the use of 'language analysis' of asylum seekers and on calls for police assistance will feature. The module will also consider the role of the linguist as an expert witness and discuss some of the areas in which forensic linguists have provided evidence, such as disputed authorship, speech crimes, the linguistic identification of nationality and trademarks.

Aims

The module will cover three areas: (i) The *Comprehensibility* of legal texts and practices and the place of language in the legal system; (ii) The role of the linguists in reforming the legal system and; (iii) *Linguistic Evidence* including topics such as authorship analysis, trademarks, speech crimes and expert evidence.

Learning Outcomes

Knowledge and Understanding

Upon completion of this module, students should be able to:

- read, understand and evaluate up-to-date published work in the area of authorship and comprehensibility
- analyse material to make informed decisions about potential authorship of different types of text
- collect and analyse text to identify areas of incomprehensibility
- make informed decisions on how to re-write materials for wider use and intelligibility
- critically review linguistic aspects of legal systems
- report in writing and verbally their own research ideas.

Skills

Successful completion of this module will enable students to:

- read and evaluate relevant published work
- plan and carry out independent data collection and analysis
- write critically on their own research and the work of others

Assessment

One 4000 word data-based essay involving background reading, data collection, analysis and reporting.

Syllabus

Comprehensibility of legal texts and practices

Linguistic evidence

Speech crimes

Expert evidence

The study of authorship

Indicative Reading List

Cotterill, J. (ed.) 2002. *Language in the Legal Process*. Basingstoke: Palgrave.

Eades, D. (2010) *Sociolinguistics and the law* Bristol: Multilingual Matters.

Heffer, C. 2005. *The Language of Jury Trial: A Corpus-aided Analysis of Legal-Lay Discourse*. Basingstoke: Palgrave Macmillan.

Rock, F. 2007. *Communicating Rights: The Language of Arrest and Detention*. Basingstoke: Palgrave Macmillan.

Shuy, R. (2005) *Creating language crimes: How law enforcement uses (and misuses) language* Oxford: Oxford University Press

1994 - present *Forensic Linguistics: The International Journal of Speech, Language and the Law*. Equinox.

Spring 2012

Lecturer: Professor Srikant Sarangi

Aims

To explore the theoretical and conceptual frameworks underlying social interaction from a discourse analytic perspective as well as to examine systematically and in context-specific ways both spoken and written data in real-life everyday and institutional settings. This module builds on an elementary knowledge of discourse and pragmatics, so students without such prior knowledge are required to audit the undergraduate module 'Discourse'.

Learning Outcomes

Knowledge and Understanding

Upon completion of this module, students should be able to:

- critically appreciate a range of discourse analytic concepts at micro- and macro-levels
- understand the contextual and conceptual points of departure for different social interactional frameworks
- strategically integrate relevant theoretical and analytical frameworks when interpreting data.

Skills

Successful completion of this module will enable students to:

- apply theoretical and conceptual constructs to real-life data
- analyse extended data extracts in a coherent and **critical manner**
- **identify what counts as interactional and textual evidence to support analytic claims**
- **challenge theoretical constructs using data as evidence.**

Assessment: Assessment by coursework only, approximately 4,000 words.

Syllabus

Introduction: Deconstructing the terms 'Discourse' and 'Social Interaction'; the macro-micro dynamics; bridging social structure and social action; symbolic interaction; social construction of reality.

Key contributions from Erving Goffman: The neglected situation; interaction order; frames and footings; facework; participant roles (production and reception).

Key contributions from Harvey Sacks: Ethnomethodology and conversation analysis; member's method; grammar and mechanics of interaction; systematics of turn taking.

Key contributions from John Gumperz: Interactional sociolinguistics; discourse strategies; indexicality, contextualisation cues, conversational inference.

Key contributions from Stephen Levinson: Universal pragmatics and language-specific pragmatics: presupposition, (conventional and conversational) inference; activity-types.

Activity analysis: Activity types and discourse types; interface of content and context; interaction as an expert system; interactional and thematic mapping.

Roles and identities in interaction: Different types of roles and identities; social roles, activity roles and discourse roles; shifting roles in interaction; doing/performing professional/client identities.

Power and asymmetry in social interaction: Issues of agency and social structure; dominance and control; inequality of access; interface of power/knowledge; language as (symbolic) power; ideology.

Indicative Reading List

- Gee, J. P. 2005. *An Introduction to Discourse Analysis: Theory and Method*. 2nd edition. New York: Routledge.
- Goffman, E. 1981. *Forms of Talk*. Oxford: Blackwell.
- Gumperz, J.J. 1982. *Discourse Strategies*. Cambridge: Cambridge University Press.
- Levinson, S. 1979. Activity types and language. *Linguistics* 17 365–399.
- Sacks, H. 1992. *Lectures on Conversation*, 2 vols. Edited by G. Jefferson. Oxford: Blackwell. *Coursebook*. London: Macmillan.
- Sarangi, S. and Coulthard, M. eds. (2000) *Discourse and Social Life*. London: Pearson.

Spring 2012

Lecturer: Dr Gerard O'Grady

Catalogue Entry

Phonology is the study of the pronunciation system of a language and embraces its words, its grammar and its discourse features. It also relates to orthography, but a sharp theoretical and practical distinction is maintained between written and spoken language. Phonology is an essential component of any kind of study of spoken language, whether theoretical, descriptive, comparative, historical or applied.

Aims

The module combines descriptive and practical dimensions of the phonology of English and thus prepares students to apply phonological awareness in a wide range of professions, including language teaching, literacy, speech therapy, forensic analysis, sociolinguistic surveys and communication studies.

Learning Outcomes

Knowledge and Understanding

Upon completion of this module, students should be able to:

- understand the systems that operate in the spoken form of words, phrases, clauses/sentences and discourse;
- understand how phonology relates to a functional description of English;
- know what phonemes, simplification processes, rhythm and intonation are;
- understand how, and why accents vary within a language;

Skills

Successful completion of this module will enable students to:

- transcribe real live spoken discourse phonetically and intonationally;
- discuss in appropriate terms issues about the consonants, vowels, word stress, simplification processes, rhythm and intonation of English;
- explain the grammatical, informational and discursal value of intonation;
- apply this information to a particular professional activity.

Assessment

Two practical transcription tasks (phonemic, and intonation): 50%; one essay of 2000 words: 50%

Syllabus

- Word phonology: vowel systems: consonant systems; phoneme principle; syllable structure; word stress;
- Phrase phonology: simplifications in colloquial speech; rhythm;
- Grammar phonology, intonation: tonality; tonicity; tone;
- Discourse phonology: information structure; communicative (interpersonal) function; attitudinal (affective) function; phonological paragraphing; Accent variation – the segmental features that distinguish the dialects of English

- Contrastive analysis of the word phonologies of different languages; □
- Optimality theory, underlying representations and language universals

Indicative Reading List

Collins, B. and I.M. Mees. 2008. *Practical Phonetics and Phonology*. 2nd Edition London: Routledge

Gimson, A.C. 2008. *Gimson's Pronunciation of English*. 7th ed. (rev A. Cruttenden) London: Arnold.

O'Grady, G. 2010. *A Grammar of Spoken English Discourse: The Intonation of Increments*. London: Continuum.

Kreidler, C.W. 2004. *The Pronunciation of English*. 2nd edition. Oxford: Blackwell Publishing.

Yavas, M. 2006. *Applied English Phonology*. Oxford: Blackwell Publishing.

Wells, J. C 2006. *Intonation*. Cambridge: C.U.P.

Spring 2012

Lecturer: Dr Lisa El Refaie

Catalogue Entry

Multimodal analysis is the study of several or all of the different semiotic modes in a text or communicative event (e.g. the written language, images and layout of a newspaper page; or the spoken commentary, gestures, and visual aids used in a language class). The aim of multimodal analysis is to explore how meaning is made in all the modes separately, and how the modes work together to create a unified text. The module will introduce several different tools for multimodal analysis and provide practice in applying them, using a broad range of examples.

Aims

- to gain competence in a range of approaches to multimodal analysis
- to explore the meaning-making potentials of the different semiotic modes
- to formulate relevant research questions, to analyse examples, and to interpret the results of the analysis

Learning Outcomes

Knowledge and Understanding

On completion of the module, students should be able to

- understand a wide range of analytical concepts that can be used in the analysis of the different semiotic modes
- understand the principle of cohesion between the modes
- understand the nature of interdisciplinary research problems, and the role of approaches from different disciplines such as social semiotics, narrative analysis and psychology in investigating them

Skills

Successful completion of this module will enable students to:

- design relevant research questions that can be answered by means of multimodal text analysis
- use analytical models appropriately and systematically
- draw relevant conclusions from multimodal text analysis
- devise new models for analysing semiotic modes and multimodal cohesion

Assessment

2 equally weighted assignments, which will be presented in class and submitted in written form.

Syllabus

What is multimodality? Modes, media and genres

From semiotics to social semiotics

Systemic-functional approaches to analyzing visual meaning

Meanings of layout

Typography and word-image combinations

Effects and meanings of colour

Multimodality in teaching and learning

Multimodal literacy

Visual and multimodal metaphor

The narrative potential of the different semiotic modes

Multimodal transcription

Indicative Reading List

Bateman, J.A. (2008) *Multimodality and Genre: A Foundation for the Systematic Analysis of Multimodal Documents*. Houndmills and New York: Palgrave.

Forceville and E. Urios-Aparisi (eds.) (2009) *Multimodal Metaphor*. Berlin, New York: Mouton de Gruyter:

Jewitt, C. (ed.) (2009) *The Routledge Handbook of Multimodal Analysis*. Mahway, N.J. and London: Routledge.

Jewitt, C and Kress, G. (eds.) (2003) *Multimodal Literacy*. New York and Oxford: Peter Lang.

Kress, G. and van Leeuwen, T. (1996) *Reading Images: The Grammar of Visual Design*. London: Routledge.

Kress, G. and van Leeuwen, T. (2001) *Multimodal Discourse: The Modes and Media of Contemporary Communication*. London: Arnold.

O'Halloran, K.L. (ed.) (2006) *Multimodal Discourse Analysis: Systemic-Functional Perspectives*. London and New York: Continuum.

Page, R. (ed.) (2009) *New Perspectives on Narrative and Multimodality*. Mahway, N.J. and London: Routledge.

Royce, T.D. and Bowcher, W.L. (eds.) (2007) *New Directions in the Analysis of Multimodal Discourse*. Mahwah, NJ and London: Lawrence Erlbaum.

Unsworth, L. (ed.) (2008) *New Literacies and the English Curriculum*. London and New York: Continuum.

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

Ventola, E., Cassily, C. and Kaltenbacher, M. (eds.) (2004) *Perspectives on Multimodality*. Amsterdam: John Benjamins.

Ventola, E. and Moya Guijarro, J. A. (eds.) (2009) *The World Told and the World Shown: Multisemiotic Issues*. London, New York: Palgrave.

Spring, 2012

Lecturers: Various

Catalogue Entry

This module is only available to, and is compulsory for, students taking the Diploma/MA in *Language and Communication Research*. Each student will make a small but significant contribution to one or more aspects of a current research project in CLCR. Because of the nature of ongoing research, the tasks vary and should offer some choice to students to focus on a topic and activity that interests them. Students may find themselves doing one or more of the following: reviewing literature, collecting data, transcribing data, analysing data, interpreting findings in the context of theory. The activities on offer differ from year to year, and the list of possibilities is compiled on the basis of suggestions from staff members, who will supervise the student assigned to their work. Students will have five hours of consultation with their supervisor during the module, focussed on identifying specific goals and discussing the progress of the work.

Aims

To apply in a practical context one or more of the skills developed in the core modules of the course.

To develop new skills in research

To gain experience in working closely with an experienced researcher on a specific project

Learning Outcomes

On completion of the module a student should be able to:

Knowledge

- identify the key stages in practical research
- display a detailed knowledge of the specific substance of the research project undertaken (e.g. reasons for undertaking it, theoretical underpinning, methodology, approaches to analysis, significance of findings).

Understanding

- the importance of planning in research
- the importance of clear rationales for procedures
- the role of theories and hypotheses in shaping research.

Skills

- Develop a plan and stick to it
- Keep a log of research done
- Identify and articulate issues arising in the course of research
- Work effectively within a team

Assessment

Both the *process* and the *product* are assessed.

The process report incorporates the log and entails an account of the activities involved in conducting the research, the content and outcomes of meetings with the supervisor, and the student's own reflections on the research process (50%).

The product component reports the outcomes of the required activity, as would be expected for any piece of research work: as negotiated with the supervisor, this may include one or more of the following: a completed literature review, a report of the methodology and methods for data collection and a presentation of the results, a discussion of research findings, an interpretation of the outcomes of the research (50%).

Syllabus Content

Practical engagement in a real research project

One to one work with a supervisor responsible for the project

Team work, with a specified role within a larger frame of activity

Opportunity to work on a substantive topic of interest

Genuine training for future research

Indicative Reading List

As recommended by the supervisor and in the core modules

Spring 2012

Convenors: Dr Michelle Aldridge and Dr Frances Rock

Catalogue entry

This module provides students in forensic linguistics with an opportunity to participate in a small-scale research project normally in an area of study separate from that covered by the dissertation. In this module, students take a reflective approach to research in forensic linguistics, producing a final report on the process of carrying out research within the field. The module begins with discussion of focused research skills within the field. The second and main part of the module is devoted to a self-guided research project which is conducted largely by independent study with support from the module convenor and other appropriate staff. Students will work together in a small research team in order to get a sense of the experience of working collaboratively although they will be assessed on their own work. At the end of the module, students will have developed clear and specific research skills which will enable them to conduct larger scale studies and independent research in the field. It should be noted that this module does not constitute a 'mini dissertation', as it is based on developing an awareness of the issues and skills necessary for carrying out research in forensic linguistics, rather than producing a final and complete piece of research.

Aims

- To introduce students to aspects of research in forensic linguistics such as the ethics of carrying out such research and the sensitivity of data within the field;
- To enable students to have a clear understanding of potential sources of data, as well as the pitfalls and problems with its collection, transcription and anonymisation;
- To provide students with the necessary skills to conduct a thorough literature review within a focused area of forensic linguistics and to produce a coherent and comprehensive synthesis of this literature;
- To allow students to begin a small-scale research study within an area of interest within forensic linguistics and to reflect on the process.

Learning outcomes

Knowledge and understanding

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

- Understand the ethical and moral concerns associated with carrying out research in forensic linguistics
- Appreciate the challenges of collecting and manipulating forensic linguistic data
- Critically assess sources of data and literature within the field

Skills

Successful completion of this module will enable students to:

- Collect and organise sources of appropriate data for analysis
- Construct a small-scale research project in an appropriate area of the field
- Present a skeleton research project, in both oral and written form

Assessment

The module is assessed by three components, with the following weighting:

- Reflective account of the research process: 20%
- Project report (2000 words): 60%
- Presentation: 20%

Indicative syllabus for forensic linguistics research training component

- Data sources, ethics and confidentiality
- Data transcription, anonymisation and analysis
- Literature review and synthesis in forensic linguistics
- Research skills in forensic linguistics

Indicative reading list

Coulthard, M. and Johnson, A. 2010. *The Routledge Handbook of Forensic Linguistics*. London: Routledge.

Gibbons, J. 2003. *Forensic Linguistics*. Oxford: Blackwell.

Shuy, R. W. 2006. *Linguistics in the Courtroom: A practical guide*. Oxford: Oxford University Press.

Solan, L. M. and Tiersma, P. M. 2005. *Speaking of Crime: The Language of Criminal Justice*. Chicago: Chicago University Press. 24.

The Collection and Analysis of Quantitative Data II – SIT095 (10 credits)
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Semester 2

Teaching Staff

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Aims

This 10 credit postgraduate module further develops the quantitative skills learnt in SIT094 (preparing, exploring and describing quantitative data). Students will have the opportunity to analyse data collected from major surveys and to develop a critical understanding of the use of statistics in contemporary social science. Students will learn how to compare data, measure associations and build bivariate and multivariate linear and non-linear models. The module is designed to meet the generic ESRC training guidelines and provide a foundation for advanced, specialist courses.

Learning Outcomes

On successful completion of the module a student should be able to:

Knowledge:

- Demonstrate knowledge of the principal statistical techniques used in social science research up to a multivariate level
- Demonstrate knowledge of how statistical methods in social science can be used to support or refute the research literature
- Demonstrate knowledge of large and complex official social science data sets

Understanding:

- Demonstrate understanding of the relationship between different scales of data and different statistical techniques
- Demonstrate understanding of hypothesis testing and inferential statistics
- Demonstrate understanding of how quantitative social science research contributes to the development and testing of theories about society

Intellectual Skills:

- Critically evaluate research applications and presentations of research findings
- Undertake critical analysis of the key strengths and limitations of the main quantitative methods of researching society

- Show critical awareness of the strengths, weaknesses, context and appropriateness of both primary and secondary data sources

Discipline Specific (including practical) Skills:

- Demonstrate familiarity with key secondary sources of data in social science research (e.g. British Household Panel Survey, Labour Force Survey, British Crime Survey etc)
- Use statistical software (SPSS) to analyse and interrogate data at univariate, bivariate and multivariate levels
- Demonstrate the ability to write an effective quantitative social science research report

Transferable Skills:

- Present an informed and reflexive written report of research questions and appropriate and critical analysis using statistical methods
- Recognise the principles needed to develop more specialist skills
- Demonstrate skills in quantitative data analysis using appropriate software

Teaching

Attendance is required at weekly lectures and practicals. Please check the timetable for the relevant times and rooms. As each lecture/practical builds on the previous, students are expected to read through the previous week's notes before the lecture. If students miss a lecture then they are advised to contact the relevant member of the teaching team to catch up.

There are two workshop groups scheduled in the timetable (see page 6) as the cohort is often too large to accommodate in a single session.

Course Requirements

Social scientists and other researchers need to have an appreciation of both qualitative and quantitative research methods if they are to successfully engage with the academic literature in their field of interest. This is now formally recognised by the ESRC, which has made the acquisition of both qualitative and quantitative skills a required element in its research training programmes. The importance of being able to deal with quantitative data and methods is also listed as a Key Skills emphasised in the Cardiff University Employability Skills Policy and the concept of 'statistical literacy' has now been identified by the government as vital in developing the UK workforce. The aims of this module are thus to enable students to develop these basic skills and provide a sound basis on which more advanced training can build. Thus this module should be seen as a 'starter menu' of possible quantitative approaches that students may wish to use in the future.

A key part of the course will be its emphasis on doing quantitative analysis. It will therefore require a participatory approach from students, even those who may see themselves as primarily interested in qualitative methods. The main teaching method **will**

be lectures followed by practical sessions, mainly in the computer lab, where the principles will then be put into practice using worksheets and a sample data set. Students are encouraged to take these practical sessions seriously, and complete the exercises in their own time if necessary, as the assignment will require the application of these techniques to more substantial data sets. The module will thus require students to do more than describe the ideas behind quantitative research; it will ask you to use them.

Although the assessment is an individual piece of work, students are encouraged to work together in the workshops to understand the material.

Course Assessment

The course will be assessed in by a single piece of coursework that builds on the difference analytic techniques covered in the module. The assignment is a statistical report of approximately 3000 words and should be completed by the Semester 2 deadline.

Word Count Penalty

Please note assignments that exceed the above word limits by 10% or more will have 10% deducted from the overall mark.

Assessment Submission

The assignment is to be submitted via Learning Central. Students will be able to submit within the 2 week period prior to each submission date. The absolute deadline is 12 midnight on the submission date.

Failure to submit by 12 midnight

Students should submit as early in the submission period as possible. After the 12 midnight cut off no work will be accepted and students will be awarded a zero mark unless there is documented evidence of special circumstances. Late electronic submission is not possible as the submission link will disappear at 12 midnight exactly. Students should use a University computer to submit as there will be someone to assist should you run into any difficulties. Technical problems are not a basis for special circumstances. Students should ensure they check the file that they have submitted for the following: (i) that it is the correct file; (ii) it is submitted to the correct module; and (iii) has the correct filename i.e. contains no spaces or symbols. If you spot a mistake before the deadline you should go to the Graduate office. Failure to submit correctly may lead to a zero mark being awarded.

Core Texts

There are many texts on quantitative research, some geared towards particular disciplines (such as psychology) and some generic. If you are considering purchasing a book for this module then we highly recommend:

Field, A. (2009) *Discovering Statistics Using SPSS (3rd Ed.)* London: Sage

An alternative text that you might already have used is:

Pallant, J. (2010) *SPSS Survival Manual (4th Ed.)* Maidenhead: Open University Press

The *SPSS Survival Manual* is much more basic than *Discovering Statistics Using SPSS* and although you may find it useful at first its limitations will become clear as this module progresses. These texts form the recommended reading for each week.

Further Reading

Sometimes you may find something hard to understand in one of the core texts. In situations like this it is often a good idea to read an alternative text by a different author who may approach the problem from a different angle. Below is a list of books that you may find useful for such purposes. Texts marked with an '*' deal with material up to and including multivariate analysis, the others seldom go beyond univariate and bivariate techniques – however, you will need all of these approaches for this module.

Argyrous, G. (2011) *Statistics for Research – With a Guide to SPSS (3rd Ed.)* London: Sage *

Bryman, A. (2008) *Social Research Methods (3rd Ed.)* Oxford: Oxford University Press

David, M. and Sutton, C. (2004) *Social Research – The Basics* London: Sage

Fielding, J. & Gilbert, N. (2009) *Understanding Social Statistics (2nd Ed.)* London: Sage

Marsh, C. and Elliott, J. (2008) *Exploring Data (2nd Ed.)* Cambridge: Polity *

Salkind, N. (2010) *Statistics for People Who (Think They) Hate Statistics (4th Ed.)* Sage

Tarling, R. (2009) *Statistical Modelling for Social Researchers – Principles and Practice* Oxford: Routledge *

Yang, K. (2010) *Making Sense of Statistical Methods in Social Research* London: Sage *

If you're feeling confident with the material you may wish to have a look at the book that even the above authors default to:

Tabachnick, B. and Fidell, L. (2007) *Using Multivariate Statistics (5th Ed.)* Boston: Pearson

