MA Applied Linguistics Course handbook

2021-22

US

UNIVERSITY
OF SUSSEX

Contents

Key Contacts in the School of Media, Arts and Humanities

SCHOOL MANAGEMENT

Name and contact details	Role
Professor Kate O'Riordan K.ORiordan@sussex.ac.uk	Dean of the School of Media, Arts & Humanities
Dr Gerhard Wolf G.Wolf@sussex.ac.uk	Associate Dean of Doctoral Studies
Dr Andrew Blair A.M.Blair@sussex.ac.uk	Director of Teaching and Learning (PG)
Dr Melanie Green m.j.green@sussex.ac.uk	Director of Student Experience
Professor M.Lynne Murphy M.L.Murphy@sussex.ac.uk	Subject Head of English Language and Linguistics
Dr Charlotte Taylor Charlotte.Taylor@sussex.ac.uk	Course Convenor for Q1501T Applied Linguistics

ADMINISTRATIVE CONTACTS

The MAH School Office is normally open 9am-5pm Monday-Friday for administrative matters such as course/module changes, bank and council tax letters, and general queries. The School Office staff can also direct you to the right place if you are not sure who to contact.

Please note that the MAH School Office may be closed, or may be operating online only, if local or national restrictions are in place in relation to the Covid-19 pandemic. Please call or email the office to check before you travel.

Media, Arts and Humanities School Office

Arts A7

Tel: 01273 678001

Email: media-arts-humanities@sussex.ac.uk

Other key administrative contacts for postgraduate students are:

Name and contact details	Role
Grace Ryan englishpg@sussex.ac.uk	Course Coordinator Team
Dnyan Keni-Vaux D.Keni@sussex.ac.uk	Curriculum and Assessment Team
MAH-studentexperience@sussex.ac.uk	MAH Student Experience Team

MA in Applied Linguistics at Sussex

WHAT IS DISTINCTIVE ABOUT THE MA IN APPLIED LINGUISTICS AT SUSSEX?

The course leading to the MA in Applied Linguistics is designed to enable students to understand the relevance of linguistic work to social, cultural, and political issues, and to professions, such as language teaching, whether teaching English as a first or second/foreign language or teaching foreign languages. It is a degree of wide scope rather than one devoted entirely to the theory and practice of language teaching and, at the same time, one that will offer ample opportunities for reflecting on what goes on in teaching/learning and why. The main focus is broader issues about language and language use in society.

The course, which was introduced in 1990, has a particular appeal to language teachers with some experience who are seeking a further qualification. It is also especially suitable for in-service teachers with responsibility for language matters, and for language and linguistics graduates who wish to set their studies in the context of modern research on language, culture, media and journalism and psychology.

In the MA in Applied Linguistics students become familiar with concepts and techniques from general and applied linguistics, undertake coursework and assessments related to their individual concerns, engage in field work and achieve intellectual self-development and a further professional qualification. This course is available in both full-time and part-time modes.

Students taking the MA in Applied Linguistics develop wide-ranging understanding of language in its social and cultural contexts, and of its acquisition and processing. You are equipped with analytic techniques especially suitable for fostering understanding of language use in diverse situations, and of methodological issues in data collection. You develop, by means of a dissertation, the capacity for independent critical thought and original research. You also develop the capability to make informed judgements and contributions to public debate in areas where discussion may be ill-informed. Training in research methods prepares students for a supervised independent research project.

Key Course and Module Information

COURSE LEARNING OUTCOMES

A student who has completed the MA in Applied Linguistics successfully should be able to:

- demonstrate wide-ranging understanding of language in its social contexts, and of its acquisition and processing;

- employ analytic techniques especially suitable for fostering understanding of language use in diverse situations, and of methodological issues in data collection;

- demonstrate the capacity for independent critical thought and original research;

- draw on a broad range of sources in making informed judgments about and contributions to public debate in areas where discussion may be ill-informed;

- summarise and evaluate complex arguments and use specialist terms accurately;

- work in flexible, creative and independent ways showing self-discipline and self-direction;

- work productively in a group, showing ability to contribute both by listening and participating in the discussion;

- deliver well-presented written work to a specified length, format, brief and deadline, using correct references and making appropriate use of electronic resources;

MODULES OPTIONS

There are two elements to the course: taught modules and a 10,000-word dissertation. Preparation towards the dissertation is provided through the two core modules and begins early on in the course and continues until summer. The taught modules, designed to fulfil the objectives mentioned above, are divided between MA modules (usually 30 credits) and up to 30 credits of undergraduate advanced modules.

Full time Q1501T MA in Applied Linguistics: 180 credits in total, 150 from taught modules and 30 from dissertation.

Part time Q1501T MA in Applied Linguistics: the total of credits for each year is 75, plus 30 from dissertation in year 2. In each term of each year students can take 45 plus 30 credits or vice versa from the modules described above.

Options can be chosen online via Sussex Direct.

When making your choices, we recommend that you speak to the convenors of modules that you are interested in and/or Charlotte Taylor as Course Convenor so you can be sure to make the right choice for you.

If you change your mind about your option, you can transfer to another module during the first two weeks of term, provided there is enough space. Contact the englishpg@sussex.ac.uk to request a module change form.

MODULE INFORMATION

FT= Full time   PT1= Part time Year 1   PT2= Part Time Year 2

Q1501T MA in Applied Linguistics

Year 1 Autumn Term

FT- All students must take <u>817Q1A Researching Language in Use</u> _and_ TWO option modules:

<u>817Q1A Researching Language in Use</u>

This module introduces students to the practice of linguistic research. A diverse range of issues regarding the development of a research question, methodology and argumentation are explored through the topical theme of 'language in use'. Students on this module will read works on the theme of 'language in use' that exemplify good practice in research and argumentation, and will critically reflect upon and discuss methodologies and practices used in these and other works. Students will receive lectures and practical workshop training on the following:

* _accessing linguistic materials and using them appropriately_
* _identifying tractable research questions_
* _interpreting research findings_
* _linguistic field methods (ethnographic and language structure)_
* _quantitative research methods (survey & experiment design)_
* _structuring a linguistic argument_
* _ethical considerations in linguistic research_
* _self- and peer- evaluation_

In order to put these skills into practice, students will complete assessed research exercises.

001X5 Language Analysis

Students are introduced to the study of formal linguistics: the aim is to familiarise you with the main sub-branches of the discipline and relevant applications to language pedagogy. The following areas are covered: sounds and sound patterns (phonetics and phonology); word and sentence structure (morphology, syntax); and linguistic meaning (semantics and pragmatics). Emphasis is placed on using the theories, methods and techniques from each of these sub-disciplines to examine real language data. Students carry out practical analysis of spoken and written texts.

820Q1 Language Variation

This module provides an introduction to topics in and approaches to language variation, focussing primarily on two aspects of variation, regional variation and social variation. In the first part of the module, aspects of regional variation in terms of phonology (accents), grammar and the lexicon will be discussed, and ways of describing them systematically will be introduced. The second part will introduce main aspects of social variation, namely social class, age, gender and ethnicity and the means of analysing them. In the third part, a synthesis of the first two parts will be presented by introducing fundamental theories of language change, both linguistic and sociolinguistic, looking at how variation within a speech community can lead to change in the following generations, and how regional variation is shaped by such change. While there will be a focus on variation in English, other languages will also be used for comparison and illustration, whenever appropriate.

003X5 Second Language Acquisition

Students compare theoretical perspectives on what is involved in language acquisition, explore some of the controversies that exist in the field and implications for second language teaching and learning. Theories of language learning and bilingualism are analysed and aspects of research methodology explored. Contemporary perspectives on SLA in relation to English as a global language in a multilingual world are reviewed. Students also reflect on their own learning processes and beliefs in connection to the theoretical frameworks for SLA.

Q3301 Topics in Discourse and Communication *

This module involves relatively advanced study of discourse and communication in one area of staff specialisation. The particular topic and reading list will be announced in the year prior. This may include particular methodological approaches to discourse analysis, a particular venue for or topic of discourse. The changing nature of this module allows us to adapt quickly to changes in the field. Contact Charlotte Taylor for more details on the content of this module.

*NB – if you take Q3301 Topics in Discourse and Communication module in Semester One you cannot take Q1079 Child Language Acquisition or Q1085 Forensic Linguistics in Semester Two as these are all undergraduate modules and you may only take a maximum of 30 credits at undergraduate level.

PT1 - All students must take <u>817Q1A Researching Language in Use</u> *and* ONE option module:

<u>817Q1A Researching Language in Use</u>

This module introduces students to the practice of linguistic research. A diverse range of issues regarding the development of a research question, methodology and argumentation are explored through the topical theme of 'language in use'. Students on this module will read works on the theme of 'language in use' that exemplify good practice in research and argumentation, and will critically reflect upon and discuss methodologies and practices used in these and other works. Students will receive lectures and practical workshop training on the following:

* *accessing linguistic materials and using them appropriately*
* *identifying tractable research questions*
* *interpreting research findings*
* *linguistic field methods (ethnographic and language structure)*
* *quantitative research methods (survey & experiment design)*
* *structuring a linguistic argument*
* *ethical considerations in linguistic research*
* *self- and peer- evaluation*

In order to put these skills into practice, students will complete assessed research exercises.

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Students are introduced to the study of formal linguistics: the aim is to familiarise you with the main sub-branches of the discipline and relevant applications to language pedagogy. The following areas are covered: sounds and sound patterns (phonetics and phonology); word and sentence structure (morphology, syntax); and linguistic meaning (semantics and pragmatics). Emphasis is placed on using the theories, methods and techniques from each of these sub-disciplines to examine real language data. Students carry out practical analysis of spoken and written texts.

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PT2 – All students must take one of the below. Please note that you may *not* take a module you took in your first year:

001X5 Language Analysis

Students are introduced to the study of formal linguistics: the aim is to familiarise you with the main sub-branches of the discipline and relevant applications to language pedagogy. The following areas are covered: sounds and sound patterns (phonetics and phonology); word and sentence structure (morphology, syntax); and linguistic meaning (semantics and pragmatics). Emphasis is placed on using the theories, methods and techniques from each of these sub-disciplines to examine real language data. Students carry out practical analysis of spoken and written texts.

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Students compare theoretical perspectives on what is involved in language acquisition, explore some of the controversies that exist in the field and implications for second language teaching and learning. Theories of language learning and bilingualism are analysed and aspects of research methodology explored. Contemporary perspectives on SLA in relation to English as a global language in a multilingual world are reviewed. Students also reflect on their own learning processes and beliefs in connection to the theoretical frameworks for SLA.

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*NB – you cannot take Q3301 Topics in Discourse and Communication module if, in your first year, you took Q1079 Child Language Acquisition or Q1085 Forensic Linguistics, as these are all undergraduate modules and you may only take a maximum of 30 credits at undergraduate level.

**NB – if you take Q3301 Topics in Discourse and Communication module in Semester One or in your first year then you cannot take Q1079 Child Language Acquisition or Q1085 Forensic Linguistics in Semester Two, or in your second year, as these are all undergraduate modules and you may only take a maximum of 30 credits at undergraduate level.

Year 1 Spring Term

FT - All students must take <u>936Q3 Research Proposal (Applied Linguistics)</u> *and* 30 credits from the below modules:

936Q3 Research Proposal (Applied Linguistics)

This module follows on from Researching Language in Use. In this module you will a)identify an interesting project, b)identify appropriate research questions and c)identify an appropriate methodology. By the end of the module you will have identified your dissertation topic and written a proposal, on the basis of which you will be assigned a supervisor. You will be supported by means of regular seminars, peer-group editing and support sessions, and by special skills workshops as needed (for example, on statistics, phonetics software, using MS-Word effectively), and by Canvas discussions.

Q1079 Child Language Acquisition (15 Credits)

This module examines how children master their first language. Central questions include: What processes are involved in learning language and learning to use it? To what extent is language an innate faculty in humans? Does it matter how we talk to children or will they acquire good language skills regardless? Does one lose language-learning ability as one gets

older? Is language learning dependent on general cognitive abilities or intelligence? To what extent are language acquisition processes universal or language-specific? In investigating these questions, we'll look at language data from real children and their caretakers.

950Q3B Corpus and Discourse (30 Credits)

The aim of this module is to introduce the resources of corpus linguistics and show how these methodologies may be used to investigate a range of topics relating to discourse. The topics range from applied topics such as asking how corpus-assisted discourse analysis can be used in preparing to teach ESP (English for Specific Purposes) to asking how we can analyse politeness in a corpus study. It will be a practical module involving weekly workshop sessions, alongside discussion of case-studies and evaluation of the potential of corpus linguistics to contribute to our analysis of discourse, stylistics and pragmatics.

Q1085 Forensic Linguistics (15 Credits)

In this module we look at the interaction between linguistics and the law and more specifically we focus on the face-threatening strategies of deception, manipulation and aggression. This is a practical module in which we study the ways that linguistics can be applied in non-academic contexts. We start by examining the role of the linguist as an expert witness in the legal system and in this section we focus on the use of stylistics in investigating disputed authorship, for instance in missing person cases. We also examine and evaluate research into linguistic markers of deception. In the second part of the module, we analyse the language used in the legal process, with a particular focus on courtroom discourse and police interviews. In this part, students will visit a courtroom and report back on the language practices they observed. We will describe the norms of courtroom discourse with particular reference to the pragmatic and discourse features. Subsequently, we focus on the ways in which certain groups may be linguistically disadvantaged in that process and how they are, or could be, protected from discrimination. In the final session, we briefly address the ways in which the law is applied to language, for instance in determining what counts as hate speech or libel.

011X5 Global Englishes (15 Credits)

The course aims to address some of the current and significant issues concerning the growth and use of English around the world, the implications for pedagogy and teacher education. The increasingly international profile of the language, its learners and teaching contexts is reflected in the student intake for the ELT programme, studying, researching and working in this complex field. This area of English language teaching is attracting growing academic attention in terms of journal, book and conference publications, and raises challenging questions for both researchers and practitioners.

949Q3B Language and Culture (30 Credits)

This module examines how cultural assumptions and values influence language and interactional style, and vice versa. In order to do so, we interrogate our own cultures: what do we consider to be polite or rude, natural or unnatural in communication with others? What values and habits shape our expectations of what communication is, what it is for, and what forms it should take? We are then in a position to explore the ways in which communicative behaviours can vary and be (mis)interpreted in intercultural situations. We consider the degree to which claims of universals in human interaction are tenable and the possibility of 'intercultural competence'. Key

areas of exploration will include linguistic relativity, individualism/communalism, context (high and low), interactional cues, face and politeness, time and relationships

PT1 – All students must take 30 credits from the below modules:

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TEACHING AND LEARNING

Depending on where you were an undergraduate, you may find that you have either fewer or more teaching hours as an MA student than you did when you were studying for your BA. Full-time students will normally be doing two modules at any one time and each of these will involve a weekly seminar of just under two hours. All module tutors have weekly office hours that you are expected to use to ask for more targeted advice, or clarifications about module requirements and structures. You are also strongly encouraged to attend the English department research seminars plus any other relevant open seminars that are brought to your attention. In addition, you should spend at least 15 hours a week in individual study.

The University and the School of Media, Arts & Humanities provide certain facilities and resources – most notably, a library, the use of computers, and a space where learning is constantly pursued. Your tutors will direct your study with reading lists and all kinds of informal advice. Your ideas and conclusions will be put to the test in seminars, where you will be expected to have reached some views of your own and to be able to argue for them. Your written work will be formally assessed to determine your degree result, and you will receive feedback on your term papers as you go along.

Individual Study

The largest, and in many ways the most important, part of your working time will be spent on your own, or discussing problems with your fellow-students. It is important to organise your time effectively, and to plan your use of the library, especially if you have to do paid work as well as your academic work. A word of advice: always set yourself specific and realistic targets when you work, and take regular breaks. Set yourself to read a particular article or chapter of a book, or to work for a pre-determined length of time (say one and a half hours) and then pause when you have completed this task. A few periods of intense concentration, separated by short breaks, will serve you far better than any amount of time spent sitting at a desk but not really concentrating.

Module seminars

The focus of your work for each module will be a weekly seminar. Module seminars are compulsory. In many seminars, some form of presentation will also be required: your tutor will give you guidance on the form which presentations are expected to take and how to prepare them.

Essays

We require that your essays be professionally presented with full scholarly references and a bibliography. Pay particular attention to matters of spelling, style and punctuation. Poor punctuation is one of the commonest failings in student essays, even at graduate level. If you are unsure about correct punctuation, check the essay writing manual and/or get hold of a guide: there are several cheap and readable such guides on the market.

As a general guideline, a well-presented professional essay will be the result of (at least) three drafts. A first exploratory one in which you set down your ideas and support them with relevant evidence; a second one which goes over the first draft and reorganises paragraphs, expands sentences where needed, or cuts out repetitive chunks; and a third one, which should really be only a proofreading draft, to clear out spelling and/or punctuation mistakes, spot the repetition of the sentence you cut and pasted too many times, or insert the verb/article/preposition you accidentally removed when cutting and pasting.

Module Evaluation

Student evaluations are available online at the end of each module and are scrutinised by the tutors associated with the module before it is taught again. These forms are anonymous, and are an opportunity for you to tell us what you felt about all aspects of the module, including the material covered, teaching methods, and the adequacy of library and web resources. We take your comments and suggestions for improvement very seriously. We do not, of course, guarantee to be able to meet all student requests. But we do guarantee to give active consideration to all serious suggestions for change and improvement.

ASSESSMENT CRITERIA

Band	Percentage	Variation	Qualities
Distinction	70-100%	80-100%	Truly exceptional work that could be published with little or no further development or alteration on the strength of its original contribution to the field, its flawless or compelling prose, its uncommon brilliance in argument and its demonstration of considerable knowledge of the topics and authors treated on the module.
		70-80%	Outstanding work that might be fit for publication or for development into a publishable article. Work that is exceptional for its originality of conception and argument, its conduct of analysis and description, its use of research and its demonstration of knowledge of the field and of the core materials studied on the module.
Merit	60-69%		Good or very good work that is thoughtfully structured or designed, persuasively written and argued, based on convincing use of research and fairly original in at least some of its conclusions.
Pass	50-59%		Satisfactory work that meets the requirements of the module and sets out a plausible argument based on some reading and research but that may also include errors, poor writing, or some unargued and improbable judgments.
Fail	0-49%	35-49% Unsatisfactory	Work that is inadequate with respect to its argument, its use and presentation of research and its demonstration of knowledge of the topics and authors treated on the module, or that is poorly written and difficult to follow or understand.
		15-34% Very unsatisfactory	Work that plainly does not meet the requirements of the course and that fails to make any persuasive use of research or to conduct any argument with clarity or purpose.
		0-15%	Unacceptable or not submitted.

TEACHING FACULTY AND SUPPORT STAFF

Although not all of these tutors are offering a module in the current academic year, most of them will be available for MA dissertation supervision in the Summer Term.

Andrew BLAIR, Senior Teaching Fellow in English Language Teaching, Convenor of MA in ELT
Arts A062, tel. 01273 678176, email A.M.Blair@sussex.ac.uk
Web profile: http://www.sussex.ac.uk/profiles/120673
I teach Second Language Acquisition and Research, Principles and Practice in ELT, Advanced Practical Teaching, and World Englishes modules. I am also involved with Sussex study abroad teaching assistants and some PhD supervision. My research interests include teacher education and development; English as a Lingua Franca and World Englishes; phonology and pronunciation; research methods in language education.

Lynne CAHILL, Senior Lecturer in English Language and Linguistics
Arts B243, tel. 01273 678975, email L.J.Cahill@sussex.ac.uk
Web profile: http://www.sussex.ac.uk/profiles/416
My research interests lie mainly in the areas of morphology, phonology, orthography and the lexicon. I have worked largely on the Germanic languages, but I have interests in language families that show apparently very different types of morphology such as the Semitic languages. Much of my work is computational, but with a firm emphasis on theoretical linguistic questions. Recent funded projects I have worked on have looked at the relationship between orthography, phonology and morphology in English, German, Dutch and Arabic. My most recent work involves developing lexicons for Latin and Medieval Legal English on the ChartEx project (www.chartex.org) and I am developing interests in variant spelling in Computer Mediated Communication.

Melanie GREEN, Reader in Linguistics and English Language
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I specialise in descriptive, theoretical and comparative-typological approaches to grammar. My research focuses on the description and analysis of African languages. Most recently, I have been working on Cameroon Pidgin English (CPE). Together with my research collaborators, I have recently compiled a spoken corpus and a descriptive grammar of CPE. Meanwhile, I continue to work on the indigenous languages of Africa, and am currently working on a collaborative project that explores the structural means that languages employ to code marked clause types such as interrogatives, relative clauses and focus constructions.

Evan HAZENBERG, Lecturer in English Language and Linguistics
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I'm a variationist sociolinguist and sociophonetician, with a research focus on the role(s) that social factors play in language variation. I'm particularly interested in gender, gendered identity, and sexuality, and in the micro-linguistic ways that we encode this information in our language practices. I recently co-edited a book on trans identities, language, and the law with Miriam Meyerhoff (Representing Trans, Victoria University Press 2017), and as well as my ongoing research into gender-related variation, I've started looking at linguistic variation as a resource for signalling ethnicity and regional identity in the UK. I also continue to work with Canadian and New Zealand Englishes, looking at variation across different levels of the language: sounds, words, and grammatical structures.

Lynne MURPHY, Professor of Linguistics
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My work spans lexicology and lexicography, semantics, pragmatics and some aspects of sociolinguistics, psycholinguistics and grammar. My publications include books on words and word relations, e.g. *Semantic Relations and the Lexicon* (Cambridge UP, 2003), *Lexical Meaning* (Cambridge UP, 2010), and *Antonymy in English* (with S. Jones, C. Paradis, C. Willners, Cambridge UP, 2011) and the relationships between American and British English: *The Prodigal*

Tongue (Oneworld/Penguin, 2018), a topic that I also cover in the blog Separated by a Common Language. Some of my recent and current research projects investigate: (a) the cultural roles of dictionaries in the US and UK, (b) cross-cultural differences in the use of 'polite words' (e.g. *please* and *thank you*), (c) how information about British and American English is "packaged" for consumption by different audiences (and what that tells us about linguistic ideologies), (d) ways that antonyms (opposites) are used in different cultures and by children acquiring language.

Roberta PIAZZA, Reader in English Language and Linguistics
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I work in the area of discourse, stylistics and pragmatics and my work has appeared in the *Journal of Pragmatics, Discourse & Society* and *Language & Literature*. I'm interested in media, especially film and TV. My recent publications are *The Discourse of Italian Cinema and Beyond* (Continuum, 2010), the 2011 co-edited volume on the discourse of fictional film and television (*Telecinematic Discourse*, John Benjamins) and the 2015 co-edited volume *Values and Choices in Television Discourse,* Palgrave. My other interest is in identity studies (Piazza and Fasulo eds 2014 *Marked Identities*, Palgrave) and narrative from a sociolinguistic-ethnographic perspective. I'm keen on supervising comparative discourse work in different languages.

Justyna ROBINSON, Senior Lecturer in Linguistics and English Language
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My research interests lie within the areas of sociolinguistics, history of English, semantics, and cognitive linguistics. More specifically, I am interested in finding out how new senses are construed and how the immediate socio-cultural setting of speakers feeds this process. My recent publications include co-edited books on *Cognitive Perspectives on Bilingualism* (2016) and *Cognitive Sociolinguistics* (2014) and *Corpus Methods for Semantics* (2014). Currently I am working on an AHRC-funded project *Linguistic DNA of Modern Thinking* which focuses on investigating conceptual change in English.

Charlotte TAYLOR, Senior Lecturer in English Language and Linguistics, **MA Convenor**
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My interest in linguistics is basically at the level of what people do with language: how do we use it to achieve (social) goals and to persuade others? I am particularly interested in the intersection of language and conflict in various forms and here my work falls into two main areas: analysing the use of mock politeness (what we might think of sarcastic or patronising behaviours) in interaction, and the representation of migration and migrants in public discourses. I am a corpus linguist and this research method is essential to how I investigate pragmatics and (critical) discourse analysis. Perhaps because I mix methods and often work collaboratively, I am also interested in research methodology and the issues of how we know what we know. I have published various books reflecting these different interests: *Patterns and Meanings in Discourse: Theory and Practice in Corpus-Assisted Discourse Studies* (2013, co-authored with Alan Partington & Alison Duguid), *Mock Politeness in English and Italian* (2016), *The Language of Persuasion in Politics* (2017, co-authored with Alan Partington), *Exploring Silence and Absence in Discourse: Empirical approaches* (2018, co-edited with
Melani Schroeter), *Corpus Approaches to Discourse: A critical review* (2018, co-edited with Anna Marchi). My current project studies discourses of migration from a historical perspective and I am also co-authoring a handbook showing how we can apply corpus linguistics to media studies.

Simon WILLIAMS, Tutorial Fellow in English Language Teaching
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I teach on the Language Analysis module on the MA ELT course. My research interests include second language acquisition, English for Academic Purposes, and spoken and written discourse. In particular, I'm interested in how speakers and writers convey interpersonal and *textual* metafunctions in a variety of social contexts.

Jules WINCHESTER, Senior Teaching Fellow in English Language Teaching
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I teach on the Language Analysis and Practical Teaching Techniques & Observation modules (both on the MA ELT). My research interests include: Intercultural communication, teaching and learning; linguistic politeness; language use and identity.

Grace RYAN, School of English MA Course Co-ordinator
Arts A7, tel. 01273 678899, email englishpg@sussex.ac.uk
You should direct general enquiries about your MA course to Grace in the first instance.

APPENDIX: MA DISSERTATION GUIDELINES

Dissertation Format

Your dissertation should contain:
- A **title page** that includes
    - the dissertation title
    - your candidate number (and NOT your name)
    - title and code for the dissertation module (e.g. Creative and Critical Writing Dissertation 895Q3)
    - month of submission (e.g. August 2019)
    - **the word count** of the dissertation

- Some students like to include an **acknowledgements** section, in order to thank those who helped with the dissertation in some way. This is optional; inclusion (or not) of acknowledgements will not affect the mark. This can sit on its own page between the title page and the abstract.

- An **abstract of no more than 300 words** that summarises the argument of your dissertation. This can sit on its own page between title page and dissertation.

- The **body of the dissertation**. How this is internally structured will depend on your course and your topic. You should discuss this with your supervisor; see also the section on structure below. <u>This is the only part that counts toward the word limit for the dissertation.</u>

- **References list** (bibliography). This should include <u>all</u> and <u>only</u> work that is cited within the dissertation. You can choose the style of citation and referencing (e.g. MLA, Harvard) but you must use a recognised scholarly referencing system and use it consistently. See more information below in the section on referencing.

- **Appendices** (if needed): Appendices are <u>only needed</u> if there is a data set or an element of "showing your work" that is necessary to demonstrate the work behind the argument in the dissertation. Your supervisor will be best placed to help you judge whether an appendix is needed. If you do have an appendix or appendices, make sure that:
  - No element of the argument is in the appendices. The dissertation should make absolute sense without the reader consulting the appendices.
  - The appendices are titled and (if more than one) lettered or numbered (e.g. Appendix A: Data collection questionnaire).
  - The appendices are each mentioned in the dissertation, so the reader knows why they are there.
  - If an appendix is not a document (e.g. it's an audio recording) or if it's too large for submission on Turnitin, consult with your supervisor about alternative ways to submit.

Word Limit

The word length for your dissertation stated on your Sussex Direct Study Page is a **firm and unequivocal limit.**

The University of Sussex Exams and Assessments regulations can be found here:

http://www.sussex.ac.uk/adqe/standards/examsandassessment

The maximum length for each assessment is publicised to students. The limits as stated include quotations in the text, but do not include the bibliography, footnotes/endnotes, appendices, abstracts, maps, illustrations, transcriptions of linguistic data, or tabulations of numerical or linguistic data and their captions. Any excess in length should not confer an advantage over other students who have adhered to the guidance. Students are requested to state the word count on submission. Where a student has marginally (within 10%) exceeded the word length the Marker should penalise the work where the student would gain an unfair advantage by exceeding the word limit. In excessive cases (>10%) the Marker need only consider work up to the designated word count, and discount any excessive word length beyond that to ensure equity across the cohort. Where an assessment is submitted and falls significantly short (>10%) of the word length, the Marker must consider in assigning a mark, if the argument has been sufficiently developed and is sufficiently supported and not assign the full marks allocation where this is not the case.

Does count toward word limit	*Does NOT count toward word limit*
The paragraphs within the body of the dissertation, including quotations from primary and secondary sources.	Title page and any section titles
	Abstract
	Acknowledgments
	Tables, illustrations, figures and captions thereof.
	References list/bibliography
	Source citation in footnotes or parenthetical citation (though the latter can be hard to "uncount"!)
	Appendices
	Linguistic example sentences *if* presented using the numbering format prescribed in the English Language & Linguistic writing manual.

Presentation

Format the dissertation so that it is professionally presented and easy to read and mark.

- **Include page numbers** (starting on the first page of the body of the dissertation).
- Double-space the body of the dissertation.
- Use 12-point font.
- Indent new paragraphs.
- Make sure to proofread the dissertation. And then proofread it again.

Structure

By structure, we refer to the intellectual organisation of the body of your dissertation. It is important to develop the right structure for your dissertation. While students often have queries about this, there is no generic advice that can be provided about the structure of your dissertation, as each project is different and requires its own unique style of presentation. Therefore, you are advised to discuss questions of structure with your Supervisor.

Ultimately, it is expected that you will develop a structure for the body of the dissertation that best frames and presents your ideas. In general it is assumed that it is likely that you will use section headings of some kind to break up the content of your dissertation (though this might not be the case if you are a Creative and Critical Writing student and have chosen to produce a shorter critical section that would not benefit from section headings). It is assumed that the section headings would correspond to the different stages, aspects, or case studies that make up your argument.

It is important to note that your dissertation will be structured differently depending on your MA programme. For example, if you are taking the MA in Creative and Critical Writing, your dissertation may be split into two parts, a creative section and a critical section. If you are taking the MA in Sexual Dissidence, which is an interdisciplinary programme, your decisions on how to structure your dissertation may be influenced by writing conventions in disciplines other than English. For instance, you might include a Literature Review, a convention in the social sciences. As stated, ultimately you need to make your own decisions as a writer on issues of structure, assisted by your Supervisor; it is expected that you will develop a structure for the written document that best frames and presents your ideas.

Referencing

You must reference all your sources for your dissertation. You are expected to use a scholarly referencing style in your dissertation, such as MLA or Chicago for instance. You can choose which style you use; whichever style you select, you are expected to use it well and consistently throughout the dissertation.

You can find advice on referencing and referencing styles at the [Skills Hub](#).

Sample Dissertations

While it is important to be aware that each dissertation is unique, you might find it helpful to look at sample dissertations by previous MA students. You will be able to access some sample dissertations on

your Canvas dissertation module site. If you do not have access to this site, please email englishpg@sussex.ac.uk

Writing Support

Your dissertation supervisor is there to support you in your work for this project. You are also welcome to access other sources of writing support available at the University. There are two schemes that allow you to access free of charge, one-to-one sessions with people who can help. These are the School of MAH Academic Skills Advisors (please see the MAH Student Experience Canvas site for further information and to book) and the University of Sussex Royal Literary Fund Fellows – to make an appointment please go to the Skills Hub.

It is a good idea to book well in advance as these are popular schemes. It is important to be aware that these resources are only available during term time, and are not available during the Summer Break.

Submission

You will submit your dissertation via Turnitin. Please do so with good time before the deadline. Keep in mind that personal computer problems do not constitute Exceptional Circumstances; if, for instance, work is late because your internet has a glitch, it will incur late penalties.

You can find guidance on online submission here, where you can find a helpful video. You can also access the Canvas Student Guide here.

Plagiarism and Academic Integrity

It is important that the work you submit is your own and that you haven't submitted this work for any other assessment at Sussex or elsewhere (see statement below).

You can review the University's policies on plagiarism and academic misconduct here.

The University of Sussex Exams and Assessments regulations can be found here:

http://www.sussex.ac.uk/adqe/standards/examsandassessment

These regulations state that:

Plagiarism is the use, without acknowledgement, of the intellectual work of other people, and the act of representing the ideas or discoveries of another as one's own in written work submitted for assessment. To copy sentences, phrases or even striking expressions without acknowledgement of the source (either by inadequate citation or failure to indicate verbatim quotations), is plagiarism; to paraphrase without acknowledgement is likewise plagiarism. Where such copying or paraphrasing has occurred the mere mention of the source in the bibliography shall not be deemed sufficient acknowledgement; each such instance must be referred specifically to its source. Verbatim quotations must be either in inverted commas, or indented, and directly acknowledged. For cases where work has been re-used see 'Overlapping material in Marking, Moderation and Feedback Regulations'.

'Overlapping material in Marking, Moderation and Feedback Regulations' states:

Unless specifically allowed in module or course documentation, the use of the same material in more than one assessment exercise will be subject to penalties. If markers detect substantial overlap or repetition in the subject matter of a student's assessments within a single module or across other modules they must adjust the mark of the latter assessment so that the student does not receive credit for using the same material twice. Such cases are not processed as academic misconduct.