BA (Hons) Linguistics and Language
Programme Handbook 2016/17
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

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

26 Russell Square
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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. If you are contacting us by email, please include your student number where possible, and email us from your registered address.
Table of Contents

1 Programme Overview ............................................................................................................. 7
  1.1 Handbook Overview ........................................................................................................ 7
  1.2 Course Aims and Objectives ......................................................................................... 7
  1.3 Programme Structure ..................................................................................................... 8
  1.4 Degree Title .................................................................................................................... 8
  1.5 Studying for a Degree .................................................................................................... 9
  1.6 Teaching ........................................................................................................................ 9
  1.7 Withdrawal, Break in Studies and Change in Mode of Study ..................................... 9
  1.8 Attendance ..................................................................................................................... 10

Registers .................................................................................................................................. 11
  1.9 Attendance and Change of Circumstances for Overseas Students ........................... 11
  1.10 Linguistics Module Timetable ..................................................................................... 12
  1.11 Communication with Staff .......................................................................................... 12
  1.12 Progression to Master’s Programmes ........................................................................ 13

2 Linguistics Modules ............................................................................................................. 14
  2.1 Approaches to Language (30 credits) ........................................................................ 14
  2.2 Approaches to Study (30 credits) ............................................................................. 15
  2.3 Analysing Language Structure and Use (30 credits) .................................................. 16
  2.4 Intercultural Communication in Business Contexts (15 credits) ............................. 17
  2.5 International Management Communication (15 credits) ......................................... 18
  2.6 Language and Media (15 credits) ............................................................................. 19
  2.7 Multilingual and Multicultural Individuals (15 credits) ........................................... 20
  2.8 Language Teaching Research (15 Credits) ............................................................... 21
  2.9 Psycholinguistics (15 credits) ..................................................................................... 22
  2.10 Investigating Language (30 credits) ......................................................................... 23

3 The Final Year Project ......................................................................................................... 24
  3.1 Guidelines for the Project ............................................................................................. 24
  3.2 Role of supervisor ......................................................................................................... 26
  3.3 Instructions on final presentation and submission ...................................................... 26
  3.4 Project Timetable ......................................................................................................... 27

4 Assessment for Linguistics Modules .................................................................................. 28
  4.1 Assessment Criteria .................................................................................................. 28
  4.2 Submission of Assignments for Linguistics Modules ............................................... 31
  4.3 Assignment Deadlines ............................................................................................... 31
  4.4 Assignment Format ..................................................................................................... 32
  4.5 Word Limit .................................................................................................................. 32
  4.6 Marking ....................................................................................................................... 33
  4.7 References ................................................................................................................... 33
  4.8 Plagiarism .................................................................................................................... 35
  4.9 Assessment Offence .................................................................................................... 38
  4.10 Reassessment of an Assignment ............................................................................... 39
  4.11 Module Failure .......................................................................................................... 39
  4.12 Degree Classification ................................................................................................. 39
  4.13 Calculation of your Award ....................................................................................... 39
  4.14 Your Results, Transcript and Graduation ................................................................. 41
5 Advice and Support Services........................................................................42
5.1 Primary Contact..................................................................................42
5.2 Personal Tutors..................................................................................42
5.3 Moodle ...............................................................................................42
5.4 Class Representation...........................................................................43
5.5 Learning Support..................................................................................43
5.6 Assignment Advice..............................................................................43
5.7 Module Feedback..................................................................................43
5.8 Birkbeck Talent..................................................................................43
5.9 Birkbeck Student Centre.................................................................44
5.10 Department Website ...........................................................................44
5.11 Student Societies .............................................................................45
5.12 The Student Community .................................................................45
5.13 Support for students with Disabilities..............................................45
5.14 Birkbeck Students’ Union.................................................................47
5.15 Other Useful Information.................................................................48
1 Programme Overview

1.1 Handbook Overview

This handbook gives information for students on the BA Linguistics and Language degree programme. This programme is run by the Department of Applied Linguistics and Communication, however, you will also take interdisciplinary modules from the Department of Cultures and Languages. This handbook provides core information regarding the content, structure and requirements of the degree programme, support services and the range of linguistics modules available. Information specific to French, German, Portuguese, Spanish or Japanese modules is provided within the undergraduate handbooks for each of those subject areas, and you should check those handbooks for details of the relevant modules and requirements.

It is important to note that each Department may have varying assignment submission criteria. The submission criteria given in section 4 of this handbook apply only to linguistics modules. Please check the relevant subject handbooks for any language and culture modules that you are taking to ensure that you are submitting assignments correctly.

1.2 Course Aims and Objectives

The BA Linguistics and Language degree programme is designed to give you a thorough foundation in linguistics – the scientific study of language. The linguistic component of the programme provides you with conceptual, theoretical and analytical skills which will enable you to reflect on and analyse structural, functional and communicative features of language. You will be encouraged to explore and develop your own areas of interest, as well as to carry out empirical and theoretical research. A distinctive feature of this programme is that it provides an opportunity to study areas of applied linguistics - a discipline which is not generally offered on undergraduate programmes. The programme will give you an expert knowledge of the issues surrounding language structure and use, in conjunction with high-level language skills in your chosen language – French, German, Japanese, Portuguese or Spanish. You will also be practising allied skills such as translating, summary-writing, and delivering written and oral presentations whilst studying your language. Depending on your level of entry, the language component of the programme will at least enable you to reach a lower-intermediate or upper-intermediate level.

Students with a wide range of language abilities are welcome* – from beginner’s level to GCSE, A-level, and, depending upon your chosen language, native-speaker level.

*Portuguese must be taken from intermediate level and is not available for beginners.
1.3 Programme Structure

The BA Linguistics and Language programme comprises of 12 modules: four at Level 4; four at Level 5; and four at Level 6. Of these, at least 150 credits must be taken in linguistics. All students must take the Level 4 modules *Approaches to Language*, and *Approaches to Study* in their first year, and the Level 5 module *Analysing Language Structure and Use* in their second year. Students will also take the level 6 module *Investigating Language* in the final year, as well as the level 6 *Linguistics Final Year Project*. Other linguistics modules are selected from those offered by the Department of Applied Linguistics and Communication.

You will follow one of five language pathways, depending on your level of attainment in your chosen language at entry. French, German, Japanese, and Spanish may be taken from beginner's level, Portuguese must be taken from intermediate level. The language module(s) taken in the first year of study is normally at Level 4 and if so is always zero-weighted (i.e. Level 4 modules do not count towards your overall degree classification). Subsequent language modules follow in sequence relevant to your pathway. Starting at beginner’s or near-beginner’s level, you will attain a language level equivalent to at least one year’s study beyond A-level. With the higher levels of entry, the aim is to raise your language level to near-native standard in your chosen language.

Depending on your level of entry, the Japanese language component will enable you to reach a lower/upper-intermediate level in the four skills of reading, listening, speaking, and writing, with an emphasis at the higher levels on your reception skills (reading and listening).

Remaining modules may be chosen from those relating to the culture of the language studied (many taught primarily in that language), or from a range of cross-cultural modules (taught in English). Information regarding these modules is available within the subject handbooks.

1.4 Degree Title

The title of your degree is determined by the exit level of the language studied and the number of credits studied in the language area (which can include relevant culture modules). Students who achieve language level 3 and study at least 90 credits in the chosen language area will be eligible to obtain the BA (Hons) Linguistics with Language degree title. Students who reach a higher level of language but who take fewer than 150 credits (at least 90 credits) in modules related to their chosen language will also be eligible for the BA (Hons) Linguistics with Language.

Those students who do not reach the language exit level of at least 3 and, therefore, do not meet the above criteria are eligible for the BA (Hons) Linguistics and Culture award. To be awarded this title, students must study at least 90 credits of their 360 credits in culture/language modules, as well as 150 credits with linguistics.

All part-time students can complete the BA (Hons) Linguistics and Language degree if they take a normal route. Please note that most full-time students start at the beginner’s level in their chosen language, therefore, will leave the
programme at language level 3 and obtain the BA (Hons) Linguistics with Language degree title.

If you wish to start the programme at a higher language level than beginners in your chosen language then you should request this at the application stage, so that your proficiency in that language can be tested.

1.5 Studying for a Degree

To prepare yourself for your degree programme, you should read as many of the recommended texts over the summer as possible. In particular, you should read the following texts before you start the programme. Please note that these are books that you must own, as you will refer to them throughout your degree:


Also highly recommended if you are taking the module Understanding Culture: Theories and Text:


You will 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.

1.6 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.

1.7 Withdrawal, Break in Studies and Change in Mode of Study

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.

If you are considering changing your mode of study, for example from part-time to full-time, then you should contact your Administrator in the first instance. You are advised that if you reduce or increase your module intensity then this may have an impact on any financial support you are receiving, whether this be in the form of a grant or loan. There may also be fee implications if you change your mode of study from full-time to part-time or vice versa part way through the year.

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.

It is important to note that if you are an international student on a tier 4 visa then it is not usual for your visa to be sponsored during this period as you are not required to attend the College.

1.8 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. Please refer to section 4.3 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.

1.9 Attendance and Change of Circumstances for Overseas Students

Overseas students must seek approval via the Administrator in advance of their intention to:

• withdraw from a programme
• return to their country of origin (either temporarily or permanently)
• take a holiday

Please note that you must obtain approval before you make any overseas travel arrangements.

You are advised not to make travel arrangements until you have obtained the required approval via the Administrator.

The Administrator will then ensure that the Registry is notified without delay. Records will be kept of all approved holidays and breaks and you must ensure that you notify your Administrator on your return so you can be checked back in.

Students must report any permanent withdrawal from a programme, which Birkbeck will then report to the UKVI (UK Visas and Immigration) immediately.

Any intention or approval to change programme or study period must be reported to the Administrator who will then inform the Registry immediately.
You are expected to attend all lectures for the modules you are enrolled on in order to comply with the requirements of your visa. If you are unable to attend a lecture then you must inform the Administrator immediately.

During the summer term your language modules will be used to monitor your attendance, absences must continue to be reported to your Administrator.

Failure to comply could lead to your visa being revoked.

1.10 Linguistics Module Timetable

A week before you start the programme you will be able to view your individual timetable by accessing your My Birkbeck Profile. Here you can see what modules you are registered on this year, the dates your classes are running and where they are located. It is important that you check your timetable on a regular basis, as room changes may occur throughout the term.

Unless you are informed otherwise, there will not be any lessons during reading week (see term dates page 3) for linguistics modules, although you may have to attend classes for any culture and language modules you are taking, so please ensure that you check your timetable.

- **Term 1**: Your lessons will begin during the second week of term until the end of term for linguistics modules, and during the first week of term for any culture or language modules that you are taking.
- **Term 2**: Your lessons 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. There may be classes for any culture or language modules that you are taking, for example, your language modules.

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

1.11 Communication with Staff

*Emails*
Email is usually the best way to communicate with staff. It is reliable, 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 update contact details in your Birkbeck profile or contact the MyBirkbeck Helpdesk (please see section 5.8) as soon as possible, otherwise your nominated personal email will be used.
Mail and messages

Messages for staff can be given to the Administrator via email, who will pass this onto the lecturer concerned.

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

1.12 Progression to Master's Programmes

All students who successfully pass and complete their BA programme with a 2:1 or above are eligible for consideration as applicants for one of the MA programmes within the Department of Applied Linguistics and Communication. Please note that MA TESOL or MA Language Teaching applicants also require sufficient classroom language teaching experience. If you do not achieve a 2:1 and wish to apply for one of our MA programmes then please submit an application and this will be considered by the Admissions Tutor.
2 Linguistics Modules

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

2.1 Approaches to Language (30 credits) – Level 4

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 – 28 April 2017
2.2 Approaches to Study (30 credits) – Level 4

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

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 Analysing Language Structure and Use (30 credits) – Level 5

Module Convenor: TBC

This level 5 module introduces students to leading ideas and theoretical proposals in linguistics, with the aims of developing a critical understanding of the central assumptions of contemporary linguistics, and the application of linguistic ideas and constructs to the analysis of language data.

All second year students are required to take this module.

Topics typically covered include:
- Linguistics as a scientific approach to understanding language
- Phonetics and Phonology
- Word structure and word formation
- Sentence structure and models of grammar
- Meaning, language and context
- Models of language processing
- The role of ‘theory’ in linguistics
- Language, brain and mind
- Acquired and development language disorders

Set text (to be purchased by students):

Recommended texts:

Assessment:
Two 2,500 word assignments.

Assessment deadlines:
Term 1 – 13 January 2017
Term 2 – 28 April 2017
2.4 Intercultural Communication in Business Contexts (15 credits) - Level 5

Module Convenor: Dr Barbara Gibson
Lecturer: Dr Robert Johnson

This module does not have any pre-requisites.

This module aims to provide an overview to the theory of intercultural communication in business contexts. Develop a sufficient level of knowledge and skills for graduates to function effectively as professionals in intercultural business contexts both as individuals and as members of multicultural teams. Develop a sufficient level of knowledge and skills to function effectively in international business contexts such as developing an effective communication strategy, leadership, negotiating, consulting and conflict resolution skills.

Topics typically covered include:
- How theories and modules in intercultural communication and cross-cultural management are application to be real life professional and business situations.
- Understanding how to use intercultural differences to your advantage.
- Reflecting on your own personal and professional experience.
- Investigating different individual and cultural styles of learning and communication.
- How to work effectively as a member of a multicultural team.

Set text (to be purchased by students)

Recommended texts:

Assessment:
- Group project and presentation (40%)
- 2000-word essay (60%)

Assessment deadlines:
- Group project and presentation – TBC
- Essay - 28 April 2017
2.5 International Management Communication (15 credits) – Level 5

Lecturer: Dr Barbara Gibson

This module does not have any pre-requisites.

Today’s businesses and organizations face more complex communication challenges than ever before. Managers must not only master traditional communication skills and strategies, but also engage with audiences in a new and rapidly changing social media environment, where news is instant and the company doesn’t control the conversation. And those working in global or multi-cultural organizations must also develop a high level of intercultural communication competence. This course is designed to help students develop communication skills and intercultural understanding needed to successfully manage in global organizations.

Topics typically covered include:
- Management and Communication
- Public Speaking & Presentations
- Effective Business Writing
- Social Media for Business
- Listening and Feedback
- Nonverbal Communication
- Intercultural Communication
- Conflict & Negotiation
- Effective Meetings
- Professional Networking Skills
- Spokesperson Skills for Media Interviews

Set text (to be purchased by students)

Recommended texts:

Assessment:
Coursework consisting of four assignments of appx 400-500 words each (40%); Group project including written case study of appx 2000 words (40%) Group presentation of 10-15 minutes (20%)

Assessment Deadlines:
TBC
Language and Media (15 credits) – Level 5 & 6

Lecture & Convenor: Dr Rachelle Vessey

Prerequisite: You must have completed and passed the Approaches to Language module before you can register for this module

This module introduces students to the theories, methods, and contexts involved in understanding media language from a linguistic perspective. The objective is for students to be more critically aware of the language in their consumption, production, and use of the media and to apply this awareness in practice. This module provides students with an understanding of the importance of media language according to core linguistic theory (e.g. literature from sociolinguistics, linguistic anthropology, ethnography of communication, critical discourse analysis). Students will critically engage with core sociolinguistic concepts and readings as well as being introduced to on-going research in the field, drawing on different modalities (e.g. television, print media, Internet), methodologies (e.g. corpus linguistics, discourse analysis, ethnography), and contexts (UK and international). A cross-cultural focus is consistent throughout the module.

Topics typically covered include:
- News production and the news community
- Using "standard language"
- Audience design
- News values
- The uses of social media and new media
- Multilingualism in/and the media
- Cross-cultural media studies

Recommended texts:

Assessment:
2000-2,500 word assignment.

Assessment deadline:
13 January 2017
2.7 Multilingual and Multicultural Individuals (15 credits) – Level 5 & 6

Module Convenor: Professor Jean-Marc Dewaele

Prerequisite: You must have completed and passed the Approaches to Language and Analysing Language Structure and Use modules before you can register for this module

Growing numbers of people become - or grow up - multilingual. Do they experience any changes as they master new languages? Do they feel they become a slightly different person when switching language? This level 5 & 6 module introduces key theoretical and practical issues in the study of multilingual individuals, dealing with linguistic, social and psychological issues. On the module, students will discuss and research issues concerning that typically coincide with their own experiences of multilingualism.

Topics typically covered include:
- Code-switching,
- Acculturation and hybridity,
- Multicultural identities,
- Communication and recognition of emotion in multiple languages,
- Trilingual First Language Acquisition
- Immigration and multicultural personality

Recommended texts:

Assessment:
2000-2,500 word assignment.

Assessment deadline:
13 January 2017
2.8 Language Teaching Research (15 Credits) - Level 5 and 6

Lecturer: Dr Kazuya Saito

Prerequisite: You must have completed and passed the Approaches to Language module before you can register for this module

This course provides an introduction to theory, research and practical advice in regards to how to teach and improve second language in the most efficient and effective manner (with a main focus on Teaching English to Speakers of other Languages). First, we will focus on major theories in human language acquisition and cognition to help students understand the processes, developmental patterns and factors contributing to successful second language learning and training. Second, we will feature a number of recent second language teaching research and its pedagogical implications (and actual learning materials) for teaching global (reading, listening, speaking, and writing) and specific (pronunciation, vocabulary, and grammar) skills. This is not a “how-to-teach” course but aims to develop knowledge that will enable students to make informed decisions about what characterizes an “optimal” way to teach and improve a second language.

After this course, successful students will be able to:

- Explain what is currently known about second and foreign language teaching from research, how we have come to know it, and what still needs to be investigated evaluate and develop optimal teaching and training procedures in light of relevant research findings.
- Make informed assessments of second language teaching methods, materials, and programs
- Answer their own questions about second language teaching and training, frame new questions in the light of current research, and move toward research projects of their own

Set text (to be purchased by students)

- There is not a set text book for this module.

Recommended texts:


Assessment:
2000-2,500 word assignment.

Assessment deadline:
13 January 2017
2.9 Psycholinguistics (15 credits) – level 5 and 6

Module Convenor: Professor Marjorie Lorch

Prerequisite: You must have completed and passed the Approaches to Language module before you can register for this module

This module aims to provide the theories and evidence regarding how language is represented in the individual mind.

The topics may include:
- Aspects of human and non-human communication systems;
- Auditory processing mechanisms;
- Language comprehension;
- Articulatory mechanisms;
- Spoken language production processes;
- Reading and Writing;
- Sign Language processing;
- Extralinguistic processing of meaning and communication.

(N.B. This programme is indicative only and may be subject to change to accommodate developing student interests)

The aims of this module are to:
- Help students to understand how we learn about language processing from research on children and adults
- Help students to understand how we learn about language processing from bilingualism and from a range of further sources including experiment research on the comprehension and production of spoken and written language
- Help students develop a knowledge of current theories of psycholinguistics
- Help students appreciate the types of methodology used to investigate various aspects of language processing

Recommended Texts:

There are numerous textbooks which cover aspects of psycholinguistics. They vary in orientation and the sources of evidence they include:
- (Other material will be recommended throughout the term.)

Assessment:
2000-2,500 word assignment.

Assessment deadline:
28th April 2017
### 2.10 Investigating Language (30 credits) – Level 6

**Module Convenor:** Dr Lisa McEntee-Atalianis  
**Lecturer:** Team-taught

**Prerequisite:** You must have completed and passed the Approaches to Language: and the Analysing Language Structure and Use modules before you can register for this module

This module is about how research in linguistics is carried out: formulating research questions, selecting appropriate methodologies, and analysing and interpreting results and findings. Students will gain an appreciation of the strengths and limitations of commonly-used approaches to research on language, and the importance of the fit between the focus of study, methodology and context. The module explores these themes through engagement with primary research literature, with the aim of developing a critical perspective, together with the practical skills needed to design and carry out research in linguistics. Students will work independently and in teams to develop their understanding of the design and conduct of research projects. The module provides a suitable complement to the Final Year Project.

**Topics covered include:**
- Library search skills
- reading and doing research
- issues regarding the selection of participants and contexts
- ethical aspects of investigating language
- ethnography
- case studies
- working with spoken language data
- working with written language data
- surveys
- action research
- statistics
- writing a dissertation

**Recommended texts:**

**Assessment:**
Two 2-2,500 word assignments.

**Assessment deadlines:**
Term 1 – 13 January 2017  
Term 2 – 28 April 2017
3 The Final Year Project

3.1 Guidelines for the Project

Overview
The Project, which is level 6, consists of an extended, in-depth study and discussion of a topic researched by the writer. A Project is typically either a ‘reading’ study – a detailed survey and discussion of an area of literature on a topic, or an empirical study which reports on the collection and analysis of data.

All final year students must complete the Linguistics Final Year Project.

Examples of recent BA Projects include:

- An investigation into British perceptions of other English accents
- Do the benefits of immersion education outweigh the limitations?
- Abusive and corruptive restrictions in subtitles: When limitations and labels fail
- Sibylline sibilants: Do the properties of sibilants make men sound gay?
- The syntax and semantics of verbs in Modern Hebrew
- The influence of English on modern Turkish
- How to make compliments in Portuguese
- Code-switching in a South-American musical group

These examples are only illustrative, and the range of possible topics is wide. The main requirements are that the Project should have a coherent aim and a clear structure. Although the Project is based on research carried out by the student, it is not expected to present entirely new or original ideas. At the same time, a Project should not simply reproduce or summarise facts and findings from literature sources, but should embody the writer’s synthesis of material drawn from different sources, and reflect the writer’s own assessment and critical judgment.

Choosing a Topic
By the time you reach the final year of your degree you will have encountered many different areas of linguistics, and it is likely that you will have developed an interest in one or more specific areas. If you have identified an area you would like to write about, the next step is to refine the topic of the Project. The first role of the supervisor is to help with this step. Once you have an idea of the area you would like to study, you should approach a member of the academic staff who specialises in the area you are interested in to discuss the viability of your topic. If you are unsure as to what area you are interested in, you should meet with one or more members of the academic staff, who will help you to refine the topic. Some students have a clear idea of their chosen area of study, while others find that discussing their ideas with tutors is useful in clarifying the topic.
Doing the Research

Writing a Project involves identifying key relevant sources in the literature and familiarising yourself with the topic you have chosen. This part of the process takes time and you should make sure you allow yourself sufficient time to search for suitable literature and gradually refine your reading to focus on your topic. You will find this process is helped by supplementing it with a methodical and practical approach to the various tasks that have to be done.

References
Keep a full record of every reference that you read or consult. This record should contain all the information needed to cite correctly the paper or book. Please refer to section 4.7 of this handbook for guidance on how to reference correctly.

Quotations
Record and keep the full bibliographical details for any quotation you write down, including the number of the page on which it appears in the original work. It is also wise to check the wording and punctuation of quotations. For books, the inside page showing the author, date, edition, full title, place of publication and publisher provides the essential reference information. Keeping these details linked to quoted material will ensure that you do not accidentally plagiarise.

Keep everything
Keep everything you write. It is particularly helpful to write summaries, in your own words, of your reading and what you think of it from the beginning of your work on the Project. You may well find that you can incorporate parts of these summaries into the final Project.

Write up details at each stage
If your work involves any empirical work, it is essential that procedural details are written up at the time of carrying out the research. Similarly you should keep a note of how you collate and analyse any results.

Make copies
With references and any written material it is important to make backups and keep copies of all your data and writing to guard against IT failure.

Data
Please ensure that the original data is retained appropriately (e.g. save it in Excel, or keep original transcriptions or recordings) and submit them in an appendix to your Project.

Ethics
Research involving human participants requires ethics approval, as this is subject to ethical constraints. If you intend on collecting data from human participants as part of your research then you must complete an Ethical Review Proposal Form. This form, along with further guidance, is available from our School website (www.bbk.ac.uk/sshp) and will need to be authorised by your supervisor and the Departmental Research Ethics Officer, or School Ethics
Committee before you start collecting the data. Any research involving vulnerable participants or sensitive material will require a more rigorous approval procedure. Obtaining ethics approval can take time, so make sure you plan for this in advance.

Timetable
It is important to establish a timetable for the writing of the Project, and to keep to it. The timetable will be discussed and agreed with the supervisor. The timetable will consist of periods for reading, drafting and writing up the final version of the Project. As an approximate guide, by the end of the Winter Term, you should have clarified the topic, identified key sources, and started reading. The writing process should begin early within the Spring Term.

3.2 Role of supervisor

You will meet with your supervisor three times. When you meet with the supervisor will depend on your individual circumstances and work pattern. Typically, students meet the supervisor once at the beginning stage, and twice at the next important stages as the work progresses. You and your supervisor may decide to meet more often if necessary, but this is unusual as you will be benefiting from research training as part of the core module, Investigating Language. The supervisor’s main role is to offer comment and advice on the direction and progress of your work. For your part, you can use your supervisor to explore plans and ideas, and seek advice on matters of style, argumentation and presentation.

The supervisor is best able to assess the quality of your work on the basis of written submissions, rather than discussion. The supervisor may ask to see at least one or two chapters to check progress. Supervisors cannot comment on full drafts of the Project.

3.3 Instructions on final presentation and submission

Number of copies
One copy should be uploaded to Moodle.

Layout
Margins must not be less than 20 mm (0.75 inches). Double or one-and-a-half spacing should be used in typescripts, except for indented quotations where single spacing may be used.

Pagination
All pages must be numbered in one continuous sequence, i.e. from the title page of the first volume to the last page of type, from 1 onwards. This sequence must include everything, including maps, diagrams, blank pages, etc.

Title Page
The title page must bear the title of the Project, the candidate's name and Student ID, the month and year of submission, the degree award for which the dissertation is submitted and the word-count.
The Project should be between 5-7,000 words, plus any appendices.

3.4 Project Timetable

In order to be assigned a supervisor, you must complete the online form sent to you at the start of term indicating your research topic by 21 October 2016. You will then be directed to a member of academic staff who has expertise in your area of interest. You should meet with your supervisor before the end of the autumn term.

The deadline for the Final Year Project is 11:59pm 5 May 2017.
4 Assessment for Linguistics Modules

4.1 Assessment Criteria

**First Class:** The work must meet most if not all of the following criteria:

70%+  
Excellent to Outstanding

- **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

**Upper Second:** The work must meet most if not all of the following criteria:

60-69%  
Very Good

- **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

**Lower Second:** The work must meet most if not all of the following criteria:

50-59%

- **Presentation**
  - Clearly and legibly written
  - Within agreed word limit

- **Skills**
  - Evidence of attempt to construct argument(s), which may have gaps or lack clarity
  - Evidence of reading and awareness of relevant issues / debates
  - Appropriate sources adequately cited
  - Knowledge
  - Evidence of knowledge relevant to the assignment

- **Understanding**
  - Some evidence of engagement with, and analysis of, material covered in the module

**Third Class:** The work must meet most if not all of the following criteria:

40-49%

- **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
**Compensated Failure:** The work must meet most if not all of the following criteria:

- **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

- **Understanding**
  - Little or no evidence of understanding of the concepts / ideas relevant to the assignment and / or misunderstanding of these

**Fail:** The work must meet most if not all of the following criteria:

- **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

- **Understanding**
  - Little or no evidence or understanding of the concepts / ideas relevant to the assignment and / or misunderstanding of these
4.2 Submission of Assignments for Linguistics Modules

You must provide one electronic copy 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:

| Title of the question you are answering |
| Word count (excluding bibliography) |
| Name and Student ID Number |

You must submit your assignments electronically to Turnitin via Moodle (no hard copy is required). **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](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.

4.3 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 a higher, actual mark. If you have mitigating circumstances, such as medical, compassionate or any other major reasons, you
should submit the College mitigating circumstances form, along with supporting
documentary evidence, to the Administrator, even if it not for a module
managed by our department, at the earliest possible opportunity, and at the
latest 7 days after the deadline, otherwise an appeal to the board will need to be
made explaining why the claim was submitted late. You should let your
supervising tutor 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 from the Administrator or on the
College website. Any claim for mitigating circumstances will not be final until the
College Board of Examiners meet, which normally takes place in July; however,
your claim will be provisionally determined in February for autumn term
assignments and in May for spring term assignments.

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 often result in failure of the
module.

4.4 Assignment Format

Your assignments must be word-processed and double-spaced. You must ensure
that you reference correctly (please see section 4.7 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.

4.5 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.
4.6 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 July.

4.7 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: [http://moodle.bbk.ac.uk/mod/book/view.php?id=103070](http://moodle.bbk.ac.uk/mod/book/view.php?id=103070)
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 choose 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.

### 4.8 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” (Lindey, 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.


*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.


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:

4.9 Assessment Offence

An assessment offence is defined as “any attempt whether successful or unsuccessful to achieve an unfair advantage in any element of assessment over other candidates participating in the assessment”. Assessment offences are categorised as plagiarism, collusion, examination offences and other offences.

It is accepted that not all cases of plagiarism are committed intentionally, and that it is not appropriate to invoke the formal processes within the College Policy on Assessment Offences for all cases where work submitted for assessment meets the College definition of plagiarism. Where, in the judgment of the marker, a student has committed a minor act of plagiarism for which the formal processes are not appropriate, a marker will award a mark of zero for the element of assessment in question and the student will be asked to resubmit the assignment, usually within four weeks, which will be capped at 50%.

**Stage 1: School Based Investigation**
More serious allegations of assessment offences will be heard under stage 1 of the College Policy on Assessment Offences. This means that the Assistant Dean of the relevant Department will nominate a Panel consisting of a minimum of two academic members of staff to consider the case. Full details regarding this policy can be found via the Registry website at www.bbk.ac.uk/reg/regs/.

**Stage 2: College Level Proceedings**
Where an alleged offence is considered by a Stage 1 Panel to be of such a serious nature that it would not be possible to apply an appropriate penalty under Stage 1 were the allegation to be upheld, then a written request for formal disciplinary proceedings, under the Code of Student Discipline, is made to the Academic Registrar. Stage 2 also applies where the student is on their final attempt at the module, and the result of failure in that module would be that the student’s programme of study would be terminated, the investigation shall be conducted under Stage 2. A College Disciplinary Panel will then review the case, which may result in the termination of the student’s registration. Full details regarding this policy can be found via the Registry website at www.bbk.ac.uk/reg/regs/.

4.10 Reassessment of an Assignment

If you receive a grade between 30% and 39% for a module it is likely you will be required to resubmit the failed assignment for reassessment. If you have failed more than one assignment, you will 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.

4.11 Module Failure

If your overall mark for a core module is less than 40%, and 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. Please note that failing a module will normally increase the duration of your degree by one academic year.

If your overall mark for an option module is less than 40% then the same rule above applies, however, you are permitted to choose an alternative option module.

4.12 Degree Classification

All modules are assessed and carry Credit Accumulation and Transfer Scheme (CATS) points. CATS points are recognised by the Open University and many other UK universities.

4.13 Calculation of your Award

The results you receive for level 4 modules do not count towards your final degree classification as these modules are zero weighted. However, you must
pass these modules in order to be able to progress on your course. Please note that level 4 modules may be taken into consideration for cases of preponderance when making discretionary decisions at the Sub-board of Examiners meeting.

Your final degree classification is calculated by doubling the marks you receive for your level six modules and then adding the marks for your level five modules. The total is then divided by 12 to give your final result. Please refer to section 4, which gives a breakdown of the assessment criteria and the percentages each grade falls into.

Each module has a weighting based on the level (for level 5, this is 1 and for level 6, the weighting is 2) and a value based on the credit (for 15 credits, the value is 0.5, for 30 credits, the value is 1 and for 60 credits, the value is 2).

The average weighted module results will give you the overall degree classification. The weighted average result is calculated by:

<table>
<thead>
<tr>
<th>Modules taken</th>
<th>Result achieved (m)</th>
<th>Weighting (w)</th>
<th>Value (v)</th>
<th>w multiplied by v</th>
<th>Weighted result (m multiplied by w multiplied by v)</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 credits at level 5</td>
<td>75%</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>75</td>
</tr>
<tr>
<td>15 credits at level 5</td>
<td>64%</td>
<td>0.5</td>
<td>1</td>
<td>0.5</td>
<td>32</td>
</tr>
<tr>
<td>15 credits at level 5</td>
<td>72%</td>
<td>0.5</td>
<td>1</td>
<td>0.5</td>
<td>36</td>
</tr>
<tr>
<td>60 credits at level 5</td>
<td>58%</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>116</td>
</tr>
<tr>
<td>30 credits at level 6</td>
<td>70%</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>140</td>
</tr>
<tr>
<td>30 credits at level 6</td>
<td>66%</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>132</td>
</tr>
</tbody>
</table>

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

**First:** 70% or above

- **Upper Second (2:1):** 60% to 69%
- **Lower Second (2:2):** 50% to 59%
- **Third:** 40% to 49%

**Discretion**

Where a final-year student’s results fall within two marks of a classification boundary, the sub-board of examiners may exercise 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 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.

4.14 Your Results, Transcript and Graduation

The Undergraduate Boards of Examiners meet in mid-July each year to confirm the final marks for all pieces of coursework during that academic year. The Registry publishes the final marks on your My Birkbeck Profile in August. The Department are unable to disclose final marks until the Registry Department 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. You will also be notified as to when your graduation ceremony will be.

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.
5 Advice and Support Services

5.1 Primary Contact

Queries of an academic nature, which relate to a particular module, can be answered by the relevant Module Convenor, or by the Programme Director if the query relates to the programme structure. 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 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.

5.2 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. 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.

5.3 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
5.4 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.

5.5 Learning Support

The School of Social Sciences, History and Philosophy run Learning Development workshops for first and second year undergraduate and 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.

5.6 Assignment Advice

If you are experiencing difficulties with your academic writing, for example, with structuring your essays, the College offers a range of academic workshops, which can be found at:

http://www.bbk.ac.uk/mybirkbeck/services/facilities/support.

5.7 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 meetings.

5.8 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
MyBikbeck profile ([http://www.bbk.ac.uk/mybirkbeck/](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 [http://www.bbk.ac.uk/careers/birkbeck-talent](http://www.bbk.ac.uk/careers/birkbeck-talent).

### 5.9 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><strong>My Birkbeck Helpdesk opening hours:</strong></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

### 5.10 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

5.11 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 Cultures and Languages. Please contact the Departmental Administrators for further details.

5.12 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.

5.13 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.

### 5.14 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@bcsu.bbk.ac.uk or consult www.birkbeckunion.org.
5.15 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 their 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.

The Library provides a wide range of resources including set-texts for each of your chosen modules. If you should ever find that any set-texts are no longer available from the Birkbeck Library, please inform the Team Leader as soon as possible. Contact details can be found at the front of this booklet.

The Counselling Service, in partnership with the Library and the Alumni Fund, has created a self-help library to further support students with emotional and psychological difficulties. If you would like to find out more about the wide range of books available, please visit:

http://www.bbk.ac.uk/mybirkbeck/services/facilities/counselling-service-1/biblio-therapy

Senate House Library
Membership to Senate House Library is dependent on your level of study, most undergraduate students are not eligible for free access, however, you may access the library at your own additional cost. You can check if you are eligible for free access (funded via the College) via your My Birkbeck Profile, you can also enquire via the administrator. If you are not eligible for free membership at the library, but still wish to join, 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