# Specifications for Proposed Strands of the Integrated PhD

| 1 | Teaching Institution(s) | University of Newcastle upon Tyne |
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| 2 | Strand title ENGLISH LANGUAGE AND LINGUISTICS |
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### 3        Strand Aims:

**To allow students:**
1. To engage with current advanced critical studies of English Language and general linguistics

2. To undertake a general training in research methods and professional expertise within the field of English language and Linguistics.

3. To undertake a specific training in research methods and techniques relating to an approved research project.

4. To undertake a research project which will make an original contribution to knowledge and understanding in the subject area.

5. To gain a range of professional and key skills which will enable students to engage in research at an advanced level in higher education.

6. To have the opportunity,  depending on module choice, to gain a range of professional and key skills which will enable students, depending on module choice, to engage in teaching and training at an advanced level in higher education institutions.

**To provide a programme:**
7. That will conform to the Higher Education Qualifications Framework.

8. That will conform to University policies and procedures.

### 4        Strand Intended Learning Outcomes:

### A        Knowledge and understanding

A1   Up-to-date knowledge of a range of areas of linguistic study; including 'core' areas (covering descriptive English linguistics and syntactic and phonological theory) and, if chosen, applied linguistics.

A2   Advanced understanding of the relationships between their chosen area of research and other areas in linguistics;

A3   Knowledge of recent and current theoretical debates in linguistics.

A4   Knowledge of methods to be employed in teaching at university (for those students opting for QSU 804, *Introduction to Academic Practice and Peer Review*).

**B        Research skills, techniques and issues**

A detailed understanding of and ability to apply techniques for research and advanced academic study in English, including:

B1   Understanding and ability to identify original research topics in the field of English language and general linguistics.

B2   Mastery of search and library skills, critical methodologies and theories, and research tools for research in the humanities.

B3   Mastery of the skills and critical methodologies required to conduct original research in the field of English language and general linguistics..

**C        Research project management**

The ability to:

C1   Establish a suitable research project

C2   Produce a research proposal and plan

C3   Manage the project (including record keeping; eg reading diary, making and managing reading notes)

C4   Write up the project

**D        Personal research project**

The completion of a PhD thesis in the field of English language and/or linguistics which constitutes an original contribution to knowledge and understanding and which contains material worthy of publication**.**

**E        Professional and key skills**

The acquisition of a range of professional and key skills:

E1   Communication

E2   Presentation

E3   Library skills and IT

E4   Referencing to a professional standard

E5   Teaching at university level (depending on module choice)

E6   Preparation of teaching materials (depending on module choice)

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## 5        Strand Learning Outcomes, Teaching and Learning Methods and Strategies

### A        Knowledge and understanding

**A1**-**A3** will be acquired in taught modules ('core' areas are addressed in ELL806 and 807  and Bands A and B, and a further range of areas in Band C. Band D addresses further aspects of applied linguistics). They will be achieved by seminars and by personal reading under the direction of the relevant module leaders, and by the writing of 4,000 word essays for the assessment of each module.  Knowledge of methods to be employed in teaching at university level (**A4**) is taught in the optional module QSU 804 *Introduction to Academic Practice and Peer Review* (20 credits); teaching and learning methods include seminars, observation, hands-on practice and the building up of a portfolio.

### B        Research skills, techniques and issues

**B1** is initially addressed by the *English Language & Linguistics Project* (10-12,000 words) in consultation with the DPD and the designated supervisor – and thereafter by consultation with the DPD and the designated supervisor in preparing for the  **thesis** (40,000-60,000 words).  Mastery of general research skills in the arts and humanities (**B2**) will be arrived at by participation in the Faculty module ART800 *Arts Research Training*. Mastery of research skills for research in English Language & Linguistics (**B3**) will be achieved by participation in the School of English module SEL800 *Research Methods in Linguistics.*

### C        Research project management

Research project management (**C1-4)** is taught by lectures and seminars given on the research training programmes ART800 and SEL800. In the *English Language & linguistics Project* (10-12,000 words) students will learn from reading successful dissertations, encouraged on SEL800, from discussion of possible topics with module leaders, and from detailed guidance by the dissertation supervisor. As preparation for the **thesis** students will submit a thesis proposal usually at the beginning of the second semester in year 2 (or year 3 for part-time students).

### D        Personal research project

The main vehicle for the learning outcome of the creation and interpretation of new knowledge through original research is the personal research project. This is supported through individual supervision. Students are expected to undertake independent reading in order to gain a firm grasp of the research context to their work.

### E        Professional and key skills

Communication and presentation skills (**E1**, **E2**) are developed in seminars in all the taught modules, especially by the delivery of prepared papers and by formative feedback both on oral and on written work. Library, IT and specialist research skills (**E3**, **E4**) are taught in the research training modules and reinforced in the remaining modules. University level teaching skills (**E5**, **E6**) are offered in the optional QSU804 *Introduction to Academic Practice and Peer Review* (20 credits).

**6      Assessment Strategies and Methods**
**Learning Outcomes:**
**Assessment Strategy and Methods**

**A      Knowledge and understanding**

Assessment of knowledge and understanding is achieved through a combination of assessed programme work: essays (4000 words), English Language & Linguistics Project (10-12,000), PhD thesis (40,000-60,000 words).

**B      Research skills, techniques and issues**

**B1**, understanding and ability to identify original research topics, is assessed in the dissertation and PhD thesis, but it is also supported in other forms of assessed work, including the shorter essays (4000 words) in years 1 - 2 (full-time) and 1-3 (part-time), and oral presentations. **B2** and **B3**, mastery of research skills and critical methodologies, are assessed by exercises submitted in SEL800, and in all programme written submissions: essays, dissertation, PhD thesis. The final *viva voce* examination assesses the contribution of the research work in the field of study.

**C      Research project management skills**

**C1-4** are assessed in all submitted programme work, including the dissertation and PhD thesis, but it is also supported in other forms of assessed work, including the shorter essays (4000 words) in years 1 - 2 (full-time) and 1-3 (part-time), and oral presentations.

**D      Personal research project**

The Graduate School has a commitment to the delivery of Postgraduate Training of the highest possible quality which includes the aim of monitoring the progress of each research student. In May of each year all research students submit a summary of their progress and a piece of work (c. 5000 words) for the School of English Annual Progress Review. They will be interviewed by two members of staff (not the supervisors) appointed by the postgraduate committee, and will receive a written assessment of their progress summary, written submission and interview.

The learning outcome of the PhD thesis is assessed by the examination and defence of the thesis in a *viva voce* examination conducted by an internal and external examiner.

**E      Professional and key skills**

**E1**, **E3**, **E4** are considered as part of the assessment of all submitted written work. **E2** is not formally assessed, but students receive staff and peer feedback on all presentations. **E5** and **E6** are assessed on QSU804, *Introduction to Academic Practice and Peer Review*. On this last module assessment methods include the submission of a written portfolio (4000 words) accompanied by two proforma reports reviewing teaching; assessment includes self and peer review.

## 7    Framework

The integrated PhD will provide broad-based research training in Arts and specific research training in English and General Linguistics. It will contain at least two core modules (one from each of Bands A and B), further optional taught modules (Bands C and D), annual assessment, and original research. The Integrated PhD comprises 540 credits of which 200 are taught modules covering professional training, subject knowledge and professional/key skills, and 340 are research training and research leading to **project** and the **thesis**. The duration of the programme will be four years (full-time students) or six years (part-time students). Exemption from ELL806 and ELL807 will be granted to candidates with appropriate background in English Language and Linguistics from their first degree.

The **project** should be a competent piece of work of between 10,000 and 12,000 words, which an appropriately supported and capable student should be able to produce in the second year (full-time) or third year (part-time) from commencement of the programme.

The **thesis** should be a piece of work which a capable, well-qualified and diligent student, who is properly supported and supervised, can produce within four years of commencement of the programme (6 years part time) . The thesis should constitute an original contribution to knowledge and understanding and contain material worthy of publication. The thesis will normally be 40,000-60,000 words in length.

**The schedule**
*Full-time candidates*

Year 1.

Candidates shall take 100 credits overall, to include:

| Code | Credits | Descriptive Title |
|------|---------|-------------------|
| ART800 | 10 | Arts Research Methods |
| SEL800 | 10 | Research Methods in Linguistics |
| ELL806 | 10 | English Sentence Structure |
| ELL807 | 10 | English Phonetics and Phonology |

and one module from *each* of Bands 1 and 2 below (20 credits each) and further modules to the credit value of 20, chosen from Bands 3 and 4.

With permission of the Degree Programme Director, candidates may replace ELL806 and ELL807 with a 20-credit module chosen from Bands 1-3.

Band 1

| Code | Credits | Descriptive Title |
|------|---------|-------------------|
| SEL826 | 20 | Constraint-based Syntax |
| SEL827 | 20 | English Syntax: Principles and Parameters |
| SEL828 | 20 | Issues in Syntax |
| SEL829 | 20 | Introduction to Cross-Linguistic Syntax |

Band 2

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|------|---------|-------------------|
| ELL915 | 20 | Introduction to phonology and morphology |
| SEL830 | 20 | Optimality-Theoretic Phonology |
| SEL831 | 20 | Issues in Prosodic Phonology |
| SEL832 | 20 | Topics in English Phonology |

Band 3

| | | |
|------|---------|-------------------|
| SEL833 | 20 | Language Origins and Evolution |
| SEL834 | 20 | Topics in Semantics and Pragmatics |
| SEL835 | 20 | Language, Speech and Thought |
| SEL835 | 20 | The History of Linguistic Ideas |
| SEL837 | 20 | Language and Computation |
| SEL838 | 20 | Design and Analysis of Linguistic Corpora |
| SEL839 | 20 | Linguistic Fieldwork |
| SEL840 | 20 | Issues in First Language Acquisition |
| SEL841 | 20 | Issues in Second Language Acquisition |
| SEL842 | 20 | Implications of Second Language Acquisition Research for Classroom Teaching |
| SEL843 | 20 | Old English Language |
| SEL844 | 20 | English Name Studies |
| SEL845 | 20 | Old Icelandic |
| SEL846 | 20 | Issues in Bilingualism and Language Contact |
| SEL849 | 20 | Topics in Lexical Morphology |
| ELL936 | 20 | Sociolinguistics of Language and Society |
| ELL937 | 20 | Understanding Language Change: the case of Middle English |
| ELL942 | 20 | Analysing Discourse |

Band 4

| | | |
|------|---------|-------------------|
| CHN705 | 10 | Translation Studies I |
| CHN805 | 10 | Translation Studies II |
| SPE884 | 20 | Introduction to TESOL |
| EDU841 | 20 | TESOL Theory and Practice* |
| CIS806 | 10 | Computer-Assisted Language Learning I * |
| CIS807 | 10 | Computer-Assisted Language Learning II * |
| LCP808 | 10 | Video in Language Teaching I * |
| LCP809 | 10 | Video in Language Teaching II * |
| LCE808 | 10 | Writing for Integrated PhD Students |
| LCE110 | 10 | Dissertation Writing |
| QSU804 | 20 | Introduction to Academic Practice and Peer Review |

Year 2.

Candidates shall take 120 credits as follows:

| *Code* | *Credits* | *Descriptive Title* |
|---|---|---|
| SEL*** | 40 | English Language & Linguistics Project (10,000 to 12,000 word essay) |

and further modules to a credit value of 80 chosen from Bands 1-4.

Candidates must normally have satisfied the examiners in all modules by the end of Year 2.

Candidates must normally submit a thesis proposal during Semester 2 of Year 2. The proposal must be approved by the Degree Programme Director.

Notes:
1) By the end of Year 2, candidates must have selected modules to the value of at least 60 credits from Band 3.
2) Not all modules may be available every year. A schedule published at the beginning of each year outlines which are available in that year.
3) Modules marked with an asterisk (*) may be available only to those with teaching experience.

Years 3 and 4.

Candidates shall take 320 credits of original research: PhD thesis.

*Part time candidates*

Year 1.

Candidates shall take 80 credits overall, to include

| *Code* | *Credits* | *Descriptive Title* |
|---|---|---|
| ART800 | 10 | Arts Research Methods |
| SEL800 | 10 | Research Methods in Linguistics |
| ELL806 | 10 | English Sentence Structure |
| ELL807 | 10 | English Phonetics and Phonology |

and one module from Band 1 or 2 above (20 credits) and further modules to the credit value of 20, chosen from Bands 3 and 4.

With permission of the Degree Programme Director, candidates may replace ELL806 and ELL807 with a 20-credit module chosen from Bands 1-3.

Year 2.

Candidates shall select 80 credits from Bands 1-4. By the end of Year 2, candidates must have selected at least 20 credits from *each* of Bands 1 and 2.

Year 3.

Candidates shall take 60 credits as follows:

| *Code* | *Credits* | *Descriptive Title* |
|--------|-----------|---------------------|
| SEL*** | 40 | English Language & Linguistics Project (10,000 to 12,000 word essay) |

and modules to a credit value of 20 chosen from Bands 1-4. By the end of Year 3, candidates must have selected at least 60 credits from Band 3.

Candidates must normally have satisfied the examiners in all modules by the end of Year 3.

Candidates must normally submit a thesis proposal during Semester 2 of Year 3. The proposal must be approved by the Degree Programme Director.

Years 4, 5 and 6.

Candidates shall take 320 credits of original research: PhD Thesis.

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## 8 Strand Learning Outcomes and Curricula.

### A Subject Knowledge and understanding

The core skills in advanced knowledge and interpretation of English Language and Linguistics are taught in ELL806 and 807 and the optional modules selected from Bands A-D in section 7.

### B Research skills, techniques and issues

Research skills relating to personal research for both the Project (10,000-12,000 words) and the Thesis (40,000-60,000 words) are taught in the compulsory research training modules ART800 and SEL800. Students have the further option of taking LCE808 *Writing for Integrated PhD Students* and LCE 809 *Writing dissertations in the Humanities.*

### C Research project management skills

Students learn research project management skills in ART800 and especially in SEL800; the latter module deals with different conceptions of linguistic method as they can be expected to affect the postgraduate researcher. Project management skills are further developed in the Project (year 2 full-time or 3 part-time) and the thesis (years 3-4 full-time or 4-6 part-time).

### D Personal research project

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The learning outcome of the completion of the thesis in the field of English Language and Linguistics is achieved through the personal research project undertaken in years 3-4 of full-time study and 4-6 of part-time study.

**E     Professional and key skills**

Written and oral communication skills are core to the taught optional and compulsory modules.  Library skills, IT, creation of a bibliography and research plan and referencing to a professional standard are all taught in the compulsory modules ART800 and SEL800. Professional skills for a university teacher are acquired in the optional module QSU804.

**9     Support for Students and their Learning:**

**Induction**

All students are registered in the Graduate School which has the infrastructure to support postgraduate students and their learning.

The Graduate School organises an induction event for all new research students which includes introductions to key people and services in the Faculty and University, such as the Careers and Disability services. This is followed by a reception which provides an early opportunity for students to meet each other. In addition, students of the School of English will attend an induction meeting led by the Degree Programme Director when the programme content will be explained in detail. Candidates are provided with a Degree Programme Handbook detailing curricular assessment methods, degree regulations, and sources of help and support, and outlining the degree programme content. Each new research student will have a mentor appointed from among more advanced research students (i.e. students who have completed at least one year of their research studies) to provide informal support and advice.

**Study skills support**

Training in professional and key skill is integral to the programme, both in the specific compulsory research training modules and in the skills acquired through the optional modules.

**English language support**

Students whose first language is not English may (and where necessary will be obliged to ) select credit-bearing modules from the English language programme for students working in the arts, humanities and social sciences offered by the Language Centre. Additional (non credit-bearing) language support is also available in the Language Centre.

**Academic support**

The Director of Postgraduate Studies in the School of English takes overall responsibility for research students while the Degree Programme Director for the IPhD oversees all stages of the programme. Module leaders provide academic support for taught elements of the

programme. Students will have a supervisor appointed for the dissertation (year 1 full-time or 2 part-time) and 2 supervisors appointed for the thesis (years 3-4 full-time and 4-6 part-time). The supervisors provide major support for the personal research projects. In May each year all research students submit a summary of their progress and a piece of work (c. 5000 words) for Annual Progress Review. They will be interviewed by two members of staff (not the supervisors), and will receive a short report.

In addition IPhD students will be invited to attend the additional training workshops arranged for all research students in years 3 or 4. Attendance at these sessions – which cover conference presentation skills, organising conferences, personal web page design etc. – is voluntary (for more information see http://www.ncl.ac.uk/elll/postgrad/training.htm).

The School has a lively Visiting Speakers programme each semester, which we encourage all postgraduates to attend. In addition, we run a staff-postgraduate seminar at which both staff and postgraduates deliver papers.

Information about extra-curricula academic events in the School is advertised in the biannual staff-postgraduate newsletter and also on the School webpage.

**Pastoral support**

Students will be entitled to the full range of pastoral and personal support offered to postgraduate students in the university, which includes the University's Student Counselling Service, the Student Advice Centre and the Graduate School Office in the Faculty of humanities and social sciences. Research supervisors are readily available for consultation within the School of English and problems can be raised with the Director of Postgraduate Studies or the Head of School. A School of English postgraduate staff/student committee meets regularly to facilitate communication and to enable issues to be aired. Each student also has a 'mentor' referred to under 'Induction' above.

**Support for Special Needs**

The University Disability Unit offers advice, guidance and support for students with disabilities and specific learning difficulties (e.g dyslexia). The Unit is headed by the Disability Advisor, Co-ordinator for deaf students and a Technical Support Advisor. The Unit has a technical resources room with specialist equipment for the use of students and for assessment purposes.

**Learning resources**

The University Library is a rich resource which will meet the needs of all students taking taught modules within the IPhD and will meet most research needs. The Inter-Library loan service and the holdings of other libraries within the city and the region (The Literary and Philosophical Society Library, the University of Northumbria Library, the City Library and the University of Durham Library) can complement and supplement the provision of the University Library to meet personal research needs.

The University Computing Service provides comprehensive computing facilities for all students at many open-access sites on campus, including provision for disabled access, with

regular upgrade of equipment and software and management of student web accounts. There is remote access to the Library catalogue and other services. The School of English has a dedicated postgraduate workroom with networked PCs, and a postgraduate common room. Students can apply to the research committee for funding to support the presentation of papers at conferences.

## 10 Methods for evaluating and improving the quality and standards of teaching and learning:

Feedback mechanisms on all postgraduate modules will be available to students through the Blackboard teaching provision. The School of English Board of Postgraduate Studies annually reviews all taught postgraduate programmes, including the IPhD. Programme review takes place regularly both within the School and through external audit. External examiner reports are considered carefully by the School of English Board of Postgraduate Studies and reports on individual theses are evaluated at Graduate School level within the Faculty.

**Curriculum Matrix for the IPhD in in English Language and linguistics**

| Band | Module | Status | Credit | Sem | A1 | A2 | A3 | B1 | B2 | B3 | B4 | C1 | C2 | C3 | C4 | D1 | D2 | D3 | D4 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | ART 800 | comp | 10 | 1 | | | | ✓ | | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ |
| | SEL800 | comp | 10 | 1 | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| 1 | SEL826 | | 20 | 1 | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SEL827 | | 20 | 2 | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SEL828 | | 20 | 2 | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SEL829 | | 20 | 1 | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| 2 | ELL915 | | 20 | 2 | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SEL830 | | 20 | 2 | ✓ | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SEL831 | | 20 | 2 | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SEL832 | | 20 | 2 | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| | ELL806 | | 10 | 1 | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| | ELL8 | | 10 | 1 | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |

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| | 07 | | | | | | | | | | | | | | | | | | |
| 3 | SEL8 33 | | 20 | 1 | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SEL8 34 | | 20 | 1 | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SEL8 35 | | 20 | 2 | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SEL8 36 | | 20 | 1 | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SEL8 37 | | 20 | 1 | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | ✓ |
| | SEL8 38 | | 20 | 2 | ✓ | | | ✓ | | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| | SEL8 39 | | 20 | 2 | ✓ | | | ✓ | | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ |
| | SEL8 40 | | 20 | 2 | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SEL8 41 | | 20 | 2 | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SEL8 42 | | 20 | 2 | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SEL8 43 | | 20 | 1 | ✓ | | | ✓ | | | | ✓ | ✓ | | ✓ | ✓ | | | ✓ |
| | SEL8 44 | | 20 | 1 | ✓ | | | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| | SEL8 45 | | 20 | 2 | ✓ | | | ✓ | | | | ✓ | ✓ | | ✓ | ✓ | | | ✓ |