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# **School of Arts, Languages, and Cultures**

**MA Programme Handbook**

**Linguistics and English Language**

**2021-2022**

**Programme Director:**

**Dr Maciej Baranowski**

## 0.1 What information can you find in this Handbook?

This Programme Handbook contains **information relevant to postgraduate taught programmes in Linguistics and English Language (LEL)**.

Information relevant to all postgraduate taught programmes in the School of Arts, Languages and Cultures (SALC) can be found in the **School of Arts, Languages and Cultures Postgraduate Taught Handbook**, which should be read and used as a reference in conjunction with this Handbook. The SALC PGT Handbook contains, among other issues, useful information on the following:

- How the University Works
- Getting Started
- Research Skills and Personal Development Plans
- Assessment
- Dissertation
- Plagiarism and Academic Malpractice
- Facilities and Services for Students
- University Regulations and Policies

The SALC PGT Handbook can be found on the Student Intranet:

<http://www.alc.manchester.ac.uk/studentintranet/postgraduatetaught>

Please note that some information is subject to change. For updates, please check our web page:

<http://www.alc.manchester.ac.uk/studentintranet/>

## 0.2 Table of Contents

Introduction	4
1. Practical information	5
<b>1.1 Key contacts in Linguistics and English Language (LEL)</b>	<b>5</b>
<b>1.2 Academic and pastoral support</b>	<b>5</b>
1.2.1 Academic advisor	5
1.2.2 Student support services	6
<b>1.3 Asking questions</b>	<b>6</b>
2. Academic information	7
<b>2.1 LEL staff and their research specialisms</b>	<b>7</b>
<b>2.2 Seminar series organized by LEL</b>	<b>8</b>
<b>2.3 MA Linguistics: programme description</b>	<b>9</b>
2.3.1 Programme objectives and learning outcomes	9
2.3.2 Structure of the programme (full-time and part-time)	10
<b>2.4 Course units and course unit selection procedures</b>	<b>10</b>
2.4.1 Procedures for course unit selection	10
2.4.1.1 Overall structure of the programme	11
2.4.1.2 Optional free choice course units	11
2.4.1.3 Substituting core units	11
2.4.2 List of core units and enhanced level 3 course units offered in 2021-2022	12
2.4.2.1 Core course units and other MA specific units	12
2.4.2.2 Enhanced level 3 course units	14
<b>2.5 Dissertation</b>	<b>17</b>
2.5.1 Dissertation timeline	17
2.5.2 Entry requirements for LELA70000 Dissertation	18
<b>2.6 General principles for teaching and assessment</b>	<b>19</b>
2.6.1 Teaching and assessment in LEL	19
2.6.2 Submission of essays, reports and other coursework	19
2.6.3 Brief information on pass marks, resits and alternative exit points	19
<b>2.7 Brief information on important Teaching and Learning policies</b>	<b>20</b>
2.7.1 Policy on word count	20
2.7.2 Policy on late submission of coursework	20
2.7.3 Policy on extensions of submission deadlines	20
2.7.4 Policy on plagiarism and academic malpractice	21
2.7.5 Policy on feedback	21
<b>2.8 Submission and examination dates for 2021-2022</b>	<b>22</b>
<b>2.9 Note on part-time study</b>	<b>22</b>

## Introduction: Studying Linguistics and English Language in the School of Arts, Languages and Cultures

The **School of Arts, Languages and Cultures** is made up of seventeen different subject areas covering a diverse range of Arts and Languages disciplines. Our work embraces the material, visual, linguistic, textual, social and performative dimensions of human society ranging from pre-historic times, through the classical and medieval periods, to the present day.

For students, we offer the advantages of belonging to a specific subject area combined with the extensive choice and variety of being within a large and multi-disciplinary school. SALC combines the linguistic study of languages and translation studies with a wide range of cultural research (in literature, screen studies, critical theory, history and politics). This opens up possibilities for exciting interdisciplinary work which goes beyond the study of 'national' cultures and reflects the impact of globalisation on our disciplines. Regular research and graduate seminars are held within the School. Attendance at such seminars forms an important part of initiation into the world of scholarly research and is a valuable opportunity for contact with leading scholars in your field.

The **University of Manchester** is one of the largest in the country and is able to offer excellent facilities to postgraduate students. The University of Manchester Library has internationally renowned holdings in Translation and Interpreting Studies and all of the major Modern and Middle Eastern languages and literatures. Its collections include many rare texts and provide an excellent base for advanced study and research.

Postgraduate students in the School benefit from the School's own **Graduate School**, an online and physical community where postgraduate students can meet each other, access resources and organise events. We are committed to developing collegiality, intellectual discussion, and inter-disciplinary and multi-disciplinary exchange among both MA and PhD students and staff. Our activities are open to all postgraduate students in the School and we look forward to seeing you soon. In addition to this, the University Language Centre, based within the School, provides advanced facilities for enhancing linguistic skills where required; it also gives access to European satellite broadcasts and has a video and media library.

Our **Linguistics and English Language (LEL)** programmes offer the widest range of teaching and research expertise, covering all aspects of theoretical and descriptive linguistics: phonetics, phonology, morphology, syntax, semantics, pragmatics, discourse and conversation analysis, typology, historical linguistics, sociolinguistics, cognitive linguistics and psycholinguistics, computational and corpus linguistics, field linguistics, and the documentation and description of endangered and lesser-known languages. Our academic staff work on various practical applications of linguistics (e.g. language codification and language policy, forensic linguistics) and have expertise in a wide range of languages, including English and its varieties, other Germanic languages, a variety of Romance languages, and languages spoken in the Americas (e.g. Quechua, Ulwa), Australia (e.g. Jamingjung), Polynesia (Samoan) and Africa. The subject area hosts several externally-funded research projects and a large staff of postdoctoral research associates, technical research assistants, and computer programmers and technicians, as well as ca. 20 PhD students.

We wish you a very warm welcome to LEL and to SALC and hope that your time with us will be intellectual stimulating and will provide great personal enrichment!

# 1. Practical information

## 1.1 Key contacts in Linguistics and English Language (LEL)

The **Programme Director** for the MA Linguistics is **Dr Maciej Baranowski**. Dr Baranowski is responsible for the academic side of the programme. He will answer your questions about the content of the programme and help you select your course units. Dr Baranowski or another senior member of staff in LEL will be your Academic Advisor this year.

### Dr Baranowski\*

<i>Office</i>	Samuel Alexander Building, room NG.5
<i>Telephone</i>	0161 275 3142
<i>Email</i>	<a href="mailto:maciej.baranowski@manchester.ac.uk">maciej.baranowski@manchester.ac.uk</a> - We recommend using email in the first instance to contact Dr Baranowski

Your **Programme Administrator** for the MA Linguistics (**Louise Carlyle**) is based in the Graduate School. You can contact her with practical questions related to course unit enrolment, access to Blackboard and submission of coursework, amongst others. They work closely together with Teresa Gould (Senior Programme Administrator) and the other PGT Programme Administrators.

<i>Office</i>	Please direct enquiries to the South Foyer Reception hub (Samuel Alexander Building)
<i>Telephone</i>	0161 275 3005
<i>Email</i>	<a href="mailto:salc-pgt@manchester.ac.uk">salc-pgt@manchester.ac.uk</a>

**Dr Tine Breban** is the **Head of the Department of Linguistics and English Language**.

<i>Office</i>	Samuel Alexander Building, room NG.9
<i>Telephone</i>	0161 306 0393
<i>Email</i>	<a href="mailto:tine.breban@manchester.ac.uk">tine.breban@manchester.ac.uk</a> - We recommend using email in the first instance to contact Dr Breban

One or two students from your own cohort will be elected as **Student Representative**. He/she will attend the four Departmental Board meetings during the academic year. These meetings provide a forum for dialogue between student representatives of all levels and staff. Your representative will bring issues related to the PGT programmes to the table for discussion. You can email him/her with suggestions, problems, etc. that you feel should be brought to the attention of the Departmental staff.

## 1.2 Academic and pastoral support

### 1.2.1 Academic Advisor

Every student at the University of Manchester is assigned an Academic Advisor. Your advisor will be either **Dr Maciej Baranowski**, who is also the MA Programme Director, or another senior member of staff in LEL. The Academic Advisor will give you guidance on academic matters, like the selection of optional taught course units, time management and planning of tasks, and career development within and beyond the programme. Together with your advisor, you can complete the Skills and Experience Review Questionnaire (SERQ) and Personal Development Plans (PDPs) (see

SALC PGT Handbook), which provide a means for assessing and reflecting on your learning skills and on your progress throughout your programme of study in relation to your career goals. Your Academic Advisor is also a first contact point when you experience personal problems that affect your academic study and will direct you to relevant support services in the University.

#### Dr Maciej Baranowski

<i>Office</i>	Samuel Alexander Building, room NG.5
<i>Telephone</i>	0161 275 3142
<i>Email</i>	<a href="mailto:maciej.baranowski@manchester.ac.uk">maciej.baranowski@manchester.ac.uk</a>

### 1.2.2 Student Support Services

The Student Support & Guidance Office of the School of Arts, Languages & Cultures is based in Room A15 on the ground floor of the Samuel Alexander Building. The Office can provide support and advice on all kinds of issues including personal, academic or financial difficulties and can help you to obtain professional help from the various University support services (including the Counselling Service, Occupational Health Service, Disability Support Office).

If you are having problems don't keep them to yourself: please contact the Office to talk through your options.

The office is open from 10am to 4pm from Monday to Friday; (closed 1-2pm) there is no need for an appointment. Staff may also be available at other times if you want to make an appointment and/or see a member of staff in private.

<i>Office</i>	Samuel Alexander Building A15 (Monday-Friday 10am - 4pm, closed 1-2pm)
<i>Telephone</i>	0161 275 3116 or 0161 306 1665
<i>Email</i>	<a href="mailto:salc-studentsupport@manchester.ac.uk">salc-studentsupport@manchester.ac.uk</a>
<i>Website</i>	<a href="http://www.alc.manchester.ac.uk/studentintranet/support/">http://www.alc.manchester.ac.uk/studentintranet/support/</a>

### 1.3 Asking questions

From time to time you may need to speak to someone about a range of different issues. In the table below you will find contact points for some common issues:

<b><i>A Question about...</i></b>	<b><i>Contact</i></b>	<b><i>Alternative Contact</i></b>
... a course unit	Course unit convenor	Programme Director
... mitigating circumstances	Student Support Office	Programme Director
... interruption of studies	Student Support Office	Academic Advisor/ Programme Director
... change of registration details	Programme Director	Programme Administrator
... advice on dissertation plans	Member of staff with relevant specialisation	Academic Advisor/ Programme Director
... PhD plans	Member of staff with relevant specialisation	Academic Advisor/ Programme Director
... financial matters	Programme Administrator	Student Support Office

## 2. Academic information

### 2.1 LEL staff and their research specialisms

**Dr Colin Bannard, PhD (Edinburgh):** computational linguistics, child language development, psycholinguistics.  
N1.3, [colin.bannard@manchester.ac.uk](mailto:colin.bannard@manchester.ac.uk)

**Dr Maciej Baranowski, MA and PhD (University of Pennsylvania):** language variation and change, sociolinguistics, sociophonetics, dialects of English.  
NG.5, [maciej.baranowski@manchester.ac.uk](mailto:maciej.baranowski@manchester.ac.uk)

**Professor Delia Bentley, Dott. Lingue (Palermo), MA and PhD (Manchester):** syntactic microvariation, the syntax-lexical semantics interface, syntactic theories (Role and Reference Grammar and Cartography), Romance (specially Italo-Romance and Sardinian). (On Research Leave in semester 2 of 2021-22)  
W1.24, [delia.bentley@manchester.ac.uk](mailto:delia.bentley@manchester.ac.uk)

**Dr Ricardo Bermúdez-Otero, Licenciado (Santiago de Compostela), MPhil (Manchester), PhD (Manchester, Santiago de Compostela):** phonological and morphological theory; historical linguistics; Germanic (specially Old, Middle, and Present-day English); Romance (specially Spanish, Portuguese, Catalan, and French). (On Research Leave in semester 1 of 2021-22)  
NG.4, [r.bermudez-otero@manchester.ac.uk](mailto:r.bermudez-otero@manchester.ac.uk)

**Dr Tine Breban, BA, MA and PhD (KU Leuven):** English grammar, noun phrases, determiners and adjectives, semantic and functional change, grammaticalization, corpus linguistics, Cognitive and Functional approaches.  
NG.9, [tine.breban@manchester.ac.uk](mailto:tine.breban@manchester.ac.uk)

**Professor Thea Cameron-Faulkner, MA (University of Canterbury, New Zealand), PhD (Manchester):** child language development, pre-linguistic gestures, development of speech acts, shared book reading in early language development.  
NG.14, [t.cameron@manchester.ac.uk](mailto:t.cameron@manchester.ac.uk)

**Dr Martina Faller, Diplom (Hildesheim), MSc (Edinburgh), PhD (Stanford):** semantics, pragmatics, typology, field linguistics, Quechua.  
NG.7, [martina.faller@manchester.ac.uk](mailto:martina.faller@manchester.ac.uk)

**Dr Vera Hohaus, MA and PhD (Tübingen):** semantics, typology, fieldwork; comparison constructions, focus sensitivity, the grammar of free variables, frame-setting adverbials, the architecture of tense and aspect at Logical Form. (On Research Leave in semester 2 of 2021-22)  
WG.20, [vera.hohaus@manchester.ac.uk](mailto:vera.hohaus@manchester.ac.uk)

**Dr Wendell Kimper, PhD (University of Massachusetts, Amherst):** phonology, phonological theory, experimental phonology, speech perception.  
N1.15, [wendell.kimper@manchester.ac.uk](mailto:wendell.kimper@manchester.ac.uk)

**Professor Andrew Koontz-Garboden, BA and MA (Indiana State, Bloomington), PhD (Stanford):** lexical and formal semantics, morphosyntax, typology, aspect, language endangerment and documentation, field linguistics, language contact; Ulwa, Spanish, Portuguese, Creoles. (On Research Leave in 2021-22)  
NG.12, [andrewkg@manchester.ac.uk](mailto:andrewkg@manchester.ac.uk)

**Dr Donald Alasdair Morrison, MA and PhD (Manchester):** theoretical phonology, historical phonology, experimental phonetics, Celtic (specially Scottish Gaelic).  
NG.10, TBA

**Professor Maj-Britt Mosegaard Hansen, cand.mag., PhD and dr.phil (Higher doctorate)(Copenhagen):** Pragmatics, semantics, verbal Interaction, Functional and Cognitive linguistics, grammaticalization, semantic/pragmatic change, spoken vs written language, French, Romance. (On Research Leave in semester 2 of 2021-22)  
W1.23, [maj-britt.mosegaardhansen@manchester.ac.uk](mailto:maj-britt.mosegaardhansen@manchester.ac.uk)

**Dr Andrea Nini, BA (Tor Vergata, Rome), MA and PhD (Aston University):** Forensic linguistics, analysis of style and register, sociolinguistics, corpus linguistics, quantitative analysis and big data.  
NG.13, [andrea.nini@manchester.ac.uk](mailto:andrea.nini@manchester.ac.uk)

**Dr Serge Sagna, MA (University Paris 7, France), PhD (University of London):** Multilingualism, language contact, language policy and planning, child language development, linguistic typology, field linguistics, endangered languages and language documentation, African Linguistics.  
NG.8, [serge.sagna@manchester.ac.uk](mailto:serge.sagna@manchester.ac.uk)

**Professor Eva Schultze-Berndt, MA (Cologne), PhD (Nijmegen):** Linguistic typology (particularly predications, parts of speech, information structure), Construction grammar, syntax of spoken language, lexical semantics, language contact, descriptive linguistics, fieldwork methodology, corpus annotation, endangered languages; Australian and Papuan languages, Creole languages.  
NG.11, [eva.schultze-berndt@manchester.ac.uk](mailto:eva.schultze-berndt@manchester.ac.uk)

**Dr Patrycja Strycharczuk, BA (Adam Mickiewicz University, Poznan), MPhil (Tromsø), PhD (Manchester):** phonetics-phonology interface, articulation, ultrasound, sociophonetic variation, sound change.  
NG.2, [patrycja.strycharczuk@manchester.ac.uk](mailto:patrycja.strycharczuk@manchester.ac.uk)

**Dr Julio Villa-García, BA (Oviedo), Dip (Kent), MA (Essex), MA and PhD (Connecticut):** Spanish and Romance Syntax; second language acquisition. Specific interests are the architecture of the left periphery, complementizer systems, locality of movement, left-dislocations and questions, negative imperatives and clitic directionality, evidentials and subjecthood from any standpoint.  
NG.1, [julio.villa-garcia@manchester.ac.uk](mailto:julio.villa-garcia@manchester.ac.uk)

**Dr Richard Zimmermann, Magister Artium (Heidelberg), MA (York, England), PhD (Geneva):** the syntax of Old English and other Germanic languages, formal syntactic frameworks, corpus statistics and historical-comparative phonology.  
NG.6, [richard.zimmermann@manchester.ac.uk](mailto:richard.zimmermann@manchester.ac.uk)

For more information or information on other members of staff within the School of Arts, Languages and Cultures, go to: <http://www.alc.manchester.ac.uk/schoolpeople/academic-staff/>

## 2.2 Seminar series organized by LEL

As an MA Linguistics student, you are strongly advised to attend the Linguistics Seminar series of talks, which normally take place on Tuesdays from 4.00pm to 5:30pm or 4.30 to 6pm. The Seminar is the principal academic event of the Linguistics and English Language research community within the School. Presentations are given both by staff and by high-profile invited speakers from outside the university. The presentations deal with



topical ongoing research and are as such highly relevant to deepen your study of (English) Linguistics. The Seminar also provides an opportunity to network with staff and PhD students in LEL during the reception following the talk. All talks are facilitated by dual delivery in semester 1 of 2021/22.

The semester programme of linguistics seminars can be found on Manchet, the Linguistics and English Language newsletter: <http://manling.wordpress.com/>

## 2.3 MA Linguistics: programme description

### 2.3.1 Programme objectives and Learning outcomes (see Programme Specifications for a full overview)

The MA Linguistics aims

- to give our students experience of excellence in teaching and learning at an advanced level, in an environment where they will benefit from the fact that the Department is also home to world-leading research in Linguistics;
- to give students a grounding in Linguistics, and an understanding of linguistic theories, methods and data interpretation;
- to teach students a wide range of skills in data collection, analysis and interpretation covering quantitative and qualitative methods applicable in Linguistics and in wider research contexts;
- to offer an academically coherent, challenging and up-to-date programme of study that will develop students who are independent, critically aware and self-reliant learners;
- to foster students' personal, intellectual and organisational skills, so that they will take from this Department a range of skills that will be readily applicable to their chosen career, including an empirical, objective approach to problem-solving both generally and specific to linguistics problems and skills of clear expression and communication;
- to equip students with the intellectual perspectives and the skills of scholarship that will prepare them to conduct research of their own in their chosen specialism;
- to produce linguistically-informed citizens who can apply concepts and knowledge of Linguistics and bring awareness of these concepts and knowledge to various professions and employment opportunities and trajectories;
- to produce MA students that are capable of entry into the best PhD programmes internationally and able to contribute strongly to Linguistics research projects, privately or publicly funded.

After successfully completing this programme you will

- have a broad advanced knowledge of the core areas of linguistic structure (semantics, syntax, morphology, phonetics and phonology), as well as the major areas of language use (sociolinguistics, pragmatics, language contact) and language development (diachronic linguistics, psycholinguistics);
- be able to read, understand and critically evaluate academic publications in their chosen specialism of Linguistics;
- have the ability to apply a range of current techniques and methods of data collection and analysis related to the topics and fields they have chosen;
- be able to conduct academic research of their own including hypothesis generation, data collection, analysis and interpretation, compliant with regulations on research ethics and integrity;
- have acquired a range of transferrable skills including enhanced writing, presentation and IT skills, as well as personal skills of time and goal management and working in team.

## 2.3.2 Structure of the Programme (full-time and part-time)

A full MA programme includes 180 credits. 120 of these are taken up by taught units and the remaining 60 are awarded to the Dissertation. All taught units in this MA are worth 15 credits.

MA Linguistics 180 credits		
Taught units 120 credits		Dissertation 60 credits
Compulsory and core units (75 credits)	Optional free choice units (45 credits)	

The **5 core units (5 x 15 credits)** include:

- **compulsory unit developing research skills in Linguistics (1 x 15 credits):** LELA60000 Research Methods
- **compulsory units introducing areas of linguistic study (2 x 15 credits):** LELA70041 Introduction to Grammatical Theory and LELA70061 Phonetics and Phonology
- **core units introducing areas of linguistic study (2 x 15 credits):** choose at least two out of: LELA62021 Semantics and Pragmatics, LELA70232 The Sociolinguistics of English and LELA60082 Psycholinguistics.

**Three optional/free choice units (3 x 15 credits)** (the core unit that has not been selected to fulfil the MA requirements can be selected as an option).

**Full-time students** take the programme over 12 months. The taught course units are completed over 2 semesters. The Dissertation is completed during the summer for submission in early September (the deadline is set by the School).

**Part-time students** spread the taught course units over 2 years, taking 60 credits of taught course units in each year. In year 1, they take LELA60000, at least 1 other compulsory/core unit, and at least 1 optional/free choice unit. In year 2, they take, the remaining taught units. Like all students, over the two years of the programme part-time students take LELA70041 Introduction to Grammatical Theory and LELA70061 Phonetics and Phonology, and at least two out of the core course units listed above. Part-time students complete the Dissertation in the summer of their second year.

## 2.4 Course units and course unit selection procedures

### 2.4.1 Procedures for course unit selection

At the start of the academic year, you will be invited to **meet with the Programme Director to put together your course unit selection**. Before this meeting, you should read the following guidelines and make a provisional selection following these guidelines.

The idea is that you and the Programme Director put together a coherent programme that focuses on the areas of Linguistics that you are most interested in. The programme structure allows for flexibility in terms of topics

by adding Enhanced level 3 course units and Directed Readings as options and in terms of your prior training by providing the possibility to waive core units.

### 2.4.1.1 General advice on course unit selection

You are strongly advised to take **an equal number of taught course unit credits (that is 60) in semester 1 and in semester 2** to balance your workload. Concretely this means:

Semester 1	Semester 2
LELA60000 Research Methods	
LELA70041 Introduction to Grammatical Theory	
LELA70061 Phonetics and Phonology	
1 or 2 more unit(s)*	3 or 4 more units*

\*Recall that you must take at least two of the following during the academic year (unless this requirement is waived as per 2.4.1.3):

- LELA62021 Semantics and Pragmatics
- LELA70232 The Sociolinguistics of English
- LELA60082 Psycholinguistics

### 2.4.1.2 Optional/free choice course units

The optional course units can be selected from four sets of course units.

- Set 1: Those core units that you have not selected as mandatory units
- Set 2: Enhanced level-3 units
- Set 3: Directed Readings (to be arranged individually with the relevant member of staff, subject to their availability and approval by Head of Department)
- Set 4: Units from other MA programmes in SALC (subject to availability and approval by the Programme Director)

In section 2.4.2 you can find a list of the core units and the Enhanced level-3 course units, as well as some examples of Direct Readings which have been run in the past years. You can find information on the course units in other programmes on the SALC website.

Please note that **enhanced level-3 units may have pre-requisites**: this means that they require that you have taken a certain lower-level course unit or a course unit equivalent to it during your BA. If you want to take an enhanced level 3 unit in semester 2 that has a pre-requisite you have not taken during your previous studies, it may be possible to arrange the auditing of a unit or a Directed Reading in semester 1 (if the relevant member of staff is available), which will be accepted as that pre-requisite. You can ask the Programme Director for information about pre-requisites and possible ways to satisfy them when you meet with him.

### 2.4.1.3 Replacing core units

If you have already taken units equivalent to two or three out of compulsory/core units for Linguistics during your previous study, it is possible to replace that unit/those units with other course units selected from the same pool as your optional free choice units.

Waiving of core units is at the discretion of the Programme Director and he will ask for evidence showing that you have covered all aspects of the course units in question. For example, to waive LELA70061 Phonetics and Phonology, you should have taken advanced introductory courses in phonetics and in phonology.

## 2.4.2 List of compulsory/core units and MA-specific or enhanced level 3 course units offered in 2021-2022 (see individual Course Unit Descriptor for a full description)

Each course unit is identified by its course unit ID. This ID includes 4 letters identifying the subject area (or department), e.g. LELA for Linguistics and English Language, followed by 5 numbers. The final number in the sequence is always a 1 or a 2. This number corresponds to the semester in which the unit will be taught. If the final number is 0 the unit is taught over both semesters.

### 2.4.2.1 Compulsory/core course units and other MA specific units

<b>LELA60000 Research Methods in Linguistics</b>	
<b>Description</b>	This course is designed to equip you with advanced skills in conducting and presenting linguistic research. The focus is on critical reading of literature, on methods of data collection, on the relationship between empirical evidence and theoretical models, and on conventions and strategies in presenting and writing up linguistic research. Also covered are ethical issues in working with and managing data from human subjects and an introduction to statistical methods.
<b>Convenor</b>	Julio Villa-García
<b>Assessment</b>	4 pieces of coursework (2 set exercises and 2 short essays)

<b>LELA70041 Introduction to Grammatical Theory</b>	
<b>Description</b>	The aim of this course unit is to lay the foundations of grammatical theory for members of MA/Diploma programmes who have little or no previous experience of linguistics, or whose skills are outdated. Drawing on constructions from a variety of languages including English, it seeks to cover the basic concepts that underlie the modern study of grammar. The perspective adopted is issue-based and largely theoretically neutral. It thus makes a natural companion to course units in linguistic typology. It also sets the scene for further study into specific approaches to formal syntax.
<b>Convenor</b>	Julio Villa-García
<b>Assessment</b>	1 piece of coursework (presentation or problem set) + final exam in the January exam period

<b>LELA70061 Phonetics and Phonology</b>	
<b>Description</b>	This course unit introduces students to foundational concepts and basic analytical skills in phonology and phonetics. Students will learn about the principles of speech production and perception, how to transcribe a variety of speech sounds, as well as the methods involved in phonological analysis.
<b>Convenor</b>	Patrycja Strycharczuk and Donald Morrison
<b>Assessment</b>	1 practical exam + 1 final essay

<b>LELA62021 Semantics and Pragmatics</b>	
<b>Description</b>	This is a course unit in the study of meaning. We explore semantics, in the truth-conditional, model-theoretic perspective, in the tradition of work by Richard Montague, and pragmatics, in the spirit of H. Paul Grice. Phenomena discussed include presuppositions, adjectival modification, relative clauses, quantificational determiners, scope ambiguities, free and bound variables, and implicatures. The course unit draws on lecture notes, Irene Heim & Angelika Kratzer (1998)'s textbook Semantics in Generative Grammar, and Stephen C. Levinson (1983)'s Pragmatics textbook.
<b>Convenor</b>	Vera Hohaus
<b>Assessment</b>	Three assignments with problem sets weighted at 20, 30 and 50 percent respectively.

<b>LELA70232 The Sociolinguistics of English</b>	
<b>Description</b>	The course introduces students to the quantitative study of linguistic variation and change, also known as variationist sociolinguistics. The focus is on variation and changes currently occurring in English. A number of classic studies in the field are reviewed, and quantitative methods are used to account for the role of linguistic and extra-linguistic factors, such as socio-economic status, gender, age, ethnicity, and region. The course includes data collection by students, multivariate statistical analysis, and provides a foundation for postgraduate work in variationist sociolinguistics and urban dialectology.
<b>Convenor</b>	Maciej Baranowski
<b>Assessment</b>	Research Paper 3500 words (85%); presentation (5%), 20 minutes; quantitative analysis assignment (10%)

<b>LELA60082 Psycholinguistics</b>	
<b>Description</b>	This course unit will cover a host of topics at the interface between linguistics and psychology. More specifically, it will allow students to engage critically with non-human communication, speech perception, word recognition and reading, speech and language production, processing of syntax and semantics, first language acquisition, bilingualism and speech and language disorders. Students will be presented with theoretical models and experimental paradigms used in the field while being given the opportunity to explore the relationship between data and theory.
<b>Convenor</b>	Wendell Kimper
<b>Assessment</b>	Presentation with handout (max. 800 words) (25%); 3,500-word essay (75%)

<b>LELA74012 Language Acquisition and Language Learners</b>	
<b>Description</b>	This course unit explores the links between Academic and General English language teaching and linguistic theories and methods, by exploring classroom practice and reflecting on students' prior experiences of language learning. In particular, it focuses on the relationships between these teaching settings and pragmatics, systemic functional linguistics and corpus linguistics.
<b>Convenor</b>	Rob Marks
<b>Assessment</b>	Written piece (critique of teaching material or lesson plan) (70%) + reflective presentation (30%)

### 2.4.2.2 Enhanced level-3 course units

For each of the following course units, you can find a short summary as well as an indication of which subfield of Linguistics the course unit is concerned with and an indication whether the primary focus is on English. These indications can help you create a course unit selection that focusses on one subfield (e.g. sociolinguistics, phonetics and phonology, syntax, historical linguistics, etc.) or on English.

<b>LELA60671 Topics in Language Development</b> Enhanced version of LELA30671	
<b>Description</b>	The study of child language development is a fascinating area of research with implications for both linguistic theory and applied contexts. In this course we will focus on four specific aspects of child language development in depth: the acquisition of syntax, the role of the environment and interaction in language development, language development and education, and atypical language development. We will discuss and evaluate competing theories of language development and critically evaluate current research within the four areas outlined above. The course will contain a practical component in which you will have the opportunity to use child language research tools to conduct your own research on corpus data. The analysis will involve quantitative data and statistical analysis.
<b>Convenor</b>	Thea Cameron Faulkner
<b>Assessment</b>	4000 words research report (100%)

<b>LELA70522 The Study of a Speech Community: Manchester English</b> Enhanced version of LELA30522	
<b>Description</b>	The course introduces students to the practice of quantitative sociolinguistics and urban dialectology. Students, working in groups of four, conduct sociolinguistic interviews with Mancunians of different ages and socio-economic backgrounds in different parts of the city (or online). They study their speech patterns, coding the speech data and analysing it statistically, and write research papers describing stable phonological variation and tracing sound change in progress in the dialect. Data coding and training in statistics conducted in class will focus is on consonantal variables, such as T-glottalling, and H-dropping, but students are free to engage with their own projects for the final paper. The course provides a foundation for MA and PhD dissertation work in sociolinguistics and urban dialectology.
<b>Convenor</b>	Maciej Baranowski
<b>Pre-requisites</b>	A course unit in phonetics (e.g. LELA70062 Phonetics and Phonology) and in sociolinguistics - contact course unit convenor if in doubt
<b>Assessment</b>	Research paper (90%), 3750 words; quantitative analysis assignment (10%).
<b>Subfields</b>	Sociolinguistics, Phonetics, English

<b>LELA62001 Romance Linguistics</b> Enhanced version of LELA32001	
<b>Description</b>	This course unit introduces students to the typology and classification of the Romance languages and to their principal grammatical structures. Particular emphasis is placed on smaller and lesser-known Romance languages, their relation to a major Romance language, their distinct structural properties, and their sociolinguistic and political status. Students are expected to conduct independent research on a smaller or lesser-known Romance language, investigating, on the one hand, its socio-political status and, on the other hand, one feature of its grammar or a cluster of such features. Students will develop a critical understanding of the principal typological properties of Romance and of the relationship between the major and smaller Romance languages. Students will also become familiar with issues in linguistic identity, language documentation and description, and dialectology.
<b>Convenor</b>	Delia Bentley
<b>Pre-requisites</b>	Students must be able to read at least one Romance language fluently to take this course.
<b>Assessment</b>	4,000-word essay

<b>LELA70031 Topics in the Study of Meaning in English</b> Enhanced version of LELA30031	
<b>Description</b>	This course unit will allow students to engage directly with the research literature on some of the core phenomena in the study of meaning and learn about different theoretical and empirical approaches in semantics and pragmatics. Possible topics, to be decided on in consultation with the students, include quantificational determiners like EVERY, presuppositions and implicatures, tense and aspect, modal expressions such as SHOULD and MUST, focus-sensitive particles like ONLY, and comparison constructions such as THE HIGHEST MOUNTAIN.
<b>Convenor</b>	Vera Hohaus
<b>Pre-requisites</b>	Students must have some background in semantic theory and must take LELA62021 "Semantics and Pragmatics" as a co-requisite
<b>Assessment</b>	Mid-term assignment (30%), a final essay (70%) and a formative presentation.
<b>Subfields</b>	Semantics, pragmatics, English language

<b>LELA70291 Language Contact</b> Enhanced version of LELA30291	
<b>Description</b>	This module provides an introduction to the study of language contact both as a process (the processing of different languages by multilingual individuals) and as a result (observed language change over time as a result of multilingual language use). Both aspects will be discussed on the basis of a range of case studies involving languages from around the world and different scenarios of multilingualism.
<b>Convenor</b>	Eva Schultze-Berndt
<b>Pre-requisites</b>	None
<b>Assessment</b>	2 pieces of coursework: (group) presentation + final essay
<b>Subfields</b>	

<b>LELA71632 Forensic Linguistics</b> Enhanced version of LELA31632	
<b>Description</b>	This course introduces students to forensic linguistics and, more specifically, to the investigative applications of linguistics to provide evidence regarding questioned authorship. When questioned texts are involved in an investigation, a linguist can be called to provide evidence regarding matters related to its authorship, such as who among a set of suspect is the most likely author of the text, or what demographic background can characterise the anonymous author. The use of linguistic knowledge and methods can provide these answers and the aim of the course is to demonstrate how this can be done. Through the use of lectures and tutorials, the course will develop the theoretical and applied knowledge for the students to carry out forensic linguistic analysis work on real cases and to understand individuality in linguistic production.
<b>Convenor</b>	Andrea Nini
<b>Pre-requisites</b>	Previous knowledge of corpus linguistics and sociolinguistics (*to be discussed with the module convenor*)
<b>Assessment</b>	2 pieces of coursework (group presentation + final (research) essay)
<b>Subfields</b>	Forensic Linguistics, Sociolinguistics, Stylistics, English

<b>LELA70331 Computational linguistics</b> Enhanced version of LELA32051	
<b>Description</b>	This course unit will provide an introduction to the field of computer natural language processing (NLP). It will introduce technologies for representing word meaning, performing syntactic analysis of sentences, composing sentence meanings, translating between languages and conducting human-machine conversation. We will focus in particular on ways in which linguistic theory is useful in performing each of these tasks, and conversely how decades of experience in building such systems can inform linguistic theory. Students will acquire a basic knowledge of the Python programming language, and gain experience of building the kinds of models that are deployed in real-world technologies. No prior programming experience is required.
<b>Convenor</b>	Colin Bannard
<b>Pre-requisites</b>	A foundational unit in morphology and syntax, e.g. LELA70041 Introduction to Grammatical Theory (co-requisite)
<b>Assessment</b>	Exam + piece of coursework
<b>Subfields</b>	Computational linguistics

<b>LELA60962 Historical Syntax</b> Enhanced version of LELA30962	
<b>Description</b>	Syntax is often thought of as being one of the more stable areas of any language. Nevertheless, syntactic change frequently occurs. This course aims to provide students with the means to investigate it, drawing for the most part on data from the history of English. Key questions include: How do we analyse the syntax of dead languages without access to judgement data? Why does syntax change? Is syntactic change a 'random walk', or does it follow fixed pathways? To what extent does syntactic theory shed light on change?
<b>Convenor</b>	Richard Zimmermann
<b>Pre-requisites</b>	No formal pre-requisite, but some background knowledge of either historical linguistics or syntax or both is desirable in order to get the most out of this course – if in doubt, please consult with the course unit tutor.



<b>Assessment</b>	2 pieces of coursework: presentation of research article + final (research) essay
<b>Subfields</b>	Syntax, historical linguistics, English

<b>LELA60222 Experimental Phonetics</b> Enhanced version of LELA32022	
<b>Description</b>	This course unit is a hands-on exploration of the production and perception of speech sounds, with a focus on experimental methodology. We'll cover the basic principles governing the relationship between articulation and acoustics, looking at the source of sound waves in the larynx and how that sound source is shaped by the vocal tract. Students will learn how to measure a variety of acoustic properties of speech, and how those measurements can be used as a tool to investigate questions in phonology, sociolinguistics, and second language acquisition. We'll also explore how speech sound are perceived, and what factors influence the relationship between the acoustic signal and what the listener hears.
<b>Convenor</b>	Wendell Kimper
<b>Pre-requisites</b>	LELA70061 or equivalent
<b>Assessment</b>	Project (100%); formative coursework exercises
<b>Subfields</b>	Phonetics, experimental methods

<b>LELA60752 Language Policy and Planning (to be confirmed whether this will run)</b> Enhanced version of LELA30752	
<b>Description</b>	This module aims to equip students with the key theoretical and practical concepts of language policy and language planning. It will familiarise students with the processes by which languages are promoted or discouraged, e.g. by governments, and what impacts such choices have in areas such as education, minority languages, community empowerment, linguistic human rights, access to health and nation building. This course will introduce students to research methods in language policy and planning, and students will learn to critically examine language policy and planning strategies of different countries from the Global South and the Global North.
<b>Convenor</b>	Serge Sagna
<b>Pre-requisites</b>	none
<b>Assessment</b>	Essay evaluating a case of language policy/planning (100%)
<b>Subfields</b>	

## 2.5 LELA70000 Dissertation

As part of their degree, students in the MA Linguistics are required to write a Dissertation of 12,000 to 15,000 words. The Dissertation includes original research that contributes to the field of Linguistics or English Linguistics. Usually, the dissertation topic will arise from and dovetail with the taught course units taken, but it can also derive from independent study.

### 2.5.1 Dissertation timeline

- You are advised to start thinking about dissertation topics and potential supervisors (i.e. a member of staff with relevant expertise) in the course of the first semester.
- The dissertation module includes three lectures and one workshop.

- At the end of semester 1, a Dissertation Fair is organized, which is a get-together at which you can informally talk to possible supervisors about possible topics.
- The choice of topic and supervisor will be finalized in semester 2, when you have to submit a Dissertation Research Proposal.
- You will start your dissertation research in semester 2 and give an interim report on your research in the form of an Oral Presentation
- During the summer you will continue to work on your dissertation. You can submit a draft 3,000-word piece to your supervisor for feedback.
- Whilst students are not officially progressed to the dissertation until the Summer Exam Boards, students are permitted to work on the dissertation process well in advance of this. This is on the understanding that official progression to the dissertation is dependent upon successful completion of the taught stage of the MA, either at first attempt or by resit/resubmission in August

The Dissertation is submitted on Monday 5<sup>th</sup> September 2022

## Summary of assessment

Assessment task	Formative or Summative	Length	Weighting within unit (if summative)
Research proposal	formative	1,500 words	
Oral presentation	formative	15 min	
Draft piece (submission deadline to be agreed with the supervisor)	formative	3,000 words	
Dissertation	summative	12,000-15,000 words	100%

### 2.5.2 Entry requirements for LELA70000 Dissertation

The Dissertation is a unit within the MA programme, LELA70000 Dissertation. In order to be allowed to start this unit, students must

- **pass the taught part of the programme** (full information on pass marks can be found in the SALC PGT handbook) and
- **have their Research Proposal accepted** by the proposed supervisor and the convenor of the dissertation module. You are advised to contact the proposed supervisor while developing the proposal in order to get informal feedback on the topic, research questions and methods. If the Research Proposal is not passed, students will receive feedback and will have the chance to resubmit at the latest by the deadline for the submission of semester 2 coursework. In agreement with the proposed supervisor, the student can resubmit more than once before the final deadline. If the proposal submitted by that deadline is not accepted, students will not be allowed to do a Dissertation and will graduate with a PG Diploma, if their average mark allows this.

## 2.6 General principles for teaching and assessment

### 2.6.1 Teaching and assessment in LEL

**Core course units** and MA specific units are normally taught as seminars, in a small group, combining lectures with discussion. They are accompanied by tutorial sessions in which you will apply the content to actual linguistic data. Most course units are assessed by a combination of assessment methods including a long essay or project report to be submitted at the end of the semester and one or more smaller pieces of assessment during the semester. LELA 70041 Introduction to Grammatical Theory and LELA70061 Phonetics and Phonology are assessed by course work and an exam.

**Enhanced level 3 units** are units that are taught as part of the final year undergraduate programmes in Linguistics and English Language. They often require advanced research skills in their specific topic and may have entry restricted by pre-requisites. When you take one of these units as MA student, you will attend the lecturers (and tutorials) together with the year 3 students, as well as a number of MA specific tutorials. For MA students, the assessment usually consists of coursework in the form of a long essay/project report on a topic approved by the course convenor.

**Directed Reading course units.** The aim of Directed Readings is to study one topic in depth on the basis of a reading list and personal research. Directed Readings are arranged at the start of the academic year on a case by case basis with a member of staff who has the relevant expertise (subject to their availability and approval by the Head of Department). This member of staff sets a reading list which is discussed in a series of ca. 5 meetings with small groups of 1 to 5 students. The assessment usually consists of a long essay on a topic approved by the tutor to be submitted at the end of the semester.

### 2.6.2 Submission of essays, reports and other coursework

Full details on how to submit your work can be found in the SALC PGT Handbook. Please familiarise yourself with the procedures before your submission date.

Most course units will use the online submission facility **Turnitin**, which is embedded in Blackboard, the University's virtual learning platform. The specific procedures will be explained by the course unit convenor in advance of the submission date.

**Electronic copies of your work will be checked for plagiarism and / or word counts** (see below). It is also recommended that you keep a copy for yourself in case of loss.

### 2.6.3 Brief information on pass marks, resits and alternative exit points

More detailed information regarding assessment criteria is given in the SALC PGT Handbook. This handbook is the ultimate reference guide.

The **pass mark** for MA coursework, examinations, and the dissertation is 50%. MA candidates may be permitted, on the recommendation of the Examination Board, to be reassessed in course units amounting to no more than 60 credits in total. Reassessment will normally take the form of a revised resubmission of coursework. Students resitting LELA 70041 or LELA70061 take a resit exam. The unit mark after reassessment is capped at 40%.

Students who do not meet the criteria to pass the MA can be awarded the **Postgraduate Diploma** in Linguistics if they have passed 120 credits of taught course units at 40%. The Postgraduate Diploma does not include a Dissertation. Students completing 60 credits of taught course units at 40% may be awarded the **Postgraduate Certificate**.

## 2.7 Brief information on important Teaching and Learning policies

A full overview of T&L procedures can be found in the SALC PGT Handbook. Please read these very carefully. The SALC PGT Handbook is the ultimate reference point for these policies. This section merely draws your attention to a small number of policies which you may need during your programme.

### 2.7.1 Policy on word count

Coursework exercises and dissertations have a required word count. In all cases, **the word count includes not only the main body of the text, but also examples, footnotes and endnotes**. It does not include the References or Appendices; nor does it include the preliminary pages required for MA dissertations.

You must **indicate the word count** at the end of the main body of text for each assignment and at the bottom of the contents page for the MA Dissertation. Please remember, when calculating word counts using word-processing software, to include footnotes and endnotes in the calculation.

You must observe the word count for each assignment, as this is part of the task set, and are not allowed to exceed the upper limit. Normally, **material that exceeds the upper limit will not be read or considered in the marking**. When work exceeding the word limit is marked, the mark given on the feedback form will include the appropriate penalty. The feedback will indicate how the penalty has been calculated.

### 2.7.2 Policy on late submission of coursework

Any assessed coursework submitted after the deadline without good cause will incur a penalty determined by the lateness of its arrival:

- 10 marks will be deducted for the first day after the deadline. Please note, if you submit **after** the 12pm deadline on the date of submission, you will incur a late penalty.
- 10 additional marks will be deducted for each day thereafter (including weekends)

If you are registered on units outside of SALC, you should ensure that you are aware of the penalties that will be imposed for late course work submission for that School, as Schools may operate different penalty schemes for late submission.

### 2.7.3 Policy on extensions of submission deadlines

Extensions to the submission dates for submitted coursework (assessed essays and dissertations) may be sought where circumstances outside of students' control will delay the completion and submission by the published date.

**Please note, individual course unit tutors cannot grant extensions to deadlines.** All requests must be submitted using the online form available on the Student Intranet:

<http://www.alc.manchester.ac.uk/studentintranet/support/mitigatingcircumstances/>.

You should submit your mitigating circumstances application **before** a submission deadline or examination has taken place. If your circumstances arise during the course of an examination or assessment, your application should be submitted as soon as possible afterwards.

Please carefully read the School's policy on Mitigating Circumstances in the SALC PGT Handbook.

## 2.7.4 Policy on plagiarism and academic malpractice

**Academic malpractice** is regarded as a serious offence and students found to have committed it will be penalized. At the very least a mark of only 30% would be awarded for the piece of work in question, but the penalty can be worse; you could be awarded zero (with or without loss of credits), fail the whole unit, be demoted to a lower class of degree, or be excluded from the programme.

The most well-known form of academic malpractice is plagiarism, but malpractice also includes **collusion** (the agreement to hide someone else's individual input to collaborative work with the intention of securing a mark higher than either you or another student might deserve) and **falsification or fabrication of results**.

**Plagiarism** is presenting the ideas, work or words of other people without proper, clear and unambiguous acknowledgement. It also includes 'self-plagiarism' (which occurs where, for example, you submit work that you have presented for assessment on a previous occasion), and the submission of material from essay banks (even if the authors of such material appear to be giving you permission to use it in this way). To avoid plagiarism, make sure that you always acknowledge your sources according to the guidelines for referencing you will be taught in LELA60000 Research Methods. Take care to properly acknowledge words, close paraphrases of words, as well as ideas.

## 2.7.5 Policy on feedback

Whenever possible you will receive **feedback on coursework** within 15 working days (Monday to Friday with the exclusion of vacation and examination periods) of the submission date or within 20 working days if there is no further assessment. If the submission date falls within less than 15 days before a vacation or examination period, the course unit convenor will tell you when you will receive feedback.

You will receive **feedback on your Dissertation** after the final Examination Board.

Please note that all marks are provisional and thus can change until they have been confirmed by the Examination Board.

## 2.8 Submission and examination dates for 2021-22

Semester 1	Semester 2	Dissertation
Final submission date for essays and coursework: 28 <sup>th</sup> January 2022 (12 noon)	Final submission date for essays and coursework: TBC	Final submission date: 5 <sup>th</sup> September 2022 (12 noon)
Examination period: 17 <sup>th</sup> January – 28 <sup>th</sup> January 2022	Examination period: TBC	

## 2.9 Note on part-time study

Part-time study is strongly supported and is actively facilitated in the timetabling of teaching hours for the MA-level course units, wherever possible. However, students should note that even part-time study requires a significant commitment of time, and that we do not recommend combining part-time study with a full-time job. If you are considering taking the programme part-time, we encourage you to talk to the Programme Director to discuss your options.