STUDENT HANDBOOK

Department of Language and Linguistics

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2015-16

www.essex.ac.uk/langling

University of Essex

2.1

Introduction and Welcome

Welcome to the Department of Language and Linguistics. You have joined a large and vibrant community of scholars (around 40 teaching and research staff) interested in all aspects of language, including the acquisition of practical translation, interpreting and subtitling skills. Our programmes are designed to inform you, challenge you, and provide you with the knowledge and skills you will need for a career in translation/interpreting/subtitling.

This handbook gives the key information you will need to get started on, and get the most from, your programme. It gives details of the staff who are directly involved in teaching and administering the translation/interpreting/subtitling programmes, and outlines the structure of each programme and how it is assessed. It is very important that you familiarise yourself from the start with the Rules of Assessment (section 5). Although these may seem rather boring, they determine the overall class of degree that you will obtain, so it is vital that you are familiar with them. The handbook also gives an outline of the facilities that we have at Essex both for classes and self-access work, what you can expect from us as teachers, and what we expect from you as students.

The atmosphere at Essex is friendly and informal. You should not hesitate to contact any of us in the Department if you have questions or problems. If we can't answer or deal with them ourselves, we will find someone who can.

We wish you a successful and enjoyable stay with us.

2.2 Term dates, calendar and academic week numbers

The Academic Year and Term Dates for 2015-2016

Autumn Term	5th October 2015 – 11th December 2015
Spring Term	11th January 2016 – 18th March 2016
Summer Term	18th April 2016 – 24th June 2016

Academic Calendar and week numbers

The University uses a week numbering system that covers the 52 weeks of the calendar year, and starts on Monday 28th September 2015 (Week 1).

A table setting out the dates and corresponding week numbers is available at:
http://www.essex.ac.uk/students/course-admin/timetables.aspx

Student Staff Liaison Committee Meetings

Autumn Term	Wednesday 2nd December 2015 (TBC)
Spring Term	Wednesday 3rd February 2016 TBC)
Summer Term	Wednesday 4th May 2016 (TBC)

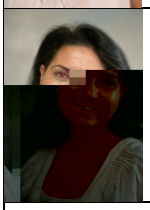
2.3 Timetables

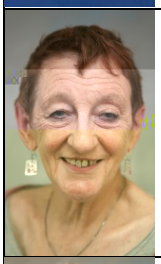
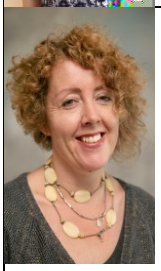
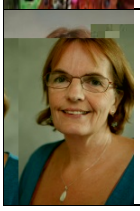
Information about teaching timetables and your individua-5.9(T)11.ID 14s21 >>t6.96 234. >>BDC 0.001ur

About Department of Language and Linguistics

3.1 Details of academic staff including contact details

Meet your departmental staff

	Dr Nancy Kula Senior Lecturer Linguistics	Head of Department	Office: 4.326 Ext: 2666 Office Hours: by appointment Email: nckula@essex.ac.uk
	Dr Enam Al Wer Senior Lecturer Linguistics	PGR Admissions/Visiting scholars Co-ordinator Director MA Sociolinguistics	Office: 4.203 Ext: 2240 Email: enama@essex.ac.uk
	Dr Doug Arnold Senior Lecturer Linguistics	ERRL Editor, PGT Student Co-ordinator, PEC member, PGT assessment committee, PGT SSLC, Evacuation Chair Operator (Study Leave Summer Term)	Office: 4.142 Ext: 2084 Email: doug@essex.ac.uk
	Mrs Dounia Bissar Lecturer Modern Languages (French)	ML Seminar Co-ordinator, Study Abroad Advisor (French), Director BA French Studies and Modern Languages, Director BA Modern Languages and Linguistics, Director BA International Relations and Modern Languages, MA TIS Management Committee	Office: 4.215 Ext: 2213 Email: dbissar@essex.ac.uk
	Prof Bob Borsley Professor Linguistics	Director of Research Students, Research/Impact management committee, Postgraduate education committee, PG Scholarships committee, Director BA Linguistics, BA English Language and Linguistics, BA English Language, BA English Language and History, Editor *Journal of Linguistics*	Office: 4.202B Ext: 3762 Email: rborsley@essex.ac.uk

	Ms Emma Hopper Lecturer Modern Languages (German)	Study Abroad Co-ordinator (ML), Undergraduate Education Committee, CISH Link, Study Abroad Adviser (German),Director BA Modern Languages and Teaching English as a Foreign Language (TEFL)	Office: 4.303 Ext: 2191 Email: eehopp@essex.ac.uk
	Dr Wyn Johnson Senior Lecturer Linguistics	International Partnerships, Year Abroad Co-ordinator (Linguistics), JYA Co-ordinator, 1st Year Linguistics Co-ordinator, Visit Day Team, UG Education Committee, UG Exams Scripts Co-ordinator, Member of UG SSLC, Director MA English Language and Linguistics	Office: 4.209 Ext: 2082 Email: wyn@essex.ac.uk
	Dr Mike Jones Reader Linguistics	Senior Tutor, Disability Liaison Officer, Undergraduate Admissions Co-ordinator, Visit Day Team, Evacuation Chair Operator, Ethics Co-ordinator	Office: 4.208 Ext: 2231 Email: majones@essex.ac.uk
	Dr Fang Liu Lecturer Linguistics	Departmental Statistics Adviser	Office: 4.344 Ext: 4836 Email: f.liu@essex.ac.uk
	Ms Jessie Mallinson Lecturer Modern Languages (Spanish)	Modern Languages Co-ordinator, Department steering group, Visit Day Team, UG Education committee, CISH Link, Director BA Modern Languages; BA Modern Languages and Linguistics; BA Language Studies; BA Spanish Studies and Modern Languages; BA Modern Languages with Latin American Studies; BA Spanish Studies with Latin American Studies	Office: 4.205 Ext: 2229 Email: mallj@essex.ac.uk
	Ms Gemma Martinez-Garrido Lecturer Modern Languages (Spanish)	Undergraduate Admissions Co-ordinator, Visit Day Team, Study Abroad Adviser, Director BA Maths with a Modern Language	Office: 4.320 Ext: 2186 Email: gimart@essex.ac.uk
	Prof Florence Myles Professor Linguistics	Staff Appraiser (Study Leave Autumn and Spring Term)	Office: 4.131 Ext: 2228 Email: fmyles@essex.ac.uk

	Prof Andrew Spencer Professor Linguistics	Director BA Linguistics and Sociology	Office: 4.334 Ext: 2188 Email: spena@essex.ac.uk
	Dr Sophia Skoufaki Lecturer Linguistics	Disability Liaison Officer UG Admissions Co-ordinator (Linguistics), Visit/Open Day adviser/presenter, Recruitment and conversion team Director BA Linguistics and Sociology (from Spring 2016) (Study Leave Autumn term)	Office: 4.123 Ext: 3754 Email: sskouf@essex.ac.uk
	Ms Teresa Torres Lecturer Modern Languages (Spanish)	Employability Development Director (ML), Language Assistants / Internships Co-ordinator, Visit Day Team, Member UG Education Committee, Film Club Co-ordinator, CISH Link, Frontrunner supervisor, Study Abroad Adviser, Director BA Politics and Modern Languages; BA Modern Languages and English Language	Office: 4.213 Ext: 2110 Email: torrmi@essex.ac.uk
	Ms Laetitia Vedrenne Lecturer Modern Languages (French)	Undergraduate Admissions Co-ordinator (Modern Languages), Visit Day Team, Study Abroad Adviser, Director BA Literature and/with Modern Languages	Office: 4.219 Ext: 2114 Email: laetitia.vedrenne@essex.ac.uk
	Ms Yanxi (Antonia) Wu Lecturer Modern Languages (PGT Translation)		Office: 3.304 Ext: 3748 Email: ywuu@essex.ac.uk
	Miss Nan Zhao Lecturer Modern Languages (PGT Translation)	International Partnerships Co-ordinator, Overseas Recruitment, Chinese-English T&I Management Committee, Translation and Interpreting mock conference Co-ordinator Director PG Diploma Chinese-English Translation and Interpreting	Office: 4.121 Ext: 2830 Email: nzhaoa@essex.ac.uk

Who to go to if you need help

If you have any queries relating to your department or course of study, please contact the Graduate Administrator for English Language and Linguistics or our Student Administrator for Translation.

Need to talk to your tutor?

All teaching staff (except for those on study leave) hold weekly office hours at which they meet students. Office hours are normally posted on their office door. If you are unable to meet a member of staff during the stated office hours, you should make an appointment via email or telephone.
http://www.essex.ac.uk/langling/staff/Staff.aspx?type=academic

Staff research interests

A list of our teaching staff with their research interests and backgrounds can be viewed on the Departmental website: http://www.essex.ac.uk/langling/

The Departmental Community: Who does what

During your studies here, you register for a particular course (or course of study, e.g. MA Translation, Interpreting and Subtitling), and as part of your course you will take a number of different modules (i.e. taught credits) each year. For example, a MA student on the MA Translation, Interpreting and Subtitling would take four modules each term/ eight in total worth 15 credits each and a research based dissertation worth 60 credits, 180 credits in total. Most modules are taught and supervised by a single member of staff who is the designated module supervisor, and who is responsible for drawing up a module description containing details of assessment, coursework deadlines etc. However, in some cases, the module supervisor may be different from the class teacher (e.g. where modules attract large numbers of students and are divided into several classes, or where a module is taught by more than one member of staff because it involves different areas of expertise). Class teachers monitor the attendance and progress of students in their classes, and report on these to the module supervisor, who in turn reports to the Director of Postgraduate Taught Students (see below). If you have any problems related to any of the modules you are taking, first talk to the relevant module supervisor/s or your course director, who will refer you to the Postgraduate Taught Student Co-ordinator if necessary.

Postgraduate Taught Student Co-ordinator

Doug Arnold is responsible for monitoring student progress on all postgraduate taught courses administered by the Department, for arranging special syllabuses and for matters relating to examinations. He is also responsible for co-ordinating and overseeing student progress on our postgraduate modules.

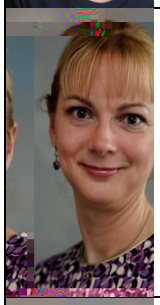
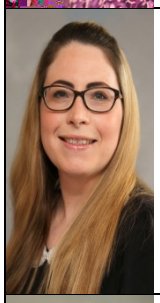
Course Directors

Each degree course has a Course Director (also known as your Adviser), who can answer academic queries about the course (syllabuses, options and so on). Course Directors will arrange to meet all new students on each degree course they direct at the beginning of the year, and talk to you about your studies and welfare. There will be a follow-up meeting with your Course Director around week 20, in which you will be asked to think of a dissertation topic.

3.2 Details of administrative staff

Administrative Staff

The administrative team in the department are your first port of call for any non-academic matters. If they are unable to help directly they will be able to point you in the right direction. The departmental office is open daily between 09:30-12:30 and 14:00-16:15 (closed Wednesday afternoons).

	Mrs Samantha Durling Departmental Administrator	Sam is the Departmental Administrator and oversees the administrative team	Office: 4.324A Email: sdurling@essex.ac.uk
	Mrs Caralyn Elmer Departmental Administrative Assistant	Caralyn supports the Head of Department, the Departmental Administrator and the Research Director. She is also responsible for Health and Safety, Ethical approval applications and departmental finances.	Office: 4.307 Email: celmer@essex.ac.uk
	Mrs Sarah Bevan Student Administrator [UG/PGT Languages]	Sarah is responsible for the administration of Modern Languages degree courses and modules in respect of Undergraduate, PGT (Translation and Interpreting) and Essex Modern Language Certificate students.	Office: 4.305 Email: laladmin@essex.ac.uk
	Ms Abigail Ueno Graduate Administrator	Abigail (Abi) is responsible for all Linguistics PG admissions, student administration and examination matters in respect of all Postgraduate Taught (Linguistics) Students and Postgraduate Research Students in the Department.	Office: 4.305 Email: aueno@essex.ac.uk
	Mrs Val Hartgrove Undergraduate Administrator [Linguistics]	Val is responsible for the administration of undergraduate Linguistics degree courses and modules within the Department.	Office: 4.305 Email: vhartg@essex.ac.uk
	Mrs Sharon Gynn Languages for All Administrator	Sharon is responsible for the administration of the Languages for All programme.	Office 4.303A Email: lfaadmin@essex.ac.uk

3.3 Resources supplied or maintained by the department such as departmental library, labs, computer labs

Constable Building Interpreter Training Lab

This facility will be available from

Spicer Library

The Spicer Library is a lending library for our graduate students working in the fields of applied linguistics and English language teaching (ELT). It houses an invaluable collection of applied linguistics books, ELT materials (in various languages), MA dissertations and PhD theses, with around 4,000 volumes in total. It complements the main University library, the Albert Sloman Library.

The library is located in room 3.115, near Computer Lab D. Opening hours vary each term, so please check departmental notice boards and e-mails regularly for the latest information.
Mrs Lexa Olivera-Smith is the Spicer Library supervisor. Please contact Lexa with any comments or suggestions about the library.

We rely on student volunteers to help with the basic day-to-day running of the library. Please e-mail the Spicer Library volunteers at **spicer** (non-Essex users add @essex.ac.uk) if you would like to find out more about volunteering.

The Spicer Library has served our postgraduate students since the mid 1980s, complementing and supplementing the services provided by the Albert Sloman library.

Group study pods

Need to work collaboratively? Our IT-rich group study pods provide an ideal setting for encouraging creative team-working among groups of students. Group study pods are open access and are first-come first-served; they can't be pre-booked. There are 15 group study pods on our Colchester Campus, to find one go to: www.essex.ac.uk/it/computers/pods/.

Digi recorders

Digi recorders are availible for loan via the Departmental office, if you would like to book one please email the Departmental Administrative Assistant (Caralyn Elmer).

3.5 Details of departmental support

Your personal tutor

All taught postgraduate students have a personal tutor who you'll meet soon after you've arrived, and who you'll meet regularly throughout your course. Your personal tutor is there to help you feel connected to your department, and is someone you can talk to if you have questions about your course or encounter any difficulties which affect your studies. Your personal tutor may also recommend other support services on campus that might be able to help. If you're unsure who your personal tutor is, please ask a member of the administrative staff in your department.

3.6 Departmental policy on the use of smart phones, laptops and tablets

Please refer to your academic teacher in connection with the use of your mobile phone, other technology and dictionaries for teaching-related purposes in lectures and classes, and in-class tests. We respectfully ask you not to use them for personal calls, social networking and texting in classes or in the departmental office.

A student may not make a personal recording of a teaching event, supervisory meeting, oral examination or other formal meeting or committee which considers the student's academic progress or performance without the permission of all other individuals present. If this permission is granted, the recording may be made for the personal use of the student only, in support of their studies and learning. The recording must not be made publicly available or shared for other purposes without the consent of all those present. Disabled students who have difficulty with note-taking are encouraged to contact Student Support for further information on when recording is permissible and other access strategies.

3.7 Details of how the department will communicate with students

By email: this is the preferred form of communication with students. Be sure to check your email regularly. ***The Department strongly recommends you to check your email every day***.

On the department website: This is a *very important* source of news about all aspects of your studies. Check it regularly.

By a notice: There are notice boards relating to linguistics and modern languages outside the d6(at)-6(l)-re W n 9nmentnt.mormr t orehere are n109.e6( )]T(de t)-o2.6(c)-2(e:)

3.8 Departmental Prizes

The *Translation Prize* is awarded annually to the student with the best overall performance in Modern Languages/Chinese Translation.

What we expect of you

We expect you to approach all aspects of your work in an organised and professional manner. You must attend all classes that are obligatory components of your course, arriving on time for every scheduled class/examination/workshop/mock conference. You must prepare any work required by a lecturer prior to a class, and submit any required assignment (whether assessed or non-assessed) by the specified deadline.

We expect you to engage in self-directed autonomous learning outside of classes to complement the coursework you do, and take advantage of any opportunity for developing your translation, interpreting and subtitling skills. It is expected that a postgraduate student on one of the translation, interpreting and subtitling programmes will spend on average at least 40 hours per week (including class contact hours) during term time developing their knowledge and skills.

We expect you to treat your fellow classmates and your lecturers with the professional courtesy normally shown between colleagues engaged in a collaborative activity.

4.3 Information about Moodle, ORB and FASER

Our **online resource bank** (**ORB**) stores important module materials such as reading lists and past exam papers.

For more information please visit: https://orb.essex.ac.uk/

We use **Moodle** as our online learning environment, to enhance face-to-face teaching. It lets you get to course materials, and has built-in features to enhance learning such as discussion forums, chat facilities, quizzes, surveys, glossaries and wikis.

For more information on Moodle please visit: https://moodle.essex.ac.uk/

FASER is our **online coursework submission and feedback system**. Use it to submit your coursework electronically, produce a watermarked copy of your work and receive electronic feedback all in one place.

For more information please visit: www.essex.ac.uk/it/elearning

4.4 Course structures and learning outcomes including information about programme specifications

4.4.1

The two-year programme in Chinese-English Translation and Interpreting

First year

Postgraduate Diploma in Chinese-English Translation and Interpreting (Director: Ms Nan Zhao)

The aims of the Postgraduate Diploma are:

- To introduce students to the principles underlying the practice of translation of texts from different genres from one language into another.
- To introduce students to the principles underlying the practice of interpreting in a range of contexts of language use.
- To develop students' ability to translate/interpret quickly and accurately between English and Chinese.
- To provide students with a solid understanding of the ethics and practice of professional translation and interpreting.
- To equip students with basic practical and key skills needed for employment in professional translation and interpreting.

Syllabus

Term 1

*Students may optionally sit the **SDL Certification Examination**. Successful candidates are 'SDL certified', a qualification recognised by employers of professional translators. This is not part of the assessment for the PG Diploma.

Term 2

Term 3

Revision classes, mock events and module tests.

Second year

MA in Chinese-English Translation and Interpreting (Director: Ms Dan Chen)

The aims of the MA are:

- To develop students' ability to translate/interpret accurately and professionally between English and Chinese.
- To introduce students to the principles of subtitling and enable them to create their own subtitles in one language from speech in another.
- To introduce students to the use of computer software in translation, interpreting and subtitling, and to give them experience of using e-resources in translating, interpreting and subtitling.
- To give students the opportunity to undertake a practical project in translation, interpreting or subtitling, and to reflect critically on the experience.
- To ensure that students have a solid understanding of the ethics and practice of professional translation, interpreting and subtitling.
- To equip students with the practical and key skills necessary for employment in professional translation, interpreting and subtitling.

Syllabus

Term 1

#Module taught over two terms; counts as a term 2 module for assessment purposes

Term 2

Term 3

Progression from the Postgraduate Diploma to the MA

In order to proceed from the *Postgraduate Diploma in Chinese-English Translation and Interpreting* to the *MA in Chinese-English Translation and Interpreting*, students must normally achieve a Merit in the Postgraduate Diploma. Students who fail to achieve a Merit may be eligible for consideration for entry to one of the other MA programmes running in the Department of Language and Linguistics.

4.4.2

MA in Translation, Interpreting and Subtitling

(Director: Ignazia Posadinu)

The aims of the MA are:

- To introduce students to the principles underlying the practice of translation of texts from different genres from one language into another.
- To introduce students to the principles underlying the practice of interpreting in a range of contexts of language use.
- To develop students' ability to translate/interpret quickly and accurately between English and one other language (chosen from French or German or Italian or Portuguese or Spanish).
- To introduce students to the principles of subtitling and enable them to create their own subtitles in one language from speech in another.
- To introduce students to the use of computer software in translation and subtitling, and to give them experience of using e-resources in translating, interpreting and subtitling.
- To give students the opportunity to undertake a practical project in translation, interpreting or subtitling, and to reflect critically on the experience.
- To provide students with a solid understanding of the ethics and practice of professional translation, interpreting and subtitling.
- To equip students with the practical and key skills necessary for employment in professional translation, interpreting and subtitling.

Syllabus

Term 1

Students may optionally sit the **SDL Certification Examination. Successful candidates are 'SDL certified', a qualification recognised by employers of professional translators. This is not part of the assessment for the MA.

+ 'x' = 1 (French) or 2 (German) or 3 (Portuguese) or 4 (Spanish) or 6 (Italian). The module director is a lecturer in the relevant language section, and work is conducted on a supervised tutorial basis.

*Students who opt for LG483 Pragmatics: discourse and rhetoric take 5 modules in the autumn term and 3 in the spring term

Students who opt for LG474 Language rights take 4 modules in the autumn term and 4 in the spring term

NB. Students may also attend LAx67 Translation, Interpreting and Subtitling Skills classes.

Term 2

+ ‘x’ = 1 (French) or 2 (German) or 3 (Portuguese) or 4 (Spanish) or 6 (Italian). The module director is a lecturer in the relevant language section, and work is conducted on a supervised tutorial basis.

NB. Students may also attend LAx67 Translation, Interpreting and Subtitling Skills classes.

Term 3

The MA dissertation is a skills-based report of a translation or interpreting or subtitling project, with critical commentary on the work. Students propose a project in consultation with module directors during term 2, and are assigned an individual supervisor who advises on the development of the work during term 3. See section 4.8.

4.4.3

MA in Translation and Literature

(Director: Ignazia Posadinu)

The aims of the MA are:

- To enhance (to deepen and extend) students' acquaintance with literary texts.
- To provide modules that open paths to areas of current scholarly and critical literary specialisation.
- To introduce students to the principles underlying the practice of translation of texts from different genres from one language into another.
- To develop students' ability to translate quickly and accurately between English and one other language (chosen from French or German or Italian or Portuguese or Spanish).
- To introduce students to the use of computer software in translation (and subtitling), and to give them experience of using e-resources in translation or subtitling.
- To give students the opportunity to undertake a practical project in translation or subtitling, and to reflect critically on the experience.
- To provide students with a solid understanding of the ethics and practice of professional translation.
- To equip students with the practical and key skills necessary for employment in professional translation.

Syllabus

Term 1

*Students will be expected to take the Principle of Translation part only of this module
Students may optionally sit the **SDL Certification Examination. Successful candidates are 'SDL certified', a qualification recognised by employers of professional translators. This is not part of the assessment for the MA.

+ 'x' = 1 (French) or 2 (German) or 3 (Portuguese) or 4 (Spanish) or 6 (Italian). The module director is a lecturer in the relevant language section, and work is conducted on a supervised tutorial basis.

Term 2

+ ‘x’ = 1 (French) or 2 (German) or 3 (Portuguese) or 4 (Spanish) or 6 (Italian). The module director is a lecturer in the relevant language section, and work is conducted on a supervised tutorial basis.

Term 3

The MA dissertation is a skills-based report of a translation project, with critical commentary on the work. Students propose a project in consultation with module directors during term 2, and are assigned an individual supervisor who advises on the development of the work during term 3. See section 4.8.

NB. Students may also attend LAx67 Translation, Interpreting and Subtitling Skills classes.

4.5 Changing your degree and maximum period of study

If you want to change your course, you should talk to someone in your department first. Normally, you would be required to make a new application for admission.

Investigate your potential new course by looking at course information on the department’s web pages, talking to students on the course and speaking to tutors. You should also look at our Rules of Assessment for the new course to check whether there are any course-specific requirements.

If you want to **change your mode of study** from full-time to part-time, you should discuss this with our departmental staff. If this is possible, you will need to make a formal request using the online **Change of Mode of Study form** which you can find here: https://www.essex.ac.uk/esf/

Changing your mode of study may affect your immigration status if you have a Tier 4 visa and you may need to contact the Home Office or make a new Tier 4 application.

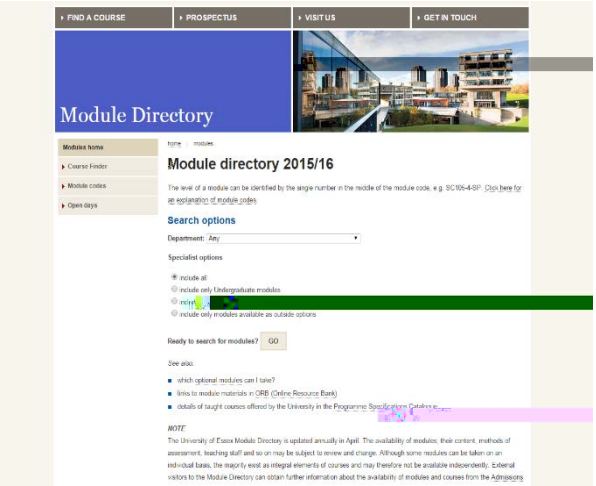
Please read carefully our guidance on Tier 4 and course changes here: http://www.essex.ac.uk/immigration/studies/changes.aspx

4.6 Information about modules including: choices, core, optional, enrolling for modules, the location of the directory, reading lists, changing modules, changing your class

What is a module?
The definition of our module codes, for example LA871-7-AU

LA	**=**	Language module
871	**=**	The code of the module.
7	**=**	GRADUATE LEVEL. (3-4-5-6 is UG level)
AU	**=**	The term it is running could be AU (Autumn), SP (Spring), FY (Full year).
LG	**=**	Linguistics module
IA/ LT	**=**	International Academy/LiFTS (Please contact the relevant department directly.)

For the Postgraduate Diploma you take **4 modules** in the Autumn term and **4 modules** in the Spring term.



For MA you will take a total of **8 modules** over Autumn and Spring terms (*see also 4.4.2 for MA in Translation, Interpreting and Subtitling or 4.4.3 for MA in Translation and Literature*)

Module directory and module enrolment
The Module Directory is a useful tool that is available on the University website. You can find it here: http://www.essex.ac.uk/modules/. By selecting Language and Linguistics from the drop down list and pressing 'Go', you will be able to see all of the modules that are offered by the department. You can also set a filter to include only undergraduate, postgraduate or outside options. This gives you full access to the teaching and assessment information as well as the full module description. You can also access the Online Resource Bank (ORB) from the module pages, which will take you to resources such as reading lists that are available for download for that particular module.

Students can only choose modules from the list specified on the drop-down list in eNROL. More information about choosing optional modules can be found here: http://www2.essex.ac.uk/academic/students/ug/schemes.html

Special Syllabus
If you subsequently wish to change one of your modules, because either you have missed the enrol deadline or you want to take something that isn't available from your list of optional modules available you should speak to your supervisor in the first instance and then if they agree you should complete the relevant Special Syllabus request form via ESF (Electronic Student Files https://www.essex.ac.uk/esf/). Once submitted it will need to be approved by the department before being passed entkesn‹ Tc 0.013 Tw R-2(S)ou

Reading lists
You will be provided with a reading list at the beginning of your module.

Class Times
The University convention is that one-hour teaching sessions normally start on the hour, and finish ten minutes before the hour: two-hour sessions are treated as two successive one-hour events (unless the class teacher agrees an alternative arrangement with you). Please check your timetable regularly for the latest timetable information and for the location of classes.

Requesting a class change
Students are automatically assigned to classes based on availability by the Central Timetabling Office and in the attempt to produce a clash free timetable for every student.

Reasons for requesting a class change
In special circumstances students may request a change in their class allocations – for example, if you have childcare or caring commitments, work commitments, attendance on other courses of study or for medical reasons. Permission to change to an alternative class or lecture is agreed at departmental level and the right is reserved to refuse permission to change. The above list is not exhaustive, and we understand there may be other genuine reasons for changes. Your Department may ask for evidence to support your change of class request. Please note class change requests are subject to availability within other classes.

Changing optional modules
Please refer to your course director in the first instance to seek advice.

4.7 Listen Again
Did you miss something? Our Listen Again digital recording service lets you listen again to lectures so you grasp every detail. Available in teaching rooms or lecture theatres where you see the sign.
listenagain.essex.ac.uk

4.8 Guidelines for preparing an MA dissertation

4.8.1 When and how to submit your proposed topic formally

Please obtain a Dissertation Proposal Form from the Student Administrator (Departmental Office, Room 4.305)

The Dissertation proposal form must be signed by your supervisor and your Course Director **BEFORE** submission to the Student Administrator. You must submit your Dissertation proposal form to the Student Administrator by **15:00 hours (3 p.m.) on 1st March 2016**. The title of your topic should be as informative as possible. It is only a guide at this stage, and you will be able to modify it at a later stage if you wish, in consultation with your supervisor. The proposed dissertation topic should outline your proposed research in around 300 words. The outline should identify a specific topic to be investigated and not just a general field. This summary of the proposed dissertation should include the main points you think you will be covering in the final dissertation (the overall approach you wish to take, your research questions/hypotheses, and your methodology). There is also a section entitled 'Data' where you need to mention the type of data you need to collect or consult in connection with your research, and where, when and how this will be collected or accessed. Like the title, this is only a provisional statement of intent at this stage. Whatever you write here does not commit you irrevocably. It is VITAL that you stick to the deadline of **1st March, 2016** to submit your proposal form.

The 'interpreting event' component

You must choose one of the following types of interpreting event to report in your dissertation:

Consecutive interpreting
You record, in a conference setting, **two** live speeches from the same speaker or of the same topic of roughly 15-20 minutes and your consecutive interpreting of the speeches. The recording must include both the source speeches and your oral interpretation of them. You can choose to interpret into or out of your A language (native language).

Simultaneous interpreting
You record 15 – 20 minutes of your own simultaneous interpreting of **two** live speeches from the same speaker or of the same topic in a conference setting. You can choose to interpret into or out of your A language. Alternatively, you record 30 minutes of your own simultaneous interpreting of **one** dialogue which involves two speakers in a conference setting speaking your A and/or B languages.

You are advised to start looking for appropriate speaker(s) at the end of the autumn term. Suggestions about finding a speaker will be given at the first SI mock conference in the autumn term. If you plan to do a comparative study, you may carry out experiment(s) to enrich your commentary. For details, please speak to your supervisor to discuss your proposal.

What is a 'conference setting'?
A 'conference setting' refers to either a 'real' conference (organised by professional bodies) at which you have been asked to provide interpreting services, or a 'mock' conference organised by you where you also provide interpreting services for an audience.

Mock conferences must meet the following criteria:

- There must be at least one live speaker.
- The audience must consist of at least five people. If it is intended that an audience survey will be conducted for the purposes of the commentary, it is your responsibility to invite an audience that will be sufficiently large to enable a survey to be conducted. Audiences should be native speakers of the target language (a bilingual audience is acceptable).
- The whole session must be recorded. (See section 1.5 for instructions on data collection).
- The interpreter may prepare background information on the conference (whether mock or real), but he/she must NOT see the speaker's script or ask for a prepared list of terms from the speaker beforehand.
- Two or more students may use the same speaker as the source for interpreting, **but not the same speech**; if the same speaker is used, he or she must make different speeches for each student who wishes to interpret.
- The proposal and organisation of a mock conference must be approved by the student's supervisor.
- Mock conferences must be conducted on university premises. Simultaneous interpreting must be conducted inside an interpreting booth.
- The speaker must not be your classmate.

Organising a mock conference
You are responsible for organising your own mock conference and for finding a speaker. It is recommended (but not compulsory) that a group of students get together to organise a mock conference. This makes it easier to find people willing to make up the audience.

However Simultaneous Interpreting and Consecutive Interpreting mock conferences MUST NOT be combined.

The selection of a speaker should be consistent with your plan for the commentary. For example, if you plan to discuss the strategies you use to deal with fast speaking speed in the source material, a relatively fast-speaking speaker should be found. If you intend to discuss issues involving terminology, a speech on a technical topic would be desirable. Speakers with experience of public speaking, using an interpreting service and international conferences are considered less difficult to interpret for. It is usually difficult to control the speed of a speaker if he/she reads a script at the mock conference. Therefore it would be ideal if your speaker delivers the speech without reading.

Please note, though, that if a speaker delivers a relatively simple speech you may have difficulty in finding issues to discuss in the commentary. If a speech is too difficult to interpret, you may lose marks for an incomplete/inaccurate performance. Therefore, when you invite a speaker, you need to think about whether the kind of speech that he or she gives will provide the optimum level of interpreting challenge to allow you to show the skills you have developed, before making the final decision.

The mock conference agenda should be included at the end of the commentary as an appendix. The organisation of the mock conference is not assessed, but you should describe it in the introduction to your dissertation to give background information on the project. Issues that arise in organising the conference can also be discussed in the commentary.

Data Collection
You are required to record the interpreting event not only for assessment purposes but also to enable you to analyse the event including your own performance for the commentary.

Recording a consecutive interpreting event
You must video-record both the source speech and your consecutive interpreting performance, whether the conference is mock or real. If more than one interpreter is involved in interpreting at the conference, you should submit, for assessment, the part of the recording relevant to you, including both the source speech and your interpreting for the audience.

Recording a simultaneous interpreting event
You must either audio-record or video-record your simultaneous interpreting performance, whether the conference is mock or real. Audio-recording is recommended because of the limited space on the hard drives of the computers in the interpreting booths, unless you need both visual and auditory data for the commentary.

Because simultaneous interpreting requires the booking of specialist simultaneous interpreting facilities, and technical problems regularly arise with simultaneous interpreting equipment/software, you should work closely with your supervisor to ensure the quality and validity of the recording.

Assessment of the interpreting event component of your dissertation
The criteria for the assessment of your interpreting performance are the same as those used in the assessment of in-class consecutive interpreting and simultaneous tests. Please consult your supervisor for details.

The 'commentary' component
The commentary on the interpreting event that you report in your dissertation is expected to be a self-evaluation and analysis of your interpreting performance. It should be around 8,000 words in length (±10%) and have a similar structure to other MA dissertations written by students in the Department of Language and Linguistics, with the following components:

- Acknowledgement (if any)
- Table of contents
- List of any tables/graphs used
- Abstract
- Introd

- Discussion of the implications of the findings from the coded transcription for the topics/hypothesis outlined in the Introduction
- Conclusion
- References (you should use the Harvard referencing system)
- Appendixes

A. The agenda for the conference at which the interpreting event occurred
B. A synchronised transcription of the source speech and your interpreting of the source speech using the format below.

   Consecutive interpreting
   _____(**A chunk** of source speech)
   _____(Your interpreting of **this chunk**)

   Simultaneous interpreting
   _____ (**A sentence** of source language)
   _____ (**A sentence** of target language)
   In case of omission of a whole sentence, please indicate by adding '(no rendition for this sentence)'.
C. The questionnaire used for the audience survey (if one was conducted)

Advice on presenting examples in the commentary
When you use examples of interpreting in the commentary to illustrate particular points, you should give **back translations** of the examples used. Here are two examples:

Example 1
You are interpreting from your B language (English). You want to discuss the strategies you used in interpreting a particular sentence. You give the transcription of the speaker's sentence, the transcription of your interpreted version, and then the translation in English of your interpreted version:
ST (in B language): _____ (one sentence)
TT (in A language): _____ (one sentence)
(back translate the above sentence into English)

Example 2
You are interpreting from your A language into English. Again you want to discuss the strategies you used in interpreting a particular sentence. You give the transcription of the speaker's sentence together with a translation that is as close as possible to that transcribed sentence. Then you give the transcription of your interpreted version:

ST (in A language): _____ (one sentence)
(provide a translation as close as possible to ST)
TT (in B language): _____ (one sentence)

Possible perspectives that can be taken in the commentary
The following are examples of some of the topics that could be considered in a commentary on an interpreting event:

- Source – target language correspondence.
- Form-based or meaning-based approach.
- The effects of background knowledge, terminology, pre-task preparation, discourse markers, memory, language proficiency, delivery speed, information density, presentation, accents, non-verbal behavior, cultural difference and speech anxiety etc. on the comprehension of source language and quality of target language.
- Interpreting strategies (e.g. anticipation, restructuring, pauses and note-taking etc.) in simultaneous/consecutive interpreting and how they affect interpreting performance.

- Split-of-attention in simultaneous interpreting.
- The influence of ‘directionality’ (e.g., English to foreign languages (FLs) vs. FLs to English) on interpreting quality.
- Coordination of cognitive effort – dealing with multi-tasking in simultaneous interpreting.
- Information filtering - selecting key information.
- Client/audience expectation.
- The professionalism and role of interpreter.
- Code of ethics for conference interpreters.
- Interpreting numbers

For the assessment criteria for the commentary see section 4.8.4.

Recommended background sources for the commentary

Chernov, G. V. (2004). *Inference and Anticipation in Simultaneous Interpreting: A Probability-prediction Model*. Amsterdam/Philadelphia: John Benjamins.
Gile, D. (Ed.). (2009). *Basic Concepts and Models for Interpreter and Translator Training (Revised)* (2nd ed. Vol. 8). Amsterdam/Philadelphia: John Benjamins.
Hale, S. B. (2007). *Community Interpreting*. New York: Palgrave.
Hammond, D. L. (Ed.). (1994). *Professional Issues for Translation and Interpreters*. Amsterdam/Philadelphia: John Benjamins.
Jones, R. (2002). *Conference interpreting explained*. St. Jerome Publishing.
Monacelli, C. (2009). *Self-preservation in simultaneous interpreting: surviving the role*. Amsterdam/Philadelphia: John Benjamins.
Nolan, J. (2005). *Interpretation: Techniques and exercises*. Clevedon, Buffalo, Toronto: Multilingual Matters.
Phelan, M. (2001). *The Interpreter's Resource*. Clevedon: Multilingual Matters.
Pöchhacker, F. (2004). *Introducing Interpreting Studies*. London, New York: Routledge.
Reiss, K. (2000). *Translation Criticism, the Potentials and Limitations*. St. Jerome Publishing.
Wadensjo, C. (1998). *Interpreting as Interaction*. London, New York: Addison Wesley Longman.

4.8.4 Dissertations reporting a Subtitling project

The dissertation will contain the following components:

- A one-hour clip subtitled in L1.
- A dialogue list of 20 minutes of the audio visual programme to be submitted for assessment and feedback.
- A hard copy of the final version for the 20-minute subtitled clip showing the In and Out times and the number of characters per line.
- A reflective commentary (8,000 words maximum).

The choice of the audio visual programme to be subtitled should be discussed and agreed with the assigned supervisor. The student subtitler should ensure that the chosen clip has never been previously subtitled in his/her language.

The student subtitler is expected to use the Wincaps software to subtitle his/her clip, store their work in an individual folder and back the file up on an external memory device.

<u>The final subtitled clip</u> must demonstrate that the student subtitler has the following abilities:

- To translate and condense speech/dialogue to match the images and the time available.
- To write in 'sense blocks'.
- To adhere to language register.
- To consider the target audience.
- To observe rules of punctuation and other conventions.
- To carry out accurate spotting.
- To reflect the natural speech rhythm and the pace of the audio visual programme.
- To respect the viewer's reading rhythm.
- To handle cuts and sound bridges.

<u>The reflective commentary</u> must be based on the full one-hour clip, and should contain the following:

- An introduction explaining why the student subtitler chose to subtitle his/her audio visual programme, giving: an outline of the plot, characters/speakers and highlighting the specific linguistic features (including editing characteristics of the document which are relevant to the subtitling of it).
- An analytic discussion of the challenges they encountered during the subtitling process and how they resolved them. Examples of alternative translations and/or choice of timings can be given as well as the reasons why they were dismissed.
  The discussion should show: a thorough understanding of the rules and conventions of audio-visual translation, making use of the correct terminology and be based on a critical review of existing publications in the field.
- A brief conclusion stating the strengths and weaknesses of the finished work.
- A bibliography listing all the works cited in the dissertation

Marking criteria and weighting
Student subtitlers are required to subtitle a clip of an hour in duration. The assessment and the detailed feedback will be based on 20 minutes of the programme selected by the student. This will consist of the following marking breakdown:

- Subtitled clip + dialogue list + hard copy of subtitled version: 50%

  - Technical aspects of subtitling: 25%
  - Language transfer: 25%

- Reflective commentary: 50%

For the assessment criteria for the commentary see section 4.8.5

Suggested sources
Díaz Cintas, J. and Remael, A. (2007) *Audiovisual Translation: Subtitling*. St Jerome Publishing.

Fong G. C. F. and Au, K. K. L. (2009) *Dubbing and Subtitling in a World Context*. The Chinese University Press.

Incalcaterra McLoughlin, L. Biscio, M. and Ní Mhainnín, M. Á. (eds) (2011) *Audiovisual Translation Subtitles and Subtitling: Theory and Practice*. New York: Peter Lang.

Ivarsson, J. and Carroll, M. (1998) *Subtitling*. TransEdit.

Lavaur, J- *La traduction audiovisuelle, approche interdisciplinaire du sous-titrage*. Traducto de Boeck.

4.8.3 Dissertations reporting a translation project
For your dissertation project, you may wish to translate a major, extended text from a field of your choice, which may be of relevance to your career plan. The source text must be in your B language and the target text in your A language. The commentary component must be written in English.

The choice of text will need to be discussed with and approved by your dissertation supervisor. You must ensure that your chosen text has not been translated before. The text must be of sufficient complexity and you will need to demonstrate your ability to apply the theoretical concepts and skills developed during the course.

The dissertation must include the following components:

An original translation of your choice (8,000 words ±10%)

A rationale for the choice of text translated and the selected model for analysis

A literature review related to the discipline of translation studies, demonstrating your understanding of its major debates in relation to your translation

An analysis of the source text type and its expected audience; background research into the chosen field

(continued on next page)

A discussion including:

An evaluation of translation strategies used
Resources used
Discussion of difficulties that needed to be overcome

(Components I-III and V together should constitute 8,000 words of the dissertation (±10%), which together with component IV makes a total of 16,000 words (±10%)).

You must ensure that the source text as well as any other relevant documents is included in your dissertation as an appendix.

Presentation: You must align source and target text by typing them next to each other. This will allow your supervisor and assessors to have a better reading of your work and evaluate the translation work more efficiently.

Marking criteria and weighting
The translation and commentary will contribute 50% each to the overall assessment of your dissertation.

Your dissertation will be marked in relation to the following criteria:

TRANSLATION
language accuracy
appropriate choices with regard to language register, text type and receiving audience
an awareness of the cultural context
an awareness of the receiving audience
consideration given to text type
no undue distortions of source text meaning
textual reliability and integrity
evidence of appropriate editing and reviewing
the complexity of resources used
a professional approach to making translation choices

For a Cat-based dissertation project:
Ability to extract and create an appropriate Term Base
Ability to create a working Translation Memory from relevant aligned texts
Ability to reproduce Source Text formatting in the Target Text

COMMENTARY/OTHER COMPONENTS
the clarity of your writing
completeness and structure
evidence of extensive, relevant background reading
the complexity and logic of your arguments
a clearly applied system of referencing (e.g. the Harvard system)

Your writings about the translation undertaken must be underpinned by references to pertinent, published works in the field of translation study. The list given below must be extended by works of specific relevance to the field of your chosen translation.

Please note that only a chosen sample of your translation (about 2,500 words) will be assessed.

For the assessment criteria for the commentary, see section 4.8.4.
Suggested sources:

Baker, M. 2011. *In other words: a coursebook on translation*. London: Routledge.

Baker, M. & Salandha G. (eds) 2011. *The Routledge encyclopedia of translation studies*. London: Routledge

Boase-Beier, J. 2011. *A critical introduction to translation studies*. London: Continuum International Publishing Group.

Byrne, J. 2012. *Scientific and technical translation explained : a nuts and bolts guide for beginners*. Manchester, UK and Kinderhook: St. Jerome Publishing.

Bambier, Y. & Van Doorslaer L. (eds) 2011. *Handbook of translation studies*. Amsterdam: John Benjamins Publishing Company.

Chiaro, D. (ed.) 2010. *Translation, humour and literature: translation and humour*. London: Continuum International Publishing Group.

Fawcett, A., Guadarrama Garcia K.L. & Hyde Parker R. (eds) 2010. *Translation: theory and practice in dialogue*. London: Continuum International Publishing Group.

Gambier, Y. & Van Doorslaer L. (eds) 2009. *The metalanguage of translation*. Philadelphia and Ámsterdam: John Benjamins Publishing Company.

Hervey, S. & Higgins I. *Thinking Translation: A Course in Translation Method*. London & New York: Routledge 1992.

Katan, D. 2004. *Translating Cultures: an Introduction for Translators, Interpreters and Mediators*. Manchester: St Jerome Publishing.

Munday, J. 2012. *Introducing translation studies: theories and applications*. London and New York: Routledge.

Robinson, D. 2012. *Becoming a Translator: An Introduction to the Theory and Practice of Translation*. London and New York: Routledge.

Rüdiger, P. & Gross, K. (eds) 2009. *Translation of cultures*. Amsterdam: Rodopi Publishing.

Venuti, L. (ed.) 2012. *The Translation Studies Reader*. London and New York: Routledge

For CAT based dissertation projects only:

Bowker, L. 2011 “Off the record and on the fly,” *Corpus-based Translation Studies: Research and Applications* (Eds. A. Kruger, K. Wallmach and J. Munday). London/New York: Continuum, pp. 211-236.

Bowker, L. (2002), *Computer-Aided Translation Technology: A Practical Introduction*, Ottawa: University of Ottawa Press.

Quah, Chiew Kin (2006), *Translation and Technology*, Basingstoke: Palgrave Macmillan.

Alcina, A. (2008) “Translation Technologies”, in *Target* 20:1 (2008), p. 79–102.

Austermühl, F. (2001), *Electronic Tools for Translators*, Manchester: St Jerome.

Benito, D. (2009) “Future Trends in Translation Memory”, in *Revista Tradumàtica*, número 7, desembre 2009, p. 1-8. Available at http://www.fti.uab.es/tradumatica/revista/num7/articles/07/07.pdf.

tcworld, January 2010. Available at http://www.tcworld.info/tcworld/translation-and-localization/article/ten-good-reasons-for-using-a-translation-memory/.

Vashee, K. (2011) “The Future of Translation Memory (TM)” [online], available at http://kv-emptypages.blogspot.co.uk/2011/03/future-of-translation-memory-tm.html.

Zetzsche, J. (2010) “Machine Translation Enters the World of the Translator”, in *Translation Journal*, July 2010, vol. 14, no. 3. Available at http://translationjournal.net/journal/53mt1.htm.

Zetzsche, J. (2012) “Translation technology comes full circle”, in *Multilingual - Core Focus: Translation*, April/May 2012, p. 50-51. Available at http://www.multilingual.com/downloads/coreFocus127.pdf

4.8.5 Assessment criteria for the commentary component of your dissertation

- **Marks above 80%**
  The work is excellent in every respect. It shows extensive knowledge of both the topic and the academic context(s) in which it is applied. A complex, original and relevant application of critical or theoretical ideas such as those learned on the core course units is demonstrated in critical practice. There is clear evidence of an ability to critically evaluate existing research on the object of study as the basis for identifying and defining new fields of research. The work demonstrates considerable originality and is of publishable or near-publishable quality making a significant contribution at the forefront of the discipline. The style and presentation are virtually faultless.

- **Marks 70-79%**
  The work is focused and comprehensive, demonstrating a thorough and sophisticated grasp of the topic. The work is based on wide reading in a range of source materials and shows clear originality. The work goes well beyond the mere exposition of ideas, providing a sustained and lucid argument. An in depth awareness of critical or theoretical ideas, such as those learned on the core course units, is demonstrated through relevant and consistent application in critical practice. The work demonstrates the ability to critically evaluate existing research on the object of study in a confident, directed manner, giving clear evidence of the candidate’s ability to complete a research degree successfully. There are no substantial or recurrent errors in style and presentation and the work demonstrates that the principles applicable to academic writing in the Humanities and Social Sciences have been fully understood and internalised as good practice.

- **Marks 60-69%**
  The work demonstrates a thorough understanding of the topic, and provides a good discussion of it with appropriate examples. The work shows an awareness of critical or theoretical ideas such as those learned on the core course units, supported by an ability to use these ideas relevantly in critical practice. The argument is clearly structured and the students have begun to develop new ideas on the texts or objects of study, revealing an ability to critically evaluate existing research in the area. There is some evidence of potential for conducting research at a higher level, but this may not be wholly consistent. There are few errors in style and presentation and the work demonstrates that the principles applicable to academic writing in the Humanities and Social Sciences have been fully understood.

- **Marks 50-59%**
  The work demonstrates a reasonable understanding of the topic and the discussion provides some evidence of analytical thought. The work also shows comprehension of critical or theoretical ideas such as those learned on the core course units, but attempts to use these ideas relevantly in practice are limited in scope. The approach is generally unambitious, but a coherent argument is in place. There is an awareness of relevant secondary literature and an ability to evidence assertions by reference to relevant literature/research. The work exhibits a certain number of errors of style and presentation but an adherence to the principles applicable to academic writing in the Humanities and Social Sciences is predominant.

- **Marks 40-49%**
  The work provides a superficial discussion of the topic but remains predominantly descriptive. It demonstrates a basic grasp of the topic but is lacking in critical or analytical insight in general. It reveals some awareness of theoretical or critical ideas such as those learned on the core course units, but attempts to apply them in practice are inappropriate or confused. An identifiable argument is discernible but this is poorly and inconsistently sustained. The style and presentation exhibit a large number of errors but there is some evidence that the principles applicable to academic writing in the Humanities and Social Sciences have been understood.

- **Marks 30-39%**
  The work is almost wholly descriptive. It reveals little awareness of theoretical or critical ideas such as those learned on the core course units and makes no sustained or developed attempt to apply them in practice. The work displays some potential to move from description to discussion of the topic and to structure a basic argument derived from this descriptive approach but it fails to achieve this in clearly identifiable respects. The style and presentation are poor. There is little evidence that the principles applicable to academic writing in the Humanities and Social Sciences have been understood, but communication is maintained.

- **Marks Below 30%**
  The work fails to provide a competent description of the topic, and falls far short of a competent discussion. It is poorly structured and has no coherent argument. It displays no awareness at all of theoretical or critical ideas such as those learned in the obligatory course units. The style and presentation are so poor as to seriously impair communication and there is no evidence that the principles applicable to academic writing in the Humanities and Social Sciences have been understood.

4.9 Placement information (*see also 9.9*)

Workshops, mock conferences and internships

Workshops
As an integral part of your professional development, from time to time workshops will be organised to which practising professionals in translation/interpreting/subtitling and related fields of activity will be invited. Invited speakers may present aspects of their work or be involved in contributing to group activities. Attendance at these workshops is an obligatory part of the programme, and you are expected to attend.

Mock conferences
To put into practice the interpreting skills you develop as part of the course, at least two mock conferences will be organised during the year at which you will provide the interpreting services. These represent an excellent opportunity for you to experience the challenges and problems that arise in live interpreting contexts, but without the detrimental consequences that may ensue in a professional context if you 'get it wrong'. Participation in mock conferences is also an obligatory part of the course, and you are expected to attend.

Internships
It is our aim to provide you with as many opportunities as we can for supervised practical experience of real translation, interpreting or subtitling assignments as part of your training. These events may arise within the University itself (for example when there are visiting delegations or international conferences) or in the local community. By their nature, real translation, interpreting and subtitling opportunities are unpredictable and occur irregularly. We will keep you informed of them as and when they arise.

4.10 Summary of how the department offers an inclusive learning experience, ensures the quality of opportunities and responds to the diverse needs of students.
In line with the University's purpose to contribute to society through excellence in education, the Department of Language and Linguistics aims to offer our students a transformational educational experience. We achieve this through high quality teaching in the curriculum and through providing all of our students with a range of extra-curricular workshops, mock conferences and activities that give them the opportunity to fulfil their potential as individuals. We encourage students, as members of our academic community, to become independent learners who are able to take responsibility for their personal and professional development throughout their lives. Our academic community is diverse, and we celebrate and promote this diversity as an important part of the student learning experience, allowing them to develop a genuine world view, inter-cultural awareness and inter-cultural agility, through shared curricula and extra-curricular learning experiences.

4.10.1 Information for disabled students
We would encourage all new students with a disability, long term medical condition, specific learning difficulty or mental health difficulty to disclose and register with the disability service so that we can plan how best to support you in your studies.
You can find out about the academic and learning support we offer here:
http://www.essex.ac.uk/students/disability/academic.aspx
UK students may be eligible for a Disabled Students' Allowance grant. Go here for more information including application forms and key changes for 2015-16 http://www.essex.ac.uk/students/disability/funding.aspx

4.10.2 Information for international students
We are proud to be a global community and we recognise that living and studying in the UK may be very different from your own country.
Essex has a wide range of support covering academic and health and wellbeing issues. Our friendly and professional staff will be able to guide, advise and assist you during your time at Essex.
You can find helpful information here - www.essex.ac.uk/students/new/international/default.aspx.

If you are studying on a **Tier 4 visa,** don't forget to read section **8.4 Tier 4 Information** of this handbook which has further information and links.

4.10.3 Mature and part-time students

As a mature student you'll be in very good company – around 25% of our students are mature students.

We appreciate that studying as a mature student can present challenges. This is particularly true if you have other commitments and responsibilities to meet such as work and family. We want you to be aware of the support available so that you can make the most of your time at Essex.

You can find more information here: www.essex.ac.uk/life/students/mature.aspx

4.11 Student representation, Student Staff Liaison Committees, Student Assessment of Modules and Teaching and Student Surveys

Student feedback is a vital part of the University's approach to quality assurance and enhancement. It is therefore important that you are given the opportunity to feedback and that you take the time to feedback to the University.

You can do this in a number of ways:

1. You can contact (or be elected as) a **student representative** who represent the voice of fellow students in departmental Student Staff Liaison Committees (SSLCs) and other University level committees.
2. You can find more information on the Students' Union website www.essexstudent.com/representation/coursereps/ and the University's policy here: www.essex.ac.uk/quality/student_representation/student_rep.asp.
3. You can find out information about Student Staff Liaison Committees here: www.essex.ac.uk/quality/student_representation/sslc.asp.

Every year, we will ask you to complete the **Student Assessment of Module and Teaching (SAMT).** This survey will be summarised and discussed by SSLCs and will inform reports written by us for central University committees as part of our quality assurance processes.

Student satisfaction surveys enable the University to gauge overall satisfaction amongst students. When the results have been reviewed and analysed, the University can then enhance the student experience of learning at Essex. You will probably be aware of the National Student Survey (NSS) for final year undergraduate students which feeds into university league tables. We also run our own Student Satisfaction Survey (SSS) which tells us on a local level how we're doing and where we can make improvements. It's for all postgraduate students (except those in the first year of a part-time postgraduate taught programme). The surveys are run online and you will receive a link to the survey in your email.

4.12 Library Services

At our Colchester Campus, the **Albert Sloman Library** on Square 5 has long opening hours, a new extension set to open in 2015, and 24 hours a day access in the weeks leading up to exam time, the library has a wide range of learning resources, including books, journals, British and foreign-language newspapers, databases, microfilms and audio-visual materials. There are quiet group study areas and networked PCs on all floors.

Further information can be found at:
libwww.essex.ac.uk/

4.13 Attendance monitoring (Count-me-in) and absence from sessions
Your attendance at lectures and classes has a significant impact on how successful you are in your studies. At Essex, we monitor attendance so we can identify students who may need guidance and support.

You'll need to **record your attendance** at teaching events using your registration card and the electronic reader in the teaching room. Just 'tap in' for every timetabled teaching event you attend.

You should not tap in for someone who is not attending the class; and also you should not tap in if you then immediately leave the teaching event. This may result in disciplinary action being taken against you.

If you **lose your card** or it is **faulty**, go to the Student Services Hub to get a new card (a fee may be applicable). If you attend a teaching event but are unable to record your attendance as you don't have your registration card, please complete a **Forgotten, lost or faulty registration card form** via the *myEssex* student portal. Your department will normally record you as present for up to seven days in the case of a lost card. Another notification from you in the same term does not normally result in you being recorded as present.

For more information on attendance, and for links to forms and guidelines visit: www.essex.ac.uk/see/attendance
If you need to **report an absence** from a teaching event, test or exam due to medical or other circumstances you should do so by completing the relevant form in *myEssex* for a **notified absence**. We will consider the reasons and may record it as an **authorised absence**. Be aware that you may need to **provide evidence**, including medical evidence if relevant.

Please contact your Personal Tutor, department staff or the Student Services Hub for advice and support, particularly if you are going to be absent for several weeks as you may need to consider submitting Extenuating Circumstances form (see section 5.2*)*

5.1 Rules of Assessment and Exit Awards
http://www.essex.ac.uk/students/exams-and-coursework/ppg/pgt/assess-rules.aspx

The Rules of Assessment are the rules, principles and frameworks which the University uses to calculate your course progression and final results. These decisions are made by the Board of Examiners who use the Rules of Assessment to decide:

- whether you can be awarded credit for the modules you have studied
- whether you have done enough to move on to the next stage of your course (if you are on a course which lasts more than one year)
- whether you need reassessment
- whether you have done enough to pass your course
- whether you are eligible to receive a merit or distinction

If you **fail your course** you are not able to repeat it. The Rules of Assessment for Postgraduate Taught Awards only allow reassessment for up to a maximum of 60 credits worth of modules for taught masters degrees. The Board of Examiners will inform you if you are eligible for reassessment once it has considered your marks.
If you **fail your dissertation** you may be permitted by the Board of Examiners to resubmit your work, provided you meet the criteria as set out in the Rules of Assessment for Postgraduate

You can find out more information here: http://www.essex.ac.uk/students/exams-and-coursework/ppg/pgt/modular.aspx and you should talk to your tutors about fees, and applying accumulated credit towards an award.

5.2 Extenuating Circumstances, withdrawing and intermitting www.essex.ac.uk/students/exams-and-coursework/ext-circ.aspx

Extenuating circumstances are circumstances beyond your control which cause you to perform less well in your coursework or examinations than you might have expected. In general, extenuating circumstances will be of a medical or personal nature that affect you for any significant period of time and/or during the examination period.
You need to submit your form by the deadline given here - www.essex.ac.uk/students/exams-and-coursework/ppg/general/assess-rules.aspx

You will **not** get extra marks if you hand in an extenuating circumstances form. Boards of Examiners use other methods to take into account extenuating circumstances, such as permitting further reassessment opportunities for uncapped marks.

Please read the guidance on extenuating circumstances very carefully before submitting your form and evidence. Please seek advice from the Students' Union Advice Centre (www.essexstudent.com/services/advice_centre/) or the Student Services Hub (www.essex.ac.uk/students/contact/registry.aspx) if you need any guidance.

Intermitting is a temporary withdrawal or leave of absence from your studies for one term, two terms or one academic year (stage). In exceptional circumstances, a period of up to two academic years away from our University may be allowed as long as it does not exceed your maximum period of study. Normally this is for reasons beyond your control such as health or personal problems. An intermission is approved for a defined period of time after which you would return to your studies. This is a formal process which needs formal approval.

If you are thinking about intermitting, there are some practical things you need to consider such as academic issues, for example, the impact on your module choices and maximum period of study, accommodation, financial matters including the impact on your tuition fees, and visas if you have a student or Tier 4 visa.

If you decide to intermit you will no longer be entitled to attend tuition but you will still have access to your Essex email account (which we will use to communicate with you) and some Library access.

If you decide to intermit, you will need to complete the online form at: www.essex.ac.uk/esf/ and you will receive an email confirming whether your request to intermit has been successful.

You should read the guidance on intermitting very carefully before submitting your form at www.essex.ac.uk/students/course-admin/intermission.aspx**. You are strongly advised to discuss intermitting with your department.**

Withdrawing from your course is the formal process for permanently leaving your programme of study and the University. Before deciding that withdrawal is the best action for you, there are plenty of people at our University who can offer you information and advice. Where possible, we will try and give you the advice and support you need to help you stay and carry on with your studies.

You should consider whether taking a temporary break from your studies will help you to address the concerns that are making you think about leaving.

If you are thinking about withdrawing, there are some practical things you need to consider: accommodation, financial matters including your tuition fees, visas if you have a student or Tier 4 visa, careers advice available from our Employability and Careers Centre www.essex.ac.uk/careers/.

If you decide to withdraw, you will need to complete the online form at www.essex.ac.uk/esf/ and you will receive a letter confirming that your withdrawal has been completed.

5.3 Re-marking of coursework
You have the right to request a re-mark of your coursework under certain circumstances which your department will advise you on. The University Marking Policy can be found here: www.essex.ac.uk/quality/university_policies/examination_and_assessment/marking_policy. You will need to complete a form available from the departmental office and be aware that marks can go down as well as up.

5.4 Moderation, second marking policies and External Examiners
The University policy on **moderation** can be found as part of the Marking Policy. When work is moderated, it means that a second member of academic staff takes a random sample of the work for a particular assessment and reviews the marks given. A moderator would not change the individual marks for the work, but would liaise with the first marker if s/he believed that the marks were not at the correct level, with a view to the first marker reviewing and adjusting the marking.

Second marking is where a second marker marks the work but has access to the first marker's marks and/or comments. Where two members of staff are involved in marking a piece of work, the markers should make every effort to agree a mark, rather than merely averaging the two marks. Departments must keep a full record of both individual and agreed marks for all work which is second or double marked.

External Examiners are usually academics from other universities but may be from industry, business or the profession depending on the requirements of the course. They give an impartial view of the course and independent advice to ensure that courses at the University meet the academic standards expected across UK higher education. External Examiners write reports on the courses and modules they are responsible for which are made available to you via your department. You can find the name and institution of the External Examiner for your course and modules by looking on the Programme Specifications Catalogue and the Module Directory. You can find out more about how the University uses External Examiners by following this link: http://www.essex.ac.uk/quality/external_examiners/default.asp

Please note: you may not contact External Examiners directly under any circumstances. If you have any concerns about the quality and standards of your course, please contact your student rep, your Head of Department or the Students' Union..

5.5 Appeals, complaints, and fitness to practise
The **Academic Appeals Procedure** can be found at www.essex.ac.uk/students/exams-and-coursework/ppg/ug/appeals.aspx

Following the meeting of the Board of Examiners and the publication of your results, you are eligible to submit a formal appeal against the Board's decision. Be aware that there are strict deadlines for the submission of the appeal form and your evidence.

A student appealing against the **progress decision** of a First or Second Year Board of Examiners must submit a formal appeal **within two weeks of the publication of results**. In all other cases the appeal must be submitted within **four weeks** of publication of the results
The main legitimate grounds for appeal are the following:

(i) extenuating circumstances of which the Board of Examiners was unaware and of which the student could not reasonably have been expected to inform the Board of Examiners in advance, of such a nature as to cause reasonable doubt as to whether the result might have been different had they not occurred.

(ii) procedural irregularities in the conduct of the Board of Examiners (including alleged administrative error) of such a nature as to cause reasonable doubt as to whether the result might have been different had they not occurred.

Other grounds will be considered on their merits.

You may not appeal against academic judgement. This means that you can't appeal against the marks you have been given by a Board of Examiners without evidence of extenuating circumstances or procedural irregularity.
The following are not considered legitimate grounds on which to appeal, and any appeals based exclusively on one or more of these grounds will be rejected automatically:

(i) disagreement with a mark or grade and/or appeals against the academic judgement of internal or external examiners. Coursework and examinations cannot be remarked, except in cases of procedural irregularities.
(ii) any provisional mark or informal assessment of the student's work by a member of staff that is not the final mark approved by the Board of Examiners.
(iii) the retrospective reporting of extenuating circumstances which a student might reasonably have been expected to disclose to the Board of Examiners before their meeting.
(iv) appeals against the judgement of the Board of Examiners in assessing the significance of extenuating circumstances, and whether and to what extent they affected academic performance.
(v) marginal failure to attain a higher class of degree.
(vi) appeals where the grounds of complaint concern the inadequacy of teaching or other arrangements during the period of study; such complaints must be raised, in writing, before the examination board meets

Foundation, first or second year students of a three or four year programme of study can consult the Executive Dean before submitting a formal appeal. The Dean has power to take action on behalf of the Board to change the original progress decision if you present appropriate new evidence to support your case.

The Dean can also consider requests from students who want to repeat the year rather than take reassessment across the summer. We strongly advise all students thinking about making an appeal to contact the Students' Union Advice Centre for information and assistance. The Advice Centre can be found on Square 3, telephone: 01206 874034, email: suadvice@essex.ac.uk.

You may also appeal against the outcome of academic offences committees and progress committees under certain circumstances. You can find more information at: www.essex.ac.uk/students/exams-and-coursework/ppg/ug/appeals.aspx

The **Complaints Procedure** can be found
at www.essex.ac.uk/students/experience/complaints.aspx
The University is a large community engaged in many activities of both an academic and non-academic nature. From time to time, you may feel dissatisfied with some aspect of your dealings with the University and, when that happens, it is important that the issue is dealt with constructively and as quickly as possible without risk of disadvantage or recrimination. You can find the complaints procedure and the forms
at: www.essex.ac.uk/students/experience/complaints.aspx

A complaint is defined as 'an expression of dissatisfaction by one or more students about a university's action or lack of action, or about the standard of service provided by or on behalf of the university' (this is in line with the QAA Quality Code for Higher Education, Chapter B9: Academic Appeals and Student Complaints). The University aims to resolve complaints quickly and informally in accordance with the complaints procedure for students.

Examples of complaints might include:

- failure by the University to meet its obligations including those outlined in the Student Charter
- misleading or incorrect information provided by the University
- concerns about the delivery of a programme, teaching or administration
- poor quality facilities, learning resources or services provided directly by the University

Complaints not covered

The definition of a complaint is very broad and the list above is not exhaustive. However, some issues may be more appropriately considered under processes other than the complaints procedure. The complaints procedure will not normally cover:

- appeals relating to examinations or assessments or to academic progress or against a finding of guilt in relation to an academic offence (see the academic appeals procedure)
- complaints involving an allegation that a student has failed to meet his/her academic commitments (see the academic progress procedure for taught programmes or for research degrees)
- complaints involving an allegation of misconduct by a student or dissatisfaction about an outcome of the student conduct process (see the Code of Student Conduct)
- complaints involving an allegation of harassment
- a concern about a decision made under other specific regulations such as **Fitness to Practise** or **Disclosure and Barring Service**

Fitness to practise is only applicable to students on certain professional courses (such as nursing or social work). www.essex.ac.uk/about/governance/documents/policies/procedures-fitness-to-practise.pdf
If this applies to you, you will have been told by your department.

5.6 Academic Offences Policy (See also section 7)
www.essex.ac.uk/about/governance/policies/academic-offences.aspx

The University takes academic offences very seriously. It is your responsibility to make yourself aware of the Academic Offences Policy, the regulations governing examinations, and how to correctly reference and cite the work of others. If you aren't sure what referencing system you should use, you should ask your department and also refer to **7: Referencing and good academic practice** in this handbook.

Coursework

6.1 Assignment and Essay length
The coursework component of a language (LA) module typically involves a series of short assignments, to be submitted (on-line, through FASer) by the deadlines specified by the class teacher; assessment on language modules may additionally (or alternatively) involve class tests or classwork assignments.

Part of the art of writing an assessed piece of work (whether an essay-style assignment or dissertation) lies in accepting the discipline of producing a specific piece of work of a specific length by a specific deadline. The standard minimum and maximum length limits for various types of assessed work in the Department are as specified below:

- For a 3,000-word full assignment, 2,500-3,500 words
- For a 1,500-word half assignment, 1,250-1,750 words
- For a 16,000-word MA dissertation, 13,000-19,000 words
- For a 22,000-word MRes dissertation, 19,000-25,000 words

6.2 Coursework submission details (including FASer) and deadlines
Coursework submission for Translation and Interpreting assignments
Each taught module of your course is assessed by assignments that are appropriate to that module. For example, a written translation module is assessed by written translation assignments; a consecutive interpreting module is assessed by consecutive interpreting assignments, and so on. Details about the assessment weightings of assignments, and whether they involve coursework only or coursework and examination are given as part of the description of programme structures in this handbook (see section 4.4). You will be given specific information about the assignments themselves, and the deadlines for submitting them, by your module teacher when classes start.

Deadlines for the submission of assessed work are absolute. NO EXTENSIONS ARE GIVEN FOR THE SUBMISSION OF WORK BEYOND THE DEADLINE, WHATEVER THE CIRCUMSTANCES. See section 6.5 for late coursework policy.

Please note that for the most part we will operate via online submission only but it will be made clear by your module director how they require the coursework/assignment to be submitted.

Any essays or assignments submitted via email or hard copy to a class teacher, lecturer or administrator will not be accepted as a submission if FASER submission is required.

Remember that it is always useful to keep a copy of work that you submit for assessment, where this is possible.
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How to submit your essay online

You will be able to access FASer via your myEssex student portal or via
https://www.essex.ac.uk/e-learning/tools/faser/

<u>Dissertations</u>: Submission date and late submission

Please note that the below deadline dates may be subject to change – please ensure that you check FASER and refer to the departmental office or your supervisor to confirm if in doubt

The departmental deadline for submission of Masters Dissertations is 12 noon on **Tuesday 13th September 2016** via FASER for the electronic copy. You must then watermark the final FASER document and take a hardcopy of the watermarked version to the departmental office (Room 4.305) by 16:00hrs (4 p.m.) on **Tuesday 13th September 2016**. Failure to submit the dissertation by the dissertation deadline will result in a **mark of zero**. If students are unable to meet the deadline, for example due to health problems, they must contact their department before the submission deadline to discuss the possibility of getting a short extension.

The department can grant an extension of up to one month – depending on the circumstances presented by the student; you should speak with your supervisor and have a supporting statement from them and medical documentation if applicable (if you have extenuating circumstances as well you may want to speak to the Student Administrator). Dissertation Extensions need to be submitted to the department before the **7th September 2016** so the department can consider all cases on the 8th September 2016.

Extensions beyond a month must go to the Dean for approval of a formal extension of their candidature (Please come and discuss this with the Student Administrator in the departmental office, 4.305, an electronic form would need to be completed via your '*MyEssex'* student portal), but you should be aware that if extensions beyond a month apply, students may become liable for additional fees and would not have their degree confirmed at the Exam Board in November. This is because if you submit later than October you will need to obtain a partial registration via the Registry.

6.3 Details of samples of coursework

All work which counts towards assessment at Essex must be made available for inspection by the **External Examiners** (expert academic staff who work in other universities) whose function is to ensure that all students are assessed fairly and that marking standards at Essex are comparable with those of other universities. For each module, we routinely send a representative sample of coursework and exam scripts to the relevant external examiners so that they can assess how fair our marking standards are. External Examiners also have the right to look at any other work which contributes to the final award.

The student administrator will send you an email when coursework is required to be re-submitted, so please ensure that you do not destroy any coursework that is not uploaded via FASER. When the work has been returned by the External Examiners you will be notified by email that your coursework is ready for collection from the departmental office (Room 4.305). If you are unable to collect your coursework in person you will need to provide a stamped addressed envelope to the depertmental office in order for it to be sent back to you (Please check with the post office that the correct postage is on the envelope to return the work) If the stamped addressed envelope does not have enough postage paid the coursework will not be posted.

You should note that all coursework marks that you receive are provisional until the marks have been ratified by the External Examiner.

6.4 Return of coursework policy

Marked assignments and tests are normally returned to you within 28 days (excluding days when the university is officially closed) of the submission deadline. Where this is not possible (e.g. because of illness or overload), staff should notify students by e-mail that they will not be able to mark the work on time, and say when they expect to be able to complete the marking.

6.5 Late coursework or interpreting test policy
Deadlines for the submission of assessed work are absolute. **NO EXTENSIONS ARE GIVEN FOR THE SUBMISSION OF WORK BEYOND THE DEADLINE, WHATEVER THE CIRCUMSTANCES**. If you fail to submit an assignment by the specified deadline you will automatically be subject to a marks penalty of **2 marks per day** for each 24-hour period (including weekends and public holidays) after the deadline up to a maximum of 7 days. **After 7 days a mark of zero will be awarded**. If you wish to appeal against a penalty mark, you will need to complete an extenuating circumstances form, and provide independent support for the circumstances that affected your ability to meet the deadline. Please note that for the most part we will operate via online submission only but it will be made clear by your module director how they require the coursework/assignment to be submitted. Please see **section 5.2** Extenuating Circumstances.
Failure to submit the **dissertation** by the dissertation deadline will result in a **mark of zero**. If students are unable to meet the dissertation deadline, for example due to health problems, they must contact their department before the submission deadline to discuss the possibility of getting a short extension. If longer than one month is required seek guidance from your supervisor.

Dissertation Extensions need to be submitted to the department before the **7th September 2016.** Please see **section 5.2** for further details.

Failure to arrive on time for any interpreting examination or test may result in you not being allowed to participate, and a consequent mark of **zero**.
NO FURTHER OPPORTUNITY TO SIT THE EXAMINATION WILL BE GIVEN, WHATEVER THE CIRCUMSTANCES. Again, you will need to complete an extenuating circumstances form, and provide independent support for the circumstances that led to your failure to attend at the appropriate time. (See section 5.2)

6.6 Essay writing support If you need advice in tackling essay-style assignments, consult the Talent Development Centre's webpage for information about online help and writing workshops:

https://www.essex.ac.uk/students/study-resources/tdc/default.aspx

6.7 Anonymous marking in coursework policy
Effective feedback helps students to understand the mark given for a particular piece of work, and helps students to reflect on their own learning and to achieve better marks in future pieces of work. A variety of methods of providing feedback are used across the University, and departments chose the most appropriate for their courses and modules. The University does not have an institution-wide approach to anonymous marking in coursework. Departments decide whether to use anonymous marking in coursework or not.

This department does not operate a system of anonymous marking. We believe that marking provides an important point of contact with the student, through which individualised and personal forms of encouragement and involvement can be fostered. We believe that the quality of feedback is enhanced when the marker knows the student, and current work can be seen in the context of earlier assignments and classroom interactions. The comments we provide in coursework seek to encourage students by highlighting what they have done well and what they could do better. We take great care to mark fairly and effectively and we feel strongly that our ability to do this is improved through knowing our students.

Please see **section 6.2** of this handbook on coursework submission for details of how to submit your coursework.

If you take optional modules outside your home department, you should make sure you are aware of the policy on whether coursework is marked anonymously or not and how to submit your coursework.

6.8 Reassessment in coursework
If the Board of Examiners has required you to undertake a re-sit examination or reassessment in September, the Department will send you a letter by email. Please check your Essex email account regularly once your results have been published.

Exam boards
For MA/MRES students, they will go through at least two exam boards during their time at Essex, an interim board in June which will decide if they can proceed with the dissertation and a final board in November which will confirm the mark of the dissertation and the overall classification of the degree.

PG Diploma students will be awarded their degree at the Interim Board which will be their ‘final board’.

Referencing and good academic practice

7.1 Statement on why good academic practice is part of scholarship and why it is important at Essex
Respecting authorship through good academic practice is one of the key values of higher education in the UK.

The University takes academic offences very seriously. You should read the sections of this handbook which refer to referencing, coursework and examinations very carefully.

The Talent Development Centre offers a Moodle course in referencing via their website at: www.essex.ac.uk/students/study-resources/tdc/writing/default.aspx. You can also find online referencing guides for the main referencing guides used by the University at: www.essex.ac.uk/students/study-resources/tdc/research/referencing.aspx and attend workshops www.essex.ac.uk/students/study-resources/tdc/research/workshops.aspx

Further information relating to authorship and plagiarism is available at: www.essex.ac.uk/plagiarism/index.html

Remember, if you have any questions about referencing you can ask our academic staff, or staff in the Talent Development Centre.

7.2 Referencing

Referencing Style

Referencing (both in the text and at the end of your paper) needs to follow a consistent style within your coursework submissions. Several styles are commonly used in Linguistics (e.g. compare the presentation style for the references across an edited volume and a journal article—these small differences in how they use punctuation, boldface, italics, underlining, and the order in which they present information reflect their use of different ***referencing styles***). If your assignment does not specify a particular referencing style, you can follow any reasonable style (e.g. that you see in other linguistic work), but you must be **consistent**, and your references must be complete. If in doubt, the APA style is a good choice: http://www.apastyle.org/learn/index.aspx.

In-text Referencing

When you refer to published ideas, arguments, findings or frameworks within the body of your assignment, you need to acknowledge the original author by following the *author-date* system: you identify the relevant work by the **surname**(s) of its author(s), followed by the **date of publication** and (where appropriate) the relevant **page references**. These can be placed in parentheses immediately following a general frame (Example 1), or at the end of the sentence (Example 2). If the author name(s) are used within the sentence (Example 3), then the in-text citation in parentheses does not repeat the author name(s), and instead only includes the year of publication and the page numbers, if appropriate:

1. Recent findings (e.g. Cramm 2013, Swott 2012) suggest that last-minute exam revision can help to overcome Blanck-Page Syndrome.
2. Last-minute exam revision can help to overcome Blanck-Page Syndrome (Cramm 2013, Swott 2012).
3. Hardnutt (2013) maintains that the claim made by Plodd and Truncheon (2000, p.99) that police-speak is a lexically impoverished code is 'a load of old cobblers.'

In all of these, the in-text citation is *inside the sentence* where the non-original ideas are introduced. It is not appropriate to provide several sentences of non-original ideas and only have a single in-text citation at the end of the paragraph. However, if after offering non-original material and citing the original reference, you then in subsequent sentences explain or provide further details from this reference, you do not need to continue to offer an in-text citation for each sentence, as long as it is clear that the subsequent elements are also drawing on that already cited reference. When in doubt, more explicit referencing is safer than light referencing. If you continue to cite the same reference across several sections, it is appropriate to use (ibid.)—Latin for 'the same place'—which is a briefer way of showing that you are continuing to draw on the last full in-text citation.

When your paper uses multiple works by a single author which were published in the same year, you need to identify each work you mention in the text using the author's surname, followed by the year of publication, **followed by a lower case letter** – 'a' for the first item mentioned, 'b' for the second, 'c' for the third, and so on:

> In a number of recent works, Snyde (2013a, 2013b, 2013c) argues that the relation of the linguist to the language teacher is analogous to that of a parasite to its host.

If you refer to works by **more than one author with the same surname**, these must be distinguished wherever you mention them in your text by including the author's initials or first name(s)—use initials/first name only in such cases:

J. Glumm (2013a) argues against the hypothesis put forward by K. Glumm (2012b) that Eurosceptics make poor second language learners.

If you wish to further identify a particularly important work in your text, you can do so by including its title **as well as** the relevant author-date information. Be judicious in your use of titles—including them for all or a majority of your cited references is not appropriate, and takes up word space which would better be employed for your argument/analysis.

> Chimpsky (2013c), in his influential work *Talking in Trees*, puts forward the hypothesis that linguists' morbid preoccupation with trees is a reflection of their primate origins.

For works by two authors, both surnames must be included in your in-text citation (in the order given in the original publication):

> Colt (2013, p.45) shoots down the myth (propagated by Smith & Wesson 2012) that guns symbolise guts.

For works by 3+ authors, you can abbreviate the reference in the main text by giving the surname of the first author followed by *et al.* (a Latin abbreviation meaning 'and others'), while the full author list must be given in the reference list at the end of your assignment:

> Hovis *et al.* (2013) argue that brown bread stimulates the production of antibodies to the sygma-blockers in the brain that impair performance on semantics assignments.

For individually authored chapters within an edited volume, in-text you should cite the author of that chapter (and year and pages, as appropriate), not the authors of the edited volume here, although they need to be included in the reference list:

Direct quotations from authors must always be enclosed in inverted commas. Always cite the author(s), the work (using the *date+letter* system, e.g. 2013b) and full page references for any direct quotation. The second example demonstrates how to cite a direct quote which is a stand-alone sentence—the period is outside of the final comma, and is preceded by the in-text citation:

1. It is the view of Pratt (2013c, p.999) that 'The decline in reading standards in contemporary society is entirely due to the demise of the children's comic.'
2. 'The decline in reading standards in contemporary society is entirely due to the demise of the children's comic' (Pratt 2013c, p.999).

In general, you should place references in the main body of your text (as in the examples above), rather than in footnotes or endnotes. However, lengthy lists of references (which might disrupt the flow of the main text) are best placed in footnotes – as in the following example (where the superscript number in the main text refers to a footnote at the bottom of the page):

> There is a considerable body of evidence from recent research[5] suggesting that there is a higher frequency of pseudo-intellectual jargon words in Linguology than in any other academic discipline.
>
> 5 See e.g. Terminophobe (2007), Textosterone (2008), Skeptik (2009), Linguaphobick (2010), and Knoe-Whittall (2012).

Ideally, you should only refer to primary works which you have consulted yourself, but sometimes you may be unable to obtain a given primary work and instead have to rely on someone else's summary of it (e.g. in a textbook, or subsequent publication which summarizes it). In such cases, you must refer to both the original primary source and the publication in which it is summarised: you need to show what **you** consulted (the secondary source summarizing), in addition to where the idea originated (the original author, the primary source) using the cited in formula:

1. Knurd 2011 (cited in Pfaff 2012, p.47) maintains that there is a strong correlation between introversion and syntactophilia.
2. There is a strong correlation between introversion and syntactophilia (Knurd 2011 cited in Pfaff 2012, p. 47).

If you are citing multiple sources for a single point, they will all be enclosed within the same parenthesis, and should be organized either alphabetically—Example 1--or by year of publication—Example 2, organized from earliest to most recent. You can also have multiple discrete in-text citations within the same sentence (Example 3). These are all valuable techniques to demonstrate your ability to synthesize multiple primary sources, and to present your summary of past research compactly

1. There are several negative consequences linked to language shift away from minority languages (Hoffmann 2009, Michael 2011, Sridhar 1982).
2. There are several negative consequences linked to language shift away from minority languages (Sridhar 1982, Hoffmann 2009, Michael 2011).
3. Heritage language shift within a minority community towards the dominant language can lead to loss of identity (Hoffmann 2009) and loss of cultural knowledge (Michael 2011).

End of Paper Reference Lists

At the end of your assignment, you should have a section titled **References** in which you list the works cited in your assignment **and no others**: this section is specifically to provide full bibliographic details for your in-text citations. These should be organized alphabetically by surname and (where more than one reference by the same author is cited) by date (listing earlier works before later works). When you cite more than one work published by the same author in the same year, list the works in the order they are cited in-text e.g. 2013a, 2013b, 2013c.

All of your references will include the author(s), the date of publication, the title, and additional details—specific to the type of work—which will allow your reader to find materials. There are many standardized styles for presenting this reference information, just like for in-text referencing. If your assignment directs you to follow a specific style, use that one. If not, you need to follow a single style **consistently and fully** (including all elements required, excluding additional elements). Again, an appropriate reference style to use is
APA: http://www.apastyle.org/learn/index.aspx.

Briefly, you will need the following information for these common types of print references. Depending on the reference style you follow, they will be presented in slightly different format.

Book: Author name(s), Year of publication, *Book title*, Publisher, Place of publication.
Journal Article: Author name(s), Year of publication, Article title, *Journal name*, Journal volume, Journal issue, pages of article within journal
Book Chapter in an edited volume: Author name(s), Year of publication, Chapter title, Editor name(s), *Book title*, Publisher, Place of publication, pages of chapter within book.

Some additional elements to keep in mind
Electronic resources are increasingly common as references, be they webpages, e-books, electronic versions of journal articles, or other electronic materials. You need to ensure that you are only using appropriate ones (e.g. Wikipedia is never an appropriate reference for academic work), and need to provide specific information within the reference for electronic materials—all popular referencing styles have online manuals explaining how various electronic references should be presented.

For websites, you must including the date you accessed the website (e.g. Date accessed: 11/11/14), and the full direct URL (not, e.g. the lengthy google link available from google search). Not all websites will have an author listed: in such cases, you need to use the title of the webpage in place of an author (and alphabetize it within your references following the first word of the title).

For electronic books or articles, if they also exist in print form then you use the standard print format for your references. Do not also include the URL or date of access. If they do not also exist in print form, then use the DOI (digital object identifier), not the URL, and again do not provide the date of access, as these are stable documents which will not change.

Occasionally you will want to reference unpublished works (e.g. a finding from your own previous coursework, module handouts, lecture notes). These still need to be referenced appropriately: simply follow the formats for citing unpublished works within the style you are using.

7.3 Information relating to the University's policy on plagiarism and academic offences (see also 5.6)

Please see section 5.6 and remember that the Academic Offences Policy applies to all students www.essex.ac.uk/about/governance/policies/academic-offences.aspx.

What is plagiarism?

In the academic setting, it is the failure to acknowledge the original source of ideas, wording, arguments, examples, or audio/visual material within your work. Essentially, plagiarism is when something is inappropriately passed off as your own original work, *be it deliberate or accidental*. This, and any other form of cheating, is taken very seriously by the University and the penalties are severe (in some cases students are required to withdraw from the University).

Therefore, you need to ensure that you understand the University regulations on academic offences, and what constitutes plagiarism. Please see https://www.essex.ac.uk/plagiarism/ for details.

How to avoid plagiarism

- Give yourself enough time to plan, draft, write, edit and proof-read your work prior to the submission deadline.
- Make sure you save full details of all references, so that you can cite them easily when you use them within your coursework.
- Try not to include large chunks of text from the internet, or any source, even if you cite them appropriately, because extended quotes do not demonstrate your understanding of the material. Instead, read the source material critically, identify the main themes, arguments and/or findings, and take detailed notes in your own words.
- Once you have taken notes, close the original source and use your notes to develop your arguments and supporting evidence in your own words, citing all ideas that are not your original ideas.
- This process of paraphrasing does not mean changing the odd word within a sentence, or simply reorganizing the quote syntactically. You need to rephrase the entire segment in your own words, thus demonstrating your understanding of the material.
- While you can use direct quotes (again requiring proper attribution, in addition to providing the page where the original quote can be found), this is a less effective way of demonstrating your command of the material, and should be used sparingly.
- Finally, you need to have an **end-of-paper reference list** (sometimes called a “bibliography”) which provides full reference details for all of the references used within your thesis, presented in alphabetical order.

Details on how to properly cite works in the text, and how to organise an end-of-paper reference list, are given in section 7.2 “Referencing”.

Consequences of Confirmed Plagiarism

One of the most serious of all academic offences is to pass off others’ work, writing, ideas, and findings as your own. This, and any other form of cheating, is taken very seriously by the University and the penalties are severe (in some cases students are required to withdraw from the University).

Guidelines for Avoiding Plagiarism-Related Academic Offences in Assessed Work

- Do not copy content—in structure or in wording—without proper acknowledgment.
- Fully cite all references used, both in text and at the end of your assignment in a reference list.
- Acknowledge outside assistance (e.g. groupwork, copyediting help, etc.)
- Ignorance of the rules is not an excuse—you can still be found guilty of plagiarism even if it was unintentional.

Therefore, you need to ensure that you understand the University regulations on academic offences, and what constitutes plagiarism. Please see https://www.essex.ac.uk/plagiarism/ for details.

It is important to use and cite references carefully and at an academic level consistent with the expectations of your assignment. The first question to ask is: 'What works should I refer to?' You should use the assignment, and the larger module syllabus as a guide: if the assignment asks you to focus on specific reference works (e.g. books, articles, manuscripts, e-materials, module handouts), then you should draw on those. If your assignment directs you to find and discuss reference works beyond suggested/provided readings, then you need to independently find additional materials, using library resources. You need to learn to distinguish between primary and secondary sources, and when they are appropriate for you to use. Primary sources are original content, e.g. a journal article or book within which an author introduces novel theories and/or findings. Secondary sources, e.g. textbooks, meanwhile, summarize, and analyse primary sources—they do not introduce novel research findings. When you are expected to find additional academic work to support your essay, the references need to be at the appropriate level: within first year assignments, it may be appropriate to use a mixture of primary and secondary sources, while within third year modules, an overreliance on secondary sources suggests that you are not able to engage with primary literature of the field, and is likely to affect your marks.

Practicalities: Getting Started and IT Matters

Section Three: You Matter

8.1 Registration, enrolling and transcripts
All new and returning students must **register** at the start of each academic year. The full process for new students includes activating your student record for the academic year – which is held by our Registry team – getting your email account, gaining access to IT and library services, and enrolment on modules and confirming your contact details. As your studies draw to a close, once your exam board has met, it takes up to five working days for your results to be confirmed. The Registry will publish your results, close your record and send you an award confirmation letter. Your award certificate and academic transcript cannot be produced until the Registry has completed the above step so if you have not received your award confirmation letter, the Graduation Office cannot produce your documents. For more about registration and the Registry (NB these are two different things) visit our student webpages.
www.essex.ac.uk/students/new/registration.aspx
www.essex.ac.uk/students/graduation/award-documents/default.aspx

8.2 Find Your Way and room numbering system
Use our **Find Your Way app** for your phone, tablet or computer to find a location, such as your teaching rooms, and get directions quickly and easily. It'll always be in your pocket. Download the app or use the online version:
http://findyourway.essex.ac.uk/

If you're looking for a specific room, follow these rules: if the room number has **three parts and the first is alphabetical** eg TC.1.20 then the room is in one of the outer buildings. The format is building.floor.room. The first part indicates the building - "TC" is the Teaching Centre and "LH" is the Ivor Crewe Lecture Hall. The second part tells you the floor and the third the room number. For example, LH.1.12 is Ivor Crewe Lecture Hall, floor 1, room 12.

If the number has **three parts and the first contains numbers and letters** eg 5N.7.16, then the room is in square 4 or 5. The format is entrance.floor.room. The first part tells you the square and corner (eg 4S is the south corner of square 4), which matches the labels on the entrances (eg door 4NW is next to The Store). The second part is the floor and the third part the room. For example, 5NW.6.12 is in the north-west (NW) corner of Square 5 (entrance "5NW"), floor 6, room 12.

If the number has **two elements and the second element has three digits** eg 4.722, the room is in the Maths/Social Studies/Rab Butler/Square 1 building area. The first number shows the floor and the last three digits shows the room number. Also, if the last three digits are 700-799 the room is off Square 1, and if the last three digits are 500-599 the room is in the Square 2 area (Computer Science). For example, 5.512 is room 512, floor 5.
www.essex.ac.uk/about/colchester/documents/location_of_teaching_rooms.pdf

8.6 Graduation

The culmination of all your hard work, **Graduation** ceremonies take place at our Colchester Campus each July in the Ivor Crewe Lecture Hall. All eligible students studying at our Colchester, Loughton and Southend Campuses will be invited to attend. For more information visit our graduation pages:
www.essex.ac.uk/students/graduation/default.aspx

9.1 Employability and Careers Centre

Our employability and **careers** team are here to help you boost the skills and get the experience needed to make your CV shine. Take time to explore what's available. Our careers specialists can give you valuable advice throughout your time at Essex and beyond. They offer one-to-one advice and guidance, job-hunting workshops and online access to graduate and part-time job vacancies, plus careers fairs, placements and internship schemes.

9.7 Volunteering
There are plenty of opportunities to **volunteer** during your time at Essex, to benefit our University and the local community, as well as further boost your experience and employability. The Students' Union runs the vTeam, find out more at Freshers' Fair or ask at SU reception. www.essex.su/vteam

9.8 Big Essex Award
This is the University's **employability award**. Sign up and showcase your extra-curricular achievements and provide concrete proof to employers just how employable you are. Get ahead of the game and make your CV really stand out. Plus, complete the award and it will be recorded on your degree transcript. www.essex.ac.uk/careers/bige

9.9 Essex Interns
Find a CV-boosting paid **internship** with local and national employers with some help from the employability team. Internships can be part time whilst you study or full time outside of term-time, and from six weeks to 12 months' duration. All internships are advertised on Facebook and Twitter, so make sure you 'like' the page and get in touch if you see a post you're interested in.
www.essex.ac.uk/careers/internships/default.aspx
Facebook: www.facebook.com/internshipsessex
Twitter: @EssexInterns

Support and Safety

10.1 Student Services Hub, including contacts for disability, wellbeing, counselling and confidential issues
If you need practical advice, a confidential conversation, or general information and guidance on University life, no matter what the issue is, our new **Student Services Hub**, within the new Silberrad Student Centre, is the place to go. Want to know how and when to apply for accommodation? Just ask us. Having problems with your funding? We're here to help. Struggling with exam stress? We will listen. Your question matters and you'll get answers from our team of experts. At Colchester Campus find us on the first floor of the Silberrad Student Centre. Our helpful staff are ready to take your questions by email or phone, all you have to do is contact us; we'll provide information and guidance to help you.

Student Services Hub Colchester email: askthehub@essex.ac.uk
www.essex.ac.uk/students/health-and-wellbeing/default.aspx

If you get into financial difficulty get help and talk to someone as soon as possible. The sooner your problem is identified, the sooner it can be solved. Advisers in our Student Services Hub and our independent SU Advice Centre on campus can listen and talk you through the issues.
www.essex.ac.uk/studentfinance/money_matters
www.essexstudent.com/services/advice_centre/money

10.2 Harassment advisory network
The University of Essex is a diverse, **multicultural community** and we encourage a culture of dignity and respect. We're committed to upholding an environment that's free from any form of harassment or bullying. Though rare, these incidents can occur and if they do our network of trained harassment advisors are on hand to help.
www.essex.ac.uk/equality
www.essex.ac.uk/equality/harassment
www.essex.ac.uk/students/new

10.3 Faith groups
We're a secular community and we recognise and support the many different religions and beliefs on campus. Our facilities and opportunities for worship include space for prayer or quiet reflection in our Multi-Faith Chaplaincy.
www.essex.ac.uk/students/experience/mfc/default.aspx

10.4 Nightline
Established at Essex in 1970, **Nightline** is a friendly help and support service run by students, for students. We're open and listening during term-time from 10pm to 8am, located on the ground floor of Keynes Tower. We work under strict confidentiality ensuring complete anonymity, and we're always willing to listen. From tea and toast to campbeds, whether you're waiting for a taxi, need a revision break, or just want to chat, pop in or call us.
www.essex.ac.uk/students/health-and-wellbeing/nightline.aspx

10.5 Health and safety on campus, including personal evacuation plans and campus security details such as the shuttle bus
There are a few things to know to help you **stay well and safe** on and off campus.
Follow some common-sense tips – such as avoid walking or cycling alone in isolated areas or unlit or poorly lit footpaths, arrange to walk with others at night and keep to well-lit streets avoiding shortcuts, lock your room when you leave and don't let strangers in to your building, don't use ATMs if anyone suspicious is hanging around, don't carry large sums of money around, or store large sums in your room – use banking facilities, get a personal alarm, available at SU Advice Centre, Information Centre and Nightline, and **be vigilant** and report anything suspicious to our security patrol officers, in the Information Centre on Square 3.

The SU runs a **safe minibus service** to and from off-campus residences at night – make sure you use it if you need to. For just £1 the safety bus collects from under podia at Sub Zero and will drop you to as near as your front door as possible, calling at stops in Wivenhoe, Greenstead, The Hythe and The Quays. The service runs Monday to Saturday 8.30pm – 3.30am and Sunday 8pm to midnight.

In the event of a fire: shout out, get out, stay out. Please read the emergency evacuation notice in your accommodation, work or study location for fire safety procedures. If you have a permanent or temporary disability that may mean you have difficulty in evacuating one or more areas, you can arrange for a Personal Emergency Evacuation Plan (PEEP).
www.essex.ac.uk/students/experience/safety.aspx
www.essexstudent.com/services/safety_bus
www.essex.ac.uk/students/campus/emergency.aspx
www.essex.ac.uk/ohsas/fireSafety/peep.htm

10.6 Residence Life
Our **Residence Life** team is here to help you settle in and support you during your time living in University-provided accommodation. Each residents' assistant (RA) is assigned an area and will aim to get to know you, and organise a range of social activities. Plus they can help if you've concerns and complaints and they operate an on-call rota, from 5pm to 9am and on weekends. www.essex.ac.uk/accommodation

10.7 Health Centre
If you're studying on a course for more than six months, you're required to **register with a local doctor** throughout your period of study. Our Colchester Campus has its own health centre offering NHS services including appointments with doctors, a nurse triage system for emergencies during opening hours, and specialist nurse clinics including asthma, diabetes, sexual health and contraception. The centre is operated by our NHS partners Rowhedge Surgery. Alternatively, use the NHS Choices postcode finder to find your nearest doctor to register with.
www.rowhedgesurgery.co.uk
www.nhs.uk/Pages/HomePage.aspx

10.8 Student Union Advice Centre
The SU advice centre offers free, confidential, independent and impartial advice on any issue that might be affecting you. Our friendly, trained staff are on hand to support you throughout your time at Essex, including help with education, health, housing, immigration and money. Call into the centre on Square 3 between 10am and 4pm each weekday during term time or check our website.
www.essex.su/advice Telephone: 01206 874034 Email: suadvice@essex.ac.uk

10.9 University Privacy Statement

Under the Data Protection Act 1998, any individuals about whom the University may be holding personal data have the right to access the data that is being held about them. Full details about how this works, and how to request such information are available on the Records Management web pages, see: 'How to access your personal data'.

www.essex.ac.uk/site/privacy_policy.aspx

www.essex.ac.uk/records_management/request

The Essex Experience

Section 4: Essex Matters

11.1 The Essex Student Charter
Our **Student Charter** is developed by the University of Essex and our Students' Union as a part of our ongoing commitment to create an outstanding environment that offers the highest standards of teaching, research and support in an international and multi-cultural community.
www.essex.ac.uk/students/experience/charter

11.2 Freedom of speech policy and Code of Conduct – Terms and Conditions Apply booklet for 2015
For regulations relating to the **Code of Student Conduct**; procedures for investigating breaches; appeals process please refer to the Terms and Conditions apply booklet all new students receive with welcome information, previously known as the Code of Student Conduct and The Rulebook. This information is on the University's website and is updated annually.
www.essex.ac.uk/students/study-resources/handbooks/default.aspx
www.essex.ac.uk/about/governance/regulations/code-conduct.aspx#current

11.3 Essex Spirit, social media and other channels of communication with students
Keep up-to-date with important **news, events and of**fers from our student communications team with our **Essex Spirit blog**, and go to our email lists to subscribe to the fortnightly e-bulletin. We have more than 60 Facebook pages – including one for each department, and we love Twitter. Join the conversation.
http://blogs.essex.ac.uk/essexspirit
https://www.essex.ac.uk/it/groups-lists
www.facebook.com/uniofessex
twitter.com/Uni_of_Essex

11.4 Students' Union
We're famous for our **Students' Union** at Essex, and for good reason. Here you're not just a member of a normal Students' Union, you're part of a family. We're here to cheer you on as you walk into exams and to help you absolutely destroy the competition in interviews and land your dream job. We've given students the tools to set up over 100 societies for anything they want. And if you're into sport – we run more than 40 sports teams and unlike other Universities ours are free to join. You choose what drinks we serve in our bar and what products we stock in our shops, just write it on the wall and we'll do our absolute best to get it in stock for you ASAP.
Say hello at essex.su

11.5 Alumni
Your time will fly by, but the **University of Essex is for ever**, not just for a few years. When you **graduate**, you'll get an alumni card, which gets you access to all alumni events, like our popular Sports Weekend, and allows you to keep using the gym and the library. Being an alumi also gives you free access to thousands of academic journals and books, discounts – apply for your first period of postgraduate study here and get up to 33% off your first year tuition fee, careers support for three years after you graduate, an alumni magazine to keep you up-to-date, access to great range of events – from the House of Commons to the London Eye, from Madrid to Kuala Lumpur and NUS extra.
www.essex.ac.uk/alumni

11.6 What comes next?

Choosing to be a **postgraduate research student** at Essex is one of the few decisions in life that's black and white. Our research degrees include PhD, MPhil, MSc, MA and MD, and our culture of world-class research provides an outstanding and supportive environment in which to undertake your research study. If you decide to stay on for further study with us, you'll have a great opportunity to study a challenging course within a research-intensive and supportive environment. You'll develop knowledge in your chosen area and learn from some of the top academics in the field, while becoming a valued member of our postgraduate community. Explore our courses on our course finder, and find out more about the value of being a postgrad.

www.essex.ac.uk/study/pg
www.essex.ac.uk/coursefinder