2016/2017 Term Dates

Autumn Term

Monday 3 October 2016-Friday 16 December 2016

Lectures begin week beginning 10 October 2016.

Reading week will take place in the week beginning 7 November 2016. There are normally no classes during reading week for linguistics modules. Please check your timetable as you may have classes for other modules during that week.

Christmas Closure: College will close at 6pm on 22 December 2016, and normal services will resume from 9am on 3 January 2017.

Spring Term

Monday 9 January 2017-Friday 24 March 2017

Lectures will begin week beginning 9 January 2017.

Reading week will take place in the week beginning 13 February 2017. There are normally no classes during reading week for linguistics modules. Please check your timetable as you may have classes for other modules during that week.

Easter Closure: College will close at 6pm on 12 April 2017, and normal services will resume from 9am on 19 April 2017.

Summer Term

Monday 24 April 2017-Friday 7 July 2017

There are normally no classes for linguistics modules during the summer term, however, language classes may continue. Reading week will take place in the week beginning 29 May 2017. Please check your timetable as you may have classes for other modules during that week.
Who’s Who in the Department of Applied Linguistics and Communication

<table>
<thead>
<tr>
<th>Name</th>
<th>Responsibilities</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Lisa Atalianis</td>
<td>MA Applied Linguistics Programme Director</td>
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<td>PhD Programme Director</td>
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<tr>
<td>Dr Kazuya Saito</td>
<td>Lecturer</td>
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<tr>
<td>Graeme Wilkinson</td>
<td>Administrator</td>
<td><a href="mailto:g.wilkinson@bbk.ac.uk">g.wilkinson@bbk.ac.uk</a></td>
</tr>
<tr>
<td>Kevin Smith</td>
<td>Team Leader</td>
<td><a href="mailto:kevin.smith@bbk.ac.uk">kevin.smith@bbk.ac.uk</a></td>
</tr>
</tbody>
</table>

The Administration Office is normally open between 10am and 6pm, Monday to Friday and is based at:

26 Russell Square  
Room G31  
London WC1B 5DQ

Maps can be found by visiting [www.bbk.ac.uk/maps](http://www.bbk.ac.uk/maps). If you are planning to visit, please call in advance to check whether the staff member you wish to see will be available to meet you.
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1. Programme Overview

1.1 Handbook Overview

This handbook gives information for students on the CertHE Linguistics and Language programme. This programme is run by the Department of Applied Linguistics and Communication, however, you will also take language modules from one other department within the College: the Department of Cultures and Languages. This handbook provides core information regarding the content, structure and requirements of the certificate programme, support services and the linguistics modules you will take as part of the programme. Information specific to the language modules is provided by the Department of Cultures and Languages, and you should check the details of the relevant modules and requirements with their Administrative Office.

It is important to note that both Departments have different assignment submission criteria. The submission criteria given in section 3 of this handbook apply only to linguistics modules. Please check with the Administrative Office for the Department of Cultures and Languages to ensure that you are submitting assignments correctly for your language modules.

1.2 Course Aims and Objectives

This certificate programme is designed to give you a foundation in linguistics – the scientific study of language and its roles in communication. The linguistics elements of the programme provide you with conceptual, theoretical and analytical skills which will enable you to reflect on and analyse structural, functional and communicative features of language. A distinctive feature of this programme is that it provides an opportunity to study areas of applied linguistics.

You will also learn beginner’s level in your chosen language, so that you are able to communicate in a variety of social and work situations.

1.3 Programme Structure

Students on the CertHE Linguistic and Language programme must complete 4 core modules (30 credits each) over 2 years on a part-time basis.

Before you start the programme, you must choose the language you would like to study and the level (available to start at level 1 or 2); the available languages are French; German; Japanese; and Spanish. If you wish to start at level 2, please contact the Department of Cultures and Languages to arrange a test.

In your first year you must take both the Approaches to Study module and your language module at level 1 or 2 depending on your proficiency in the language.

In your second year you must take both the Approaches to Language module and your language module at level 2 or level 3, depending on which language module you took in your first year.
1.4 Studying for a Certificate

Many students ask how they can prepare for their certificate. The most useful preparation is simply to read as many of the recommended texts over the summer as possible. In particular, it would be helpful for you to read the following texts before you start the programme. Please note that these are books that you must own:


You may have to buy some additional books as you proceed through your course. Tutors will indicate the books that you should own, and some of the reading lists included with the module descriptions in section 2 already indicate texts you should have your own copy of. Attending lectures and classes is an essential element in the learning process, but attending these alone will not be sufficient and you should be prepared to dedicate several hours a week to reading and private study. Please ensure that you read those books recommended for each module.

1.5 Teaching

Teaching involves a mixture of lectures, seminars and student presentations. The balance between these three elements varies both within and across modules. In-class exercises involving analysing data, exploring concepts, and testing hypotheses are a feature of the linguistic modules.

1.6 Attendance

Please note that attendance is compulsory throughout the programme. You should attend at least 75% of a module in order to complete it. If you miss three consecutive lessons without having explained your absence then it will be assumed that you have withdrawn from that module.

However, it is recognised that many students have heavy work and personal commitments that may prevent them from attending class on a particular evening. The Department is committed to enabling you to engage with and complete your course.

If you expect to be absent from lessons you should inform your Administrator and your Lecturer who will discuss with you arrangements for catching up on classes you will miss. If you expect to be absent from lessons for a week or more you should also inform your Personal Tutor and the Administrator. Please refer to section 3.3 for information on assignment deadlines and mitigating circumstances.

If you are not attending classes and it appears that you are not actively engaged on the course then the Administrator will contact you to discuss this further. In accordance with the terms and conditions of your enrolment, if, after three
attempts to make contact with you, you do not reply to the Administrator to
discuss your studies then it may be assumed that you do not wish to continue on
the programme and your registration will be withdrawn.

Registers

It is important that you attend classes and make sure that you are marked
present in each class by touching your Birkbeck student ID card on the eRegister
card reader, which is located in most Birkbeck teaching rooms. eRegisters are
Birkbeck’s electronic class register system. You mark yourself present during
each lecture by tapping your card against the electronic card reader, which will
beep to confirm that your card has been read. You can do this anytime from 15
minutes before the start of class until the end of class. If a card reader is not
available then a paper copy register will be passed around during class. You
must ensure that this is signed otherwise you will be marked as absent.

1.7  Module Timetable

Below is the provisional timetable for the Linguistics modules running during the
2016/16 academic year. This timetable applies to both first and second year
students.

A week before you start the programme you will be able to view your individual
timetable by accessing your student record. Here you will find out what dates
your classes are running and where they are located.

Please note that although your linguistics modules are listed below, the
timetable for the language modules is not confirmed until later during the
enrolment process. Language modules generally run Mondays to Fridays and are
usually 3 hour classes from 6pm to 9pm. Students are required to attend one
language lecture per week for all 3 terms.
Autumn Term (11 weeks)

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<th>MON</th>
<th>TUES</th>
<th>WEDS</th>
<th>THURS</th>
<th>FRI</th>
<th>SAT</th>
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<tbody>
<tr>
<td>Approaches to Study (18:00-20:00) 1st year students only</td>
<td>Approaches to Language (18:00-19:30) 2nd year students only</td>
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Spring Term (11 weeks)

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<th>MON</th>
<th>TUES</th>
<th>WEDS</th>
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Summer Term (11 weeks)

Please be advised that Reading Week takes place in week 6 of the autumn and spring terms. Unless informed otherwise, there will not be any linguistic lessons during reading week.

There are no reading weeks for the language modules, so you must attend classes for these modules throughout the term.

- **Term 1**: Your lessons in Linguistics modules will begin during the second week of term and continue until the end of term. Lessons for your language modules will begin in the first week of term until the end of term.
- **Term 2**: Your lessons in Linguistics and Language modules will begin during the first week of term until the end of term.
- **Term 3**: Unless informed otherwise, there will not be any lessons for any linguistics modules during the third term. However, language classes will run throughout the entire Summer Term. Classes will begin in the first week of the third term.

College term dates are provided at the beginning of this handbook.

**1.8 Communication with Staff**

*Emails*

Email is the best way to communicate with staff. It is reliable and fast and staff are able to check emails outside of normal working hours.

It is important that students check their emails regularly for up-to-date information on the programme. Please ensure that you have marked our bbk.ac.uk emails as ‘safe’ to ensure that they are not directed to your spam folder. You may request your own Birkbeck email address. If you wish to do this, please contact the MyBirkbeck Helpdesk (please see section 4.7) as soon as possible, otherwise your nominated personal email will be used.
Mail and messages
Messages for staff can be given to the Administrator, who will pass this onto the lecturer concerned.

Notice of change of contact address
All students must notify the Administrator or Registry in writing immediately of any change of address, telephone number, email address or other circumstances concerning their course. You should also update your contact information online via your ‘MyBirkbeck Profile’. You can find this page via the student intranet: www.bbk.ac.uk/mybirkbeck

1.9 Progression to BA Linguistics and Language

All students who successfully pass and complete the Certificate programme are able to progress onto the BA Linguistics and Language programme in your chosen language pathway. You will transfer the modules you have completed onto this BA degree, which means that you will have completed 120 credits of the 360 credit requirement for this degree and will move directly into the 2nd year of the BA. You can opt to progress into the part-time or the full-time pathway of the programme. You should make an application during your second year of study. If you wish to apply for the full-time programme you must do so through UCAS, and you should aim to do so by the deadlines published on the UCAS website.

1.10 Withdrawal and Breaks in Studies

If you are considering withdrawing or taking a break in your studies then you should discuss the matter in the first instance with your Personal Tutor and, once you have made an informed decision, request this change via your MyBirkbeck student profile, so that this can be processed by the department. If you elect to take a break in studies you can do so at any point during the academic year, and would be expected to return in October. It is to be noted that if you take a break in studies at any time during the academic year, any modules you have not completed will need to be resat upon your return.

Whilst it may be the right decision, academically, to take a break, you are advised that you will join a new cohort of students the following year and that there may be fee implications arising from your break. There may also be changes in government legislation the following academic year that may affect any financial support you are receiving from Student Finance England.

Occasionally, students are registered as ‘Exam-Only’. This usually means that assignments for a module(s) have been deferred to a date within the following academic year as a result of a successful claim for mitigating circumstances. If you are registered as an exam only student this usually means that you do not have any attendance requirements, and are just registered for the year for the purposes of submitting a deferred assignment, or re-sitting an exam. You will continue to have access to College services, for example the library.
2. Linguistics and Language Modules

Please note that the following module descriptions are indicative and subject to change.

2.1 Approaches to Language (30 Credits)

Module Convenor: Dr Lisa McEntee-Atalianis

This level 4 module is a broad introduction to the nature of human language, and the key areas essential for an understanding of the nature and functions of language. It introduces students to fundamental concepts and tools for understanding and describing language structure, language use, and the functions of language in society. Students are introduced to key debates in linguistics and applied linguistics, and are encouraged to discuss current issues of language relevant to both the individual and society.

All second year students are required to take this module.

Topics typically covered include for example:
- Language as a communication system
- Modes of language: spoken, written, signed
- Language acquisition
- Language and the brain
- Gender and language
- Language and media

Set text (to be purchased by students):

Assessment:
Two assignments: 2,000 words (autumn term) and 3,000 words (summer term).

Assessment deadlines:
Term 1 – 13 January 2017
Term 2 – 28th April 2017
2.2 Approaches to Study (30 credits)

**Module Convenor: Dr Kerry Harman**

This module aims to enable students to develop effective approaches to study through the acquisition of a range of oral, written, visual, analytical, and team working skills. The module also introduces students to some contemporary concepts, debates and perspectives that are relevant to the study of social science/arts/humanities subjects.

Students should purchase (or borrow from a library) a copy of Stella Cottrell’s (2008) *Study Skills Handbook* and take a look through some of the material and exercises in Chapters 1 and 2. Not all of these will be relevant but many will. If you are unable to get hold of a copy, take a look at the website: [http://www.palgrave.com/skills4study/index.asp](http://www.palgrave.com/skills4study/index.asp)

All first year students are required to take this module.

**Recommended texts:**


**Assessment:**

Critical analysis (1000 words), essay (1500 words), oral presentation, learning review (1200 words).

**Assessment deadlines:**

TBC
2.3 French 1 – 3

French 1 (Beginners) this module, leading to CEFR A2 (Elementary)/GCSE*, is for complete beginners. The 32-week programme will teach you how to speak and understand basic French. You will learn to speak and write at a basic level about yourself and your family, your home, your home town and everyday routines, your feelings, past events and future plans, the climate, people, clothes, culinary tastes, visits to shops, restaurants or cinemas. You will learn to give directions and tell the time in French. You will also learn to speak about the environment, your friends, neighbourhood, job, countries you have visited, books you have read, how to make holiday bookings, or write a CV. You will be introduced to the French media (websites, newspapers, television and films) and learn how to give your opinion on TV programmes, films, books and news items. Classes will be conducted in French from day one.

French 2 (Intermediate) This module, leading to CEFR B1 (Intermediate)/upper AS level*, uses Alter Ego 3 as a text book. You will learn to speak about your personality, how you relate to family, friends and colleagues, your consumer habits, using the internet, studies, work experience, your role as a citizen, and environmental issues. You will be introduced to different French artists (painters, writers and designers) and their works, to the education and justice systems, to the francophone world, French history, and the different French media.

This module also focuses on French-language films. You will study both full-length feature films and extracts grouped thematically.

French 3 (Upper Intermediate) (This module, leading to CEFR B2 (Upper Intermediate)/A-level+*, is aimed at developing your language skills in French (listening, speaking, reading and writing). You will learn to speak about your identity, roots, immigration, relationships, body and health, towns and their evolution (architecture, suburbs, environment), education, sports, travel, new technologies, work and unemployment, the economy, life’s little pleasures (gastronomy, literature and art), beliefs, citizenship, politics, traditions, Europe, and globalisation. A novel and its film adaptation will also be studied in depth.

2.4 German 1 – 3

German 1 (Beginners) This 32-week module is for complete beginners with no previous experience of German and leads to CEFR A2 (Elementary)/GCSE level*. You will learn foundational vocabulary and some basic grammatical structures, enabling you to have everyday conversations and to read and write at a basic level. You will also learn about the cultures of the German-speaking countries as you learn the language. Classes are interactive and taught by native or near-native speakers.

German 2 (Intermediate) This 32-week module will develop your ability to interact in German in a wider range of everyday situations and leads to CEFR B1 (Intermediate)/AS level*. It teaches you to tackle more difficult and specialised texts and to consolidate your knowledge of basic grammatical structures. You will practise speaking, listening, reading and writing, and also develop your
knowledge of the German-speaking countries. Classes are interactive and taught by native or near-native speakers.

**German 3** (Upper Intermediate) This 29-week interactive module is designed to help you practise and improve your oral and written comprehension, written composition and conversation, and leads to CEFR B2 (Upper Intermediate)/A-level+. You will be introduced to more complex grammatical structures, helping to bring your German up to an advanced level. A variety of media and class activities also develop your knowledge of the cultures of the German-speaking countries.

2.5 **Japanese 1 - 3**

**Japanese 1** (Beginners) is ideal for students with no or little knowledge of Japanese. This module provides you with the fundamental grammar, basic skills, and conversation practice to be able to express yourself in a variety of social situations, including travel in Japan. You will study present and past tense, be able to understand the meaning of simple requests, statements and questions in some predictable everyday situations. You will learn the Hiragana and Katakana scripts and around 80 Kanji (Chinese characters). You will also learn about the culture and society of Japan. Classes are interactive and taught by native speakers. (33 meetings/30 credits)

**Japanese 2** (Upper Beginners) builds on Japanese I. You will aim to make yourself understood in less complicated social and work situations, and including topics like hobbies, describing past activities, conveying your intentions, communicating your opinions. Through guided practice, you will increase your listening comprehension in face-to-face situations. Using the approximately 200 basic Kanji characters you will have acquired by the end of the class, you will read texts that you may encounter in everyday life and some business settings, and compose messages and basic documents. (33 meetings/30 credits)

**Japanese 3** (Intermediate) aims to extend grammar learned in Japanese 2, and introduces you to differing levels of language politeness. Your increased conversational skills will enable you to provide explanations, pass on messages, make recommendations and predictions, and confirm information. With the approximately 400 Kanji characters acquired by the end of this class, you will aim to read progressively complex sentence structures and compose messages connected with everyday personal and professional affairs. (33 meetings/30 credits)

2.6 **Spanish 1 - 3**

**Spanish 1** (Beginner) Designed for complete beginners of Spanish, this 32-week module, leading to CEFR A2 (Elementary)/GCSE level*, uses textbooks ELE Actual: Curso de Español para Extranjeros (in four parts: A1 and A2 Libro del Alumno and A1 and A2 Cuarderno de Ejercicios), supported by a wide range of other materials. You will learn to interact with native speakers at a basic level in a range of everyday situations, such as speaking about yourself and your family, your home, your home town, your everyday routine, likes and dislikes, future and past events. You will gain a basic knowledge of a range of grammatical
structures, including different tenses, and will acquire enough vocabulary to 'survive' and deal with predictable and/or specific information in simple everyday situations. You will learn to listen for general and specific information in everyday contexts and acquire basic skills in reading and writing. You will also gain some awareness of everyday life and the diversity of cultures in the Spanish-speaking world and will develop independent learning skills through the use of online resources.

**Spanish 2** (Intermediate) This 32-week module, leading to CEFR B1 (Intermediate)/AS level*, will develop your ability to interact in Spanish in a wider range of everyday situations (i.e. recounting events in the past, expressing wishes, making conditions and offering advice), while gaining an increased awareness of everyday life and the diverse cultures of the Spanish-speaking world. You will be introduced to media in Spanish and, by the end of the module, you will be expected to understand the gist of news and other programmes in standard Spanish. The grammatical structures covered include the passive voice and passive constructions, the imperative and the subjunctive. The module uses ELE Actual B1 as a textbook and is supported by a wide range of authentic materials, which include video, audio, electronic and written documents. You will also develop your reading and writing skills.

**Spanish 3** (Upper Intermediate) This 29-week module, leading to CEFR B2 (Upper Intermediate)/A-level+*, is aimed at developing your language skills (listening, speaking, reading and writing) in Spanish to an advanced intermediate level of ability. It will also help you gain further insight into aspects of the culture and society of the Spanish-speaking world. You will consolidate your knowledge of tenses in the indicative and the subjunctive and learn to use more complex sentences and structures, as well as idioms and expressions. You will be working with longer texts from a range of media, including news and current affairs programmes as well as films. The course uses ¡Acción Gramática! as a textbook.

* Common European Framework of Reference for Languages. Please note: this is only an approximate equivalence.
3. **Assessment for Linguistics Modules**

3.1 **Assessment Criteria**

All assignments will be given a percentage mark. The pass mark for an undergraduate level assignment is 40%. Assignments will be assessed on the basis of presentation and the demonstration of skills, knowledge and understanding.

Assignments will be assessed using the following generic marking criteria that will be applied as appropriate, depending on the nature of the module.

<table>
<thead>
<tr>
<th>Mark awarded</th>
<th>Marking criteria</th>
</tr>
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| **Presentation** | • Clearly and legibly written  
| | • Within agreed word limit |
| **Skills** | • Well-structured, coherent argument(s)  
| | • Very good use of relevant evidence (primary and secondary sources and materials) to support and illustrate the argument(s) made  
| | • Where appropriate, evidence of independent research  
| | • Comprehensive examination of the subject of the assignment  
| | • Exclusion of irrelevant material  
| | • Correct and comprehensive citation of all sources in a recognised format |
| **Knowledge** | • Clear and strong evidence of current knowledge and debates relevant to the assignment  
| | • Clear and strong evidence of current knowledge of core / central concepts relevant to the assignment  
| | • Clear and strong evidence of critical appreciation of sources used |
| **Understanding** | • Demonstrates ability to think independently, originally and critically |

**NB: A mark above 80% indicates an exceptional piece of work that excels in respect of these criteria**

**70% +**  
**Excellent to Outstanding**
<table>
<thead>
<tr>
<th>Presentation</th>
<th>Skills</th>
<th>Knowledge</th>
<th>Understanding</th>
</tr>
</thead>
</table>
| • Clearly and legibly written  
• Within agreed word limit | • Well-structured, clear argument(s)  
• Good use of relevant material to support the argument(s) made  
• Comprehensive examination of the subject of the assignment  
• Correct and comprehensive citation of all sources in a recognised format | • Clear and strong evidence of current knowledge and debates relevant to the assignment | • Evidence of ability to reflect critically on the subject of the assignment |

### 60-69%
**Very Good**

- Presentation
- Skills
- Knowledge
- Understanding

### 50-59%
**Satisfactory to Good**

- Presentation
- Skills
- Knowledge
- Understanding
<table>
<thead>
<tr>
<th>40-49%</th>
<th>Bare Pass to Adequate</th>
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</table>
| **Presentation** | - Legibly written  
| | - Within agreed word limit  
| | - Generally weak and / or careless  
| **Skills** | - Some evidence of attempt to address the question  
| | - Evidence of some reading relevant to the topic  
| | - Barely adequate use / referencing of sources  
| **Knowledge** | - Limited knowledge of subject area  
| | - Over-reliance of material covered in class  
| **Understanding** | - Limited understanding of concepts and ideas relevant to the assignment  

<table>
<thead>
<tr>
<th>30-39%</th>
<th>FAIL</th>
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</table>
| **Presentation** | - Poorly presented and / or illegible  
| | - Beyond or substantially below agreed word limit  
| **Skills** | - Little or no evidence of attempt to address the question  
| | - Overly repetitious and / or descriptive  
| | - Inclusion of irrelevant material  
| | - Little or no evidence of reading relevant to the topic  
| | - Sources adequately cited or not cited  
| **Knowledge** | - Very little or no evidence of knowledge of, or reading in, subject area  
| | - Opinions expressed without any supporting evidence  

16
<table>
<thead>
<tr>
<th><strong>Understanding</strong></th>
<th><strong>Presentation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Little or no evidence of understanding of the concepts / ideas relevant to the assignment and / or misunderstanding of these</td>
<td>Very poorly presented and / or illegible</td>
</tr>
<tr>
<td></td>
<td>Beyond or substantially below agreed word limit</td>
</tr>
</tbody>
</table>

**Skills**

- No evidence of attempt to answer the question
- No evidence of planning answer
- Overly repetitious and / or descriptive
- Substantial inclusion of irrelevant material
- No attempt to cite material adequately or to provide references

**Knowledge**

- No evidence of knowledge of, or reading in, subject area
- Opinions expressed without supporting evidence

**Understanding**

- No evidence or understanding of the concepts / ideas relevant to the assignment and / or complete misunderstandings of these

### 3.2 Submission of Assignments for Linguistics Modules

You must provide one electronic copy (no hard copy is required) of your assignment. Please keep one further copy of work submitted, for your own records. Work must not be submitted to any member of academic staff. Your electronic copy must be submitted via Moodle. Further guidance on how to submit an electronic copy will be sent to you at the beginning of the autumn term.
On the first page of your coursework, you must ensure that the following information is provided:

<table>
<thead>
<tr>
<th>Title of the question you are answering</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word count (excluding bibliography)</td>
</tr>
<tr>
<td>Name and Student ID Number</td>
</tr>
</tbody>
</table>

You must submit your assignments electronically to Turnitin via Moodle. **It is important that you enter the title of the assignment question you are answering, as the title of your upload.** This allows staff to allocate marking correctly.

If you can’t find the module you need to submit your assignment to or the assignment submission link, or have some other problem completing your assignment submission, please contact the administrator in the first instance.

**If this occurs close to the deadline you should email the department, attaching your file.**

Further guidance on how to upload your assignments to Moodle can be found here: moodle.bbk.ac.uk/course/view.php?id=118

Students will be informed by the Administrator when their individual feedback and provisional marks are available within Moodle. The marks only become final once they have been approved by the College Board of Examiners. You can expect to receive feedback within four term-time weeks of submission of your essay.

### 3.3 Assignment Deadlines

It is important to note that the electronic copy of your assignment must be submitted no later than 11:59pm on the day of the deadline. If you do not adhere to this then your assignment will be considered late.

You are not permitted to email your assignment directly to the Administrator as a normal mode of submission.

Deadlines for submission of assessed work must be adhered to. Extensions to deadlines cannot be granted under any circumstances. Any late submission will be given a maximum mark of 40% or will be considered along with mitigating circumstances to receive your actual mark. If you have mitigating circumstances, such as medical, compassionate or any other major circumstances affecting your work reasons, you should submit the College Mitigating Circumstances form, along with supporting documentary evidence, to the Administrator no later than one week after the deadline date otherwise an appeal to the board will need to be made explaining why the claim was submitted late. You should let the Module Convenor know that you have done this. This will then be taken into account when the Examination Sub-Board meet for the determination of marks. The mitigating circumstances form is available on our Department web page (www.bbk.ac.uk/linguistics). Any claim for mitigating circumstances will not be determined until the Examination Sub-Board meet, which normally takes place in June.
For those students who do not submit their assignment before the deadline, an absolute cut off deadline will be given. Any work submitted after this deadline will not be marked and will receive 0%, which will result in failure of the module.

3.4 Assignment Format

Your assignments must be word-processed and double-spaced. You must ensure that you reference correctly (please see section 3.7 for guidance on referencing). Please ensure also that you include a full bibliography at the end of your essay. Footnotes should normally not be used in submitted work, either for bibliographical references or in order to make additional comments. Very occasionally a footnote may be appropriate for ‘one-off’ purposes such as providing the original version of a quotation which is presented in translation in the text. Essential supplementary material such as transcriptions and other relevant texts should be placed in an Appendix.

Please remember that your name and Student Number should be added to the first page of your essay. The title of your essay must also be included at the start of your essay.

A word-count, excluding the bibliography, should be included on the first page of your essay. You must also include page numbers.

3.5 Word Limit

You must keep to the word limits given to each assignment. You are allowed to go 10% above or under the word limit. If your assignment exceeds 10% above then the marker is entitled to stop reading any further. If your assignment is more than 10% below the word limit then it is unlikely that your essay will have sufficiently answered the assignment question and you will be marked accordingly. Your bibliography is not included in the word-count.

3.6 Marking

All assignments are first and second marked. Marks awarded for assignments will take account of the following criteria. Markers’ comments will generally address the most salient points under the following headings:

Content:
- relevance of response to question set
- understanding of the main issues in the field
- quality of arguments
- evidence of independent thought
- evidence of relevant reading
- ability to criticise the works read in a well-justified manner
- relevance of Introduction and Conclusion

Form:
- Suitable organisation into paragraphs/subsections
- Presence of Introduction and Conclusion
- Structure, including logical links between sub-sections
- Clarity of expression
- Correctness and appropriacy of English
- General presentation including cover sheet, statement of word-length and page numbering
- Use of referencing in the text and in the bibliography
- Length as specified

You can normally expect marking to be completed within 4 weeks of the deadline date and you will be sent an email to let you know when each modules’ marks are available. Once your assignment is marked you will be able to view your individual feedback within Moodle. This will detail your provisional mark and feedback from the first marker. The second marker may comment further if deemed necessary.

Tutors cannot engage in additional discussion on assignment feedback, except in exceptional circumstances.

All marks are provisional until ratified at the College Board of Examiners meeting, which normally takes place in mid-July.

3.7 References

You will be expected to provide full bibliographic references for all material used as sources for your written work.

**Bibliographic databases** (such as EndNote©, Zotero and Mendeley) can help to organise notes and references. Using one of these information management tools can be very helpful when you come to write your essays if you chose an application at the outset of your reading from the start of the course. Guidance and training regarding the use of reference software and citation of references can be found on the library information module on moodle through the library website:


Different subject specialties and allied journals use a variety of different referencing conventions (APA, Chicago, Harvard etc). You may use any of these but whichever format you chose it must be applied comprehensively.

The most simplified and common format for referencing books, chapters and journal articles is known as author, date in Endnote. Some examples are given below. Please refer to guidance provided from the library for more details.

All material that is incorporated into your written work that is drawn from another source must be referenced. If you use direct quotations, the page number(s) of the quotation should be given at the end of the quotation or after the date of the reference, e.g. (Smith, 1976, p.15) if it comes after a quotation, or Smith (1976, p.15) if the reference just precedes the quotation. Your own comments on the quotation should follow.
In the body of the text references are noted by the author's surname, followed by the date of publication in brackets, e.g. Smith (1976). The 'et al.' convention can be used when the number of authors is greater than two; this is the Latin for 'and others'. Other Latin words used include 'ibid' (the same) and 'op cit' (quoted above), which save you continually repeating the name.

Books:

Chapter in edited book:

Journal articles:

Use references which are drawn from citations in secondary sources sparingly. Always attempt to read the original source referred to. If you are referring to a secondary citation it should be clear to the reader that the primary source has not been read. In this case, where the work of one author is cited in another author's work, it is necessary to refer to the secondary source and provide both authors' names. For example:

Baetens Beardsmore (cited in Dewaele, 2007, p. 65) reported...

or

(Baetens Beardsmore, cited in Dewaele, 2007, p. 65)

In this example, only Dewaele is included in the references list. The bibliographic details for Baetens Beardsmore do not need to be included in the text or in the reference list.

Internet based materials
For internet based materials, your references should state the URL and the date when you last accessed the particular site or document. For example:


The library help desk will be able to offer advice if you have any queries on the appropriate referencing protocols.

Please note that material found on the Internet should be selected with care and should be of the same standard of academic scholarship as that found in sources provided by the library; if using Wikipedia as initial overview, the references provided there should be followed up and cited.
3.8 Plagiarism

Students should familiarise themselves with the particular details of what constitutes plagiarism. Materials are available on MyBirkbeck which provide resources on all aspects of good academic practice. [http://www.bbk.ac.uk/mybirkbeck/services/facilities/support/plagiarism](http://www.bbk.ac.uk/mybirkbeck/services/facilities/support/plagiarism). You are strongly advised to refer to the ‘Academic Honesty and Plagiarism’ information and guidance pages which can be found at [https://moodle.bbk.ac.uk/enrol/index.php?id=45](https://moodle.bbk.ac.uk/enrol/index.php?id=45). You should ensure that you read these guidance pages before considering submitting your assignments.

Plagiarism is the most common form of assessment offence encountered in universities, partly because of the emphasis now placed on work prepared by candidates unsupervised in their own time, but also because many students fall into it unintentionally, through ignorance of what constitutes plagiarism. Even if unintentional, plagiarism will still be considered an assessment offence. This section is intended to explain clearly what plagiarism is, and how you can avoid it. Acknowledgement is made to guidance issued by the USA Modern Language Association (MLA, 1998).

Plagiarism has been defined as “the false assumption of authorship: the wrongful act of taking the product of another person’s mind, and presenting it as one’s own” (Linney, 1952, p2). Therefore, using another person’s ideas or expressions or data in your writing without acknowledging the source is to plagiarise. Plagiarism is the presentation of another person’s ideas as one’s own or failing to cite the source of another’s ideas. Plagiarism in any form is unacceptable. From the tutor’s point of view, as well as that of the institution, plagiarism interferes with the proper assessment of students’ academic ability and progress. From the point of view of the student, plagiarism is antithetical to the learning process, which requires careful reading, questioning and building a personal understanding of material.

The notes below explain the nature of plagiarism, and will help you to determine what constitutes unacceptable use of others’ ideas in your own work.

**Borrowing others’ words, ideas or data without acknowledgement.**

It is acceptable, in your work, to use the words and thoughts of another person or data that another person has gathered but the borrowed material must not appear to be your creation. This includes essays, practical and research reports written by other students including those from previous years, whether you have their permission or not. It also applies to both ‘hard-copy’ material and electronic material, such as Internet documents. Examples include copying someone else’s form of words, or paraphrasing another’s argument, presenting someone else’s data or line of thinking.

This form of plagiarism may often be unintentional, caused by making notes from sources such as books or journals without also noting the source, and then repeating those notes in an essay without acknowledging that they are the data, words or ideas belonging to someone else. Guard against this by keeping careful
notes that distinguish between your own ideas and researched material and those you obtained from others. Then acknowledge the source.

The following two examples illustrate firstly how material from sources may be used in ways that are plagiaristic, and secondly how the same ideas may be appropriately used.

**Example 1**
**Original source:**
To work as part of a team, to be able and prepared to continue to learn throughout one’s career, and, most important, to take on board both care for the individual and the community, are essential aspects of a doctor’s role today. Greengross, Sally (1997), “What Patients want from their Doctors”, Choosing Tomorrow’s Doctors, ed. Allen I, Brown PJ, Hughes P, Policy Studies Institute, London.

**Plagiarism:**
The essential aspects of a doctor’s role today are to work as part of a team, be able and prepared to continue to learn throughout one’s career, and, most importantly, to take on board both care for the individual and the community.

**Acceptable:**
One social writer believes that the essential aspects of a doctor’s role today are to work as part of a team, be able and prepared to continue to learn throughout one’s career, and, most importantly, to take on board both care for the individual and the community (Greengross, 1997).

**Example 2**
**Original source:**
The binary shape of British higher education, until 1992, suggested a simple and misleading, dichotomy of institutions. [...] Within their respective classes, universities and polytechnics were imagined to be essentially homogenous. Their actual diversity was disguised. [...] The abandonment of the binary system, whether or not it encourages future convergence, highlights the pluralism which already exists in British Higher Education. Scott, Peter (1995), The Meanings of Mass Higher Education, SRHE and Open University Press, Buckingham, p43.

**Plagiarism:**
Prior to the removal of the binary divide between polytechnics and universities in 1992, there was a misleading appearance of homogeneity in each sector. Now there is only one sector, the diversity of institutions is more apparent, even if convergence may be where we’re heading.

**Acceptable:**
Peter Scott has argued that prior to the removal of the binary divide between polytechnics and universities in 1992, there was a misleading appearance of homogeneity in each sector. Now there is only one sector, the diversity of institutions is more apparent, even if convergence may be where we’re heading. (Scott, 1994)
In each acceptable revision, the inclusion of the author's name acknowledges whose ideas these originally were (not the student's) and the reference refers the reader to the full location of the work when combined with a footnote or bibliography. Note that in the second plagiarised example, the argument has been paraphrased – but even so, this is plagiarism of the idea as it lacks any indication or acknowledgement of whose idea this really is.

In writing any work, therefore (whether for assessment or not) you should document the source of everything that you include – not only direct quotations and paraphrases but also information and ideas. There are, of course, some common-sense exceptions to this, such as familiar proverbs, well-known quotations or common knowledge, but you must indicate the source of any appropriated material that readers might otherwise mistake for your own. If in doubt, cite your source or sources.

Copying material verbatim
Another example of plagiarism is the verbatim copying of chunks of material from another source without acknowledgement. This applies even where the borrowed material consists of accepted facts, because you are still borrowing the phrasing and the order and the idea that this is a correct and complete list. This form of plagiarism also courts a risk of infringing copyright (see below).

Re-submission of work
Another form of plagiarism is submitting work you have previously submitted for another assignment. While this is obviously not the same as representing someone else's ideas as your own, it is a form of self-plagiarism and is hence in essence another form of cheating. If you want to re-work a paper for an assignment, ask your lecturer whether this is acceptable, and acknowledge your re-working in a preface.

Collaboration and collusion
In collaborative work (if this is permitted by the lecturer) joint participation in research and writing does not constitute plagiarism in itself, provided that credit is given for all contributions. One way would be to state in a preface who did what; another, if roles and contributions were merged and truly shared, would be to acknowledge all concerned equally. However, where collaborative projects are allowed, it is usually a requirement that each individual's contribution and work is distinguishable, so check with your lecturer. Usually, collusion with another candidate on assessed work (such as sharing chunks of writing or copying bits from each other) is not allowed.

Copyright infringement
Finally, you must guard against copyright infringement. Even if you acknowledge the source, reproducing a significant portion of any document (including material on the Internet) without permission is a breach of copyright, and a legal offence. You may summarise, paraphrase and make brief quotations (as I have done from my sources), but more than this risks infringing copyright.

References:
3.9 Reassessment of an Assignment

If you receive a grade between 30% and 39% for a module you may be required to resubmit the failed assignment for reassessment. If you have failed more than one assignment, you may be asked to resubmit the piece of coursework with the higher weighting for that module. If this is the case, you will be sent your feedback electronically and be given a deadline in which to resubmit your coursework. You may answer the same question that you answered for your original assignment. The mark for your reassessed piece of work will be capped at the pass mark, which is 40%, unless mitigating circumstances are accepted.

If an overall module mark is less than 30% then re-assessment will be considered on an individual basis.

3.10 Module Failure

If your overall mark for a core module is less than 40%, once you have completed all the assessments for that module and any reassessment (if offered), then you will have failed that module and will be required to retake the same module during the subsequent academic year. This means that you will be required to attend the lectures again and submit all the assessments for that module during that year. This applies regardless of the marks achieved in any element at the previous attempt.

3.11 Calculation of your award

Your final certificate classification is calculated by adding the marks for your four modules together. The total is then divided by 4 to give your final result. Please refer to section 3, which gives a breakdown of the assessment criteria and the percentages each grade falls into.

As a guide, results are usually in line with the following:

- **Distinction:** 70% or above
- **Pass:** 40% to 69%

Where a finalist student’s results fall within two marks of a classification boundary, then the sub-board of examiners may use its discretion to recommend that the student’s classification be raised to the higher boundary. The sub-board may consider taking this action where:

- the student has higher marks in the final year of the programme than in the previous year (‘exit velocity’)
- the student has mitigating circumstances
- the student has unrepresentative performance in one module which has affected the overall classification

Or in any other case where, in its academic judgement, the student’s performance against the learning outcomes for the programme is more accurately reflected by the higher classification. Where a sub-board considers
that there is not adequate justification for raising a classification then it will not do so.

3.12 Your Results, Transcript and Graduation

The Undergraduate Boards of Examiners meet in mid-July of each year to confirm the final marks for all pieces of coursework during that academic year. The Registry publishes the final marks on your Student Record in August. The Department are unable to disclose final marks until the Registry has released them to the students. This will not occur until all debts with the College have been cleared and all library books returned.

Any coursework marks given to you as part of the feedback process are provisional and subject to modification by the Examiners.

If you are a finalist you will be sent a transcript of all your marks and your overall grade and classification electronically in August. You will also be notified as to when your graduation ceremony will be, which is usually in April the following year.

Transcript
You will be sent a paper transcript of your marks by post (to your contact address) usually 2-3 working weeks after your final marks have been published on your MyBirkbeck profile.

Certificate
Your certificate will be posted to your home address after the graduation ceremony takes place, so please ensure your address is up to date on your MyBirkbeck student profile.

Any queries you have regarding your transcript and/or certificate should be sent to examinations@bbk.ac.uk.

Graduation
When your graduation date has been decided it will be announced on the College website:

www.bbk.ac.uk/mybirkbeck/services/graduation/date

Undergraduate graduation ceremonies will usually take place in November. An invitation detailing the specific date and time of your graduation ceremony will be emailed to you around 6 weeks before the event. If you have any enquiries regarding the graduation ceremony that cannot be answered in this handbook, please contact events@bbk.ac.uk.
4. Advice and Support Services

4.1 Primary Contact

Academic queries can be answered by the relevant Module Convenor or by the Programme Director. At the beginning of the autumn term you will be allocated a Personal Tutor who will normally act as your primary source of advice if you need to discuss personal matters affecting your academic progress.

The Administrator is familiar with sources of information and of assistance within Birkbeck that are available to students, and is usually contactable during normal College working hours, which are between 10am and 6pm. If you wish to visit the Administrator in person then you must check his/her availability before you arrive.

4.2 Personal Tutors

Each student is allocated a Personal Tutor for the duration of their course. Your Personal Tutor should be contacted only if you wish to discuss personal matters that affect your academic progress. You can find your personal tutor on your My Birkbeck Profile after the first few weeks of your study. If the matter is not personal and directly relates to a particular module then you should contact the Convenor of that module. If the matter is not personal and directly relates to a particular programme then you should contact the Programme Director.

If you are ever unsure about who to contact, you may also contact the Administrator in the first instance, who will be able to advise you or direct you to the appropriate member of staff.

4.3 Moodle

Moodle is a Virtual Learning Environment (VLE) that supports online learning and teaching. It can be accessed by registered users from anywhere in the world using an internet connection and compatible web browser.

Login details and further information on Moodle will be provided upon enrolment. You should have access to all of the modules that you are registered on and will find learning materials, assignment details, handouts, lesson slides and so on within each module. You will also be expected to upload your assignments here.

Module handouts and pre-class reading will be uploaded in advance of classes.

It is very important that you check each module under Moodle on a regular basis as lecturers update their modules frequently:

http://moodle.bbk.ac.uk
4.4 Class Representation

We aim to have a Class Representative for each level of study within the Department of Applied Linguistics and Communication. If you are interested in becoming a class representative please contact the Administrator as soon as possible.

Class Representatives have a very important role as they will represent their cohort in staff/student exchange meetings held at the end of each term. Several changes and improvements were made during the last academic year as a direct result of feedback provided by Class Representatives.

4.5 Learning Support

The School of Social Sciences, History and Philosophy run Learning Development workshops for certificate students throughout the academic year. You can find further details within Moodle under the School of Social Sciences, History and Philosophy module, which you will automatically be registered on.

Please do use these opportunities to develop any skills you feel you need help with, as this is an excellent resource.

4.6 Module Feedback

Towards the end of the autumn and spring terms lecturers will hand out module questionnaires for you to complete. This is a chance for you to give feedback on the specific module and communicate any suggestions that you may have. These questionnaires are anonymous and should be handed back to the lecturer at the end of class. If you do not wish to hand your questionnaire back to the lecturer then you can hand your completed questionnaire to the Administrator.

The results from the questionnaires will be evaluated and discussed at the following Department staff meeting.

4.7 Birkbeck Talent

Birkbeck Talent is an innovative recruitment service dedicated to matching your unique skillset with exciting internships and roles with London's top employers. If you would like to hear more about this opportunity, you can sign up via your MyBirkbeck profile [here](http://www.bbk.ac.uk/mybirkbeck/) or contact Birkbeck Talent directly on 020 3073 8100 or email talent@bbk.ac.uk. For further information please visit the Birkbeck Talent page at [here](http://www.bbk.ac.uk/careers/birkbeck-talent).
4.8 Birkbeck Student Centre

The My Birkbeck Helpdesk is located in the foyer of the main building in Torrington Square (WC1) and staff are the first point of contact to deal with enrolments, applications, information and advice, or to refer you to more detailed specialist advice where necessary.

<table>
<thead>
<tr>
<th>My Birkbeck Helpdesk opening hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday to Thursday: 11.00 am to 7.00 pm</td>
</tr>
<tr>
<td>Friday: 11.00 am to 5.00 pm</td>
</tr>
<tr>
<td>Saturday: 12.00 noon to 5.00 pm</td>
</tr>
<tr>
<td>Sunday: closed</td>
</tr>
</tbody>
</table>

Contact details:
- Web Form: [www.bbk.ac.uk/ask](http://www.bbk.ac.uk/ask)
- Tel: 020 7631 6316

The opening hours of our telephone enquiry line (020 7631 6316) are:
- Monday to Friday: 12.00 noon to 5.00 pm
- Saturday and Sunday: closed

4.9 Department Website

Important information for students can be found on our Department website, such as events, staff research interests and so on.

[www.bbk.ac.uk/linguistics](http://www.bbk.ac.uk/linguistics)

You might be particularly interested in the ‘our community’ page ([http://www.bbk.ac.uk/linguistics/about-us/community](http://www.bbk.ac.uk/linguistics/about-us/community)), where you can find out about previous and current students.

We also have a Facebook and Twitter page dedicated to events and departmental news. If you have a Facebook profile you just need to ‘like’ the Facebook page in order for any news and events to appear in your newsfeed:

[www.facebook.com/appliedlinguistics](http://www.facebook.com/appliedlinguistics)
[www.twitter.com/DeptofALCBBK](http://www.twitter.com/DeptofALCBBK)

We celebrated our 50th Anniversary during the 2014/15 academic year where we held a series of seminars, lectures and a large conference. You can read about our history and view the recordings here:

[http://www.bbk.ac.uk/linguistics/about-us/50th-anniversary](http://www.bbk.ac.uk/linguistics/about-us/50th-anniversary)
4.10 Student Societies

The Birkbeck College Applied Linguistics Society (BCALS) is a student-run society created to enhance the study experience both academically and socially. It is highly encouraged that every student taking a programme within the Department of Applied Linguistics and Communication joins this society, to build an academic support network, receive extra notices of various programme related events (in and out of Birkbeck) and make friends with other students from the Department. Volunteering in a BCALS leadership role is also an excellent way to gain valuable professional experience.

Among its activities, BCALS meets regularly, arranges trips, publishes a newsletter, promotes various seminars, conferences and job openings over the e-list, and holds a student conference at the end of the school year. For more information, please visit the BCALS website or contact bcals.bbk@gmail.com.

There are also thriving student societies in the Department of Cultures and Languages. Please contact the Departmental Administrators for further details.

4.11 The Student Community

An important – and enjoyable – aspect of studying at Birkbeck is the opportunity to meet other students and to share experiences, knowledge and expertise. You will form part of a cohort of students who join the programme at the same time and you should regard your fellow students as a significant resource. You should be able to learn from and support each other, and gain other social and academic benefits from your fellow students within a supportive, friendly and productive environment.

4.12 Support for students with Disabilities, Dyslexia and Mental Health Needs

At Birkbeck there are students with a wide range of disabilities, specific learning difficulties, medical conditions and mental health conditions (hereinafter referred to as disabled students). Many of them have benefited from the advice and support provided by the College’s Wellbeing Centre. The Wellbeing Centre is located in G26 on the Ground floor of the Malet Street building.

All enquiries should come to the Wellbeing Centre (tel. 0207 631 6316), who will determine the appropriate referral to specialists in the Disability and Dyslexia Service and Mental Health Service. They can provide advice and support on travel and parking, physical access, the Disabled Students’ Allowance, specialist equipment, personal support, examination arrangements, etc.

On enrolment you need to complete a Study Support Plan (SSP), which will set out the reasonable adjustments that we will make with physical access, lectures, seminars, assessments and exams. After you complete this and provide disability evidence, we confirm the adjustments you require and then your department, examinations office, etc. will be informed that your SSP is available and adjustments can be made. You should contact the Wellbeing Service if any of your adjustments are not in place.
Access at Birkbeck

Birkbeck’s main buildings have wheelchair access, accessible lifts and toilets, our reception desks and teaching venues have induction loops for people with hearing impairments, and we have large print and tactile signage. Accessible parking, lockers, specialist seating in lectures and seminars and portable induction loops can all be arranged by the Disability & Dyslexia Service.

The Disabled Students’ Allowance

UK and EU (with migrant worker status) disabled students on undergraduate and postgraduate courses are eligible to apply for the Disabled Students’ Allowance (DSA). The DSA provides specialist equipment including computers with assistive technology and training, personal help (e.g., study skills tutors, mentors and BSL interpreters) and additional travel costs for students who have to use taxis. It provides thousands of pounds worth of support and all the evidence shows that students who receive it are more likely to complete their courses successfully. The Wellbeing Centre can provide further information on the DSA and can assist you in applying to Student Finance England for this support. From September 2016, new students will receive their note-taking support from the University rather than the DSA.

Support in your Department

Your Department is responsible for making reasonable adjustments in learning and teaching and assessment, including permission to record lectures, specialist seating, extensions on coursework, etc. Whilst we anticipate that this support will be provided by the Programme Director, tutors and Programme Administrator in the Department, they will also have a Disability Lead. If you experience any difficulties or require additional support from the Department then they may also be able to assist you. They may be contacted through the Programme Administrator.

Support in IT Services and Library Services

There is a comprehensive range of specialist equipment for students with disabilities in IT Services. This includes an Assistive Technology Room, which may be booked by disabled students. We have software packages for dyslexic students (e.g. Claroread and Mind view), screen reading and character enhancing software for students with visual impairments available in our computer laboratories, specialist scanning software, large monitors, ergonomic mice and keyboards, specialist orthopaedic chairs, etc. We have an Assistive Technology Officer, who can be contacted via IT Services.

The Library has an Assistive Technology Centre, where there is also a range of specialist equipment, including an electronic magnifier for visually impaired students, as well as specialist orthopaedic chairs and writing slopes. The Disability and Dyslexia Service Office refers all students with disabilities to the Library Access Support service, who provide a comprehensive range of services for students with disabilities and dyslexia.
Examinations and Assessments

Many disabled students can receive support in examinations, including additional time, use of a computer, etc. In exceptional circumstances, students may be offered an alternative form of assessment.

Specific Learning Difficulties (e.g. dyslexia, dyspraxia)

Mature students who experienced problems at school are often unaware that these problems may result from their being dyslexic. Whilst dyslexia cannot be cured, you can learn strategies to make studying significantly easier. If you think you may be dyslexic you can take an online screening test in the computer laboratories – the instructions for the screening test are available on the Disability Office website. If appropriate, you will be referred to an Educational Psychologist for a dyslexia assessment. Some students can receive assistance in meeting the cost of this assessment, either from their employer or from Birkbeck.

Further information

For further information, please call the Wellbeing Centre on 020 7631 6316 or email disability@bbk.ac.uk.

4.13 Birkbeck Students' Union

Birkbeck Students' Union is the officially recognised body representing the students of Birkbeck, University of London. Birkbeck Students’ Union provides student support services, promotes welfare issues, represents students’ interests on College committees and provides social activities via events, Clubs and Societies. All students are automatically members of the Union (although there is an opt-out facility) which entitles them to benefit from all the facilities and services the Students' Union offers. Birkbeck Students' Union is affiliated to the National Union of Students (NUS).

The support services and provisions that Birkbeck Students' Union offers are a counselling service, an advice centre, student representation, as well as a shop in the basement and a bar on the 4th floor of the main Birkbeck building on Malet Street. For further information please consult your guidance handbook provided by the Birkbeck Student Union or email the Union at info@bcusu.bbk.ac.uk or consult www.birkbeckunion.org.

4.14 Other Useful Information

Programme regulations
The regulations for all programmes can be found via our Registry website at www.bbk.ac.uk/reg/regs/prog_regs.

College Facilities
Birkbeck College has traditionally specialised in providing university teaching for students who can only study on a part-time evening basis. Thus most of the College’s formal lectures take place in the evenings, but libraries and computing
facilities, as well as other college facilities, are open throughout the day and evening. Due to the emphasis on evening studies, these facilities are often relatively free during the day. Full details of College facilities, which are mainly located in Birkbeck’s main building on Malet Street, are given in the College prospectus.

Library
Please see the library website at www.bbk.ac.uk/lib for details of opening hours, as well as full details of subject guides, electronic resources and access to other libraries. Alternatively you could call Helpdesk enquiries on 020 7631 6063.

Once you have enrolled at the College you will be issued with a College identity card which should give you automatic use of the library. Birkbeck library has an excellent collection of books and journals in special areas of research in the department. Students registered at Birkbeck are entitled to use the libraries of the Universities of London.

Senate House Library
Membership to Senate House Library is dependent on your level of study, certificate students are not usually eligible for free access; however you can check your My Birkbeck Profile to see if you are. You may also access the library at your own additional cost; you should contact Senate House Library directly for fees etc.
A large-print version of this document is available and alternative formats can be provided on request.

Please contact the Disability Office for assistance.

Telephone: 020 7631 6336
Text: 07910 821 998
Email: disability@bbk.ac.uk