1. **Title of the module**

LING8370 (LL837) – Research Skills

1. **Division or partner institution which will be responsible for management of the module**

Arts and Humanities (MLL)

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

15 Credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The course(s) of study to which the module contributes**

Compulsory for MA Linguistics

Optional for MA Applied Linguistics for TESOL

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Demonstrate knowledge and critical understanding of hypothesis formation and the ability to choose an appropriate research design for a given research question;

8.2 Demonstrate knowledge of the main methods of academic enquiry within linguistics, including an ability to employ discernment in bibliographical search and precision in the description and evaluation of a broad range of linguistic concepts, both orally and in writing;

8.3 Demonstrate understanding of ethical considerations which need addressing prior to the undertaking of any study involving human subjects;

8.4 Demonstrate practical linguistic research skills by critiquing existing research, undertaking independent study, analysing and discussing their findings according to scientific protocol and reflecting critically upon the processes involved.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Communicate the results of their work accurately, with well-structured and coherent arguments in an effective and fluent manner both orally and in writing;

9.2 Demonstrate that they have mastered the intricacies of advanced academic writing;

9.3 Demonstrate their ability to work cooperatively with others, exercising personal responsibility and sensitivity.

1. **A synopsis of the curriculum**

This course will equip students with the necessary training in a broad range of research skills, with the express aim of preparing them for postgraduate level writing and research, and ultimately for their dissertation. Key topics will include: academic writing in linguistics; bibliographical search; hypothesis formation; falsifiability; ethical procedures; introduction to quantitative and qualitative methodologies.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Becker, Howard S. (2007). *Writing for Social Scientists: How to Start and Finish Your Thesis, Book, or Article* (Second Edition). Chicago: University of Chicago Press.

Gastel, B. & Day, R. A. (2016). *How to Write and Publish a Scientific Paper*. 8th edition Westport, CT: Greenwood Press.

Good, P.I. & Hardin. J.W. (2012). *Common Errors in Statistics (and how to avoid them)*. New Jersey: Wiley-Interscience.

Harris, P. (2008). *Designing and Reporting Experiments in Psychology*. Berkshire: Open University Press.

Johnson, K. (2008). *Quantitative Methods in Linguistics*. Oxford: Blackwell Publishing.

Litosseliti, L. (2010). *Research Methods in Linguistics*. London: Continuum International Publishing Group Ltd.

Oliver, P. (2010). *The Student’s Guide to Research Ethics*. Berkshire: Open University Press.

Rasinger, S.M. (2013). *Quantitative Research in Linguistics*. 2nd edition. London: Continuum International Publishing Group Ltd.

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 13

Total Study Hours: 150

1. **Assessment methods**
   1. Main assessment methods

* Dataset (300 words) – 30%
* Critique of a published article (1,800 words) – 20%
* Problem set (10 minutes) – 50%
  1. Reassessment methods
* Reassessment Instrument: 100% Coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |
| Dataset | **x** | **x** | **x** | **x** |  | **x** |  |
| Critique of a published article |  | **x** |  | **x** | **x** | **x** |  |
| Problem set | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This is a module about research methods. By definition, research methods do not pertain to a particular country but are international.

**DIVISIONAL USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 03/11/17 | Minor | September 2018 | 7, 11 | No |
| 16/02/2021 | Minor (ECA) | 2021/22 | 13-14 | No |

|  |
| --- |
| Revised FSO Jan 2018 |