1. **Title of the module**

LING5990 (LL599) – Dissertation

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

School of European Culture and Languages

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

Level 6

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

30 Credits (15 ECTS)

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

Autumn and Spring

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

Prerequisite: Topics will normally build upon a module that the student has undertaken at Stage 2. Therefore, the student must have gained a minimum of 65% on that module.

1. **The programmes of study to which the module contributes**

Optional for BA English Language & Linguistics (Single and Joint Honours)

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

8.1. Demonstrate a coherent and detailed knowledge of the existing research on a particular linguistic topic;

8.2. Carry out original research on a particular linguistic topic;

8.3. Demonstrate practical experience of appropriate linguistic research methods and techniques;

8.4. Collect and critically evaluate linguistic data;

8.5. Present linguistic data in an appropriate manner (tables, graphs, diagrams etc.).

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

9.1. Identify an appropriate research question;

9.2. Design and manage a project to completion;

9.3. Solve problems independently;

9.4. Demonstrate confidence in tackling unfamiliar problems;

9.5. Write and edit an extended piece of work;

9.6. Communicate complex ideas in writing;

9.7. Support their own arguments by making use of existing research and critically evaluated evidence;

9.8 Identify appropriate scholarly sources to draw upon.

1. **A synopsis of the curriculum**

This module enables students to research in depth a linguistic topic. The dissertation topic may be chosen from a list provided by the supervisor, or selected by the student under guidance from the supervisor in an area reflecting the student’s interests and the supervisor’s research programme, interests and expertise. The topic will normally build upon a module that the student has undertaken in their second year. In the rare case that the chosen topic builds upon an Autumn-term module in the student’s third year, acceptance is at the supervisor’s discretion; it is expected that the supervisor will be the convenor of that module and can reach a decision on the basis of their assessment of the student’s potential and the viability of the project.

Topics available for study are subject to the availability of an appropriate supervisor. In order to ensure adequate supervision, supervisors may not accept to supervise more than three dissertations in a given year.

With guidance from their supervisors, students will identify a research question and apply appropriate methodologies to data collection and their analysis. While the supervisor will be there to guide students, students will take responsibility for setting their own deadlines, working at a pace that suits them.

The module will aim to equip students with the necessary training in a broad range of research skills typically required for dissertations in linguistics.

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

Harris, P. (2008) (3rd) *Designing and Reporting Experiments*. London: Open University Press.

Litosseliti, L. (2009) *Research Methods in Linguistics*. London: Continuum.

Mackey, A and Gass, S. (2011) *Research Methods in Second Language Acquisition: A Practical Guide*. London: Wiley-Blackwell.

McMillan, K. & J. Weyers. (2007) *How to Write Dissertations and Project Reports*. London: Prentice Hall.

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

Podesva, R. and Sharma, D. (eds.) (2014) *Research Methods in Linguistics*. Cambridge: Cambridge University Press.

Sealey, A. (2010) *Researching English Language: A Resource Book for Students*. London: Routledge.

Wray, A. & A. Bloomer (2012) (3rd edn.) *Projects in Linguistics and Language Studies: A Practical Guide to Researching Language*. London: Hodder Arnold.

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 280

Total Study Hours: 300

1. **Assessment methods**
	1. Main assessment methods
* Dissertation (10,000 words) – 100%

13.2 Reassessment methods

* Reassessment Instrument: 100% Project
1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

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| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* | *9.7* | *9.8* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Workshop | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Dissertation | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School 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**

The content of this module entirely depends on the student’s chosen dissertation topic. However, students are strongly encouraged to choose a topic that allows them to study data from another language where possible.

**FACULTIES SUPPORT OFFICE USE ONLY**

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

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 28/02/19 | Major | Sept2019  | 10,11,12,14 | no |
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| Revised FSO Jan 2018 |