# Covid-19 Introductory Paragraph – Student Handbooks 2020-21

Welcome to the Humanities Division at Oxford University. As you will be aware, the impact of the Covid-19 pandemic means that during the 2020-21 academic year the teaching arrangements for your course are being adapted to ensure the safety and wellbeing of students and staff whilst maintaining an excellent learning experience. The academic aims, design and content of your course will remain in place, but there will be changes to the ways in which teaching is delivered, particularly during Michaelmas Term. Whilst this means that your experience of the course will be different to normal, your Faculty and the Humanities Division are confident you will receive an excellent standard of education through a range of complementary teaching methods.

A great deal of careful planning has taken place before the start of your programme to ensure you receive the best possible learning experience and that you benefit from the resources, services and facilities available to you at Oxford. This handbook will support you with detailed guidance on teaching and assessment for your course and will be an important point of reference for you throughout the year. Please bear in mind, however, that the changing nature of the pandemic and its impact on the University means that the standard information below may not always reflect the specific adaptations that become necessary during 2020-21.

During Michaelmas Term in particular we ask you to bear in mind that circumstances may change at short notice, and that your faculty may need to alter, adapt or postpone teaching sessions for reasons beyond the faculty's control. All efforts will be made to minimise disruption and maintain the continuity of your course experience. Please ensure that you pay close attention to email communication from your faculty, remain in regular contact with your key faculty contacts (details below), and check the University's Covid-19 webpages regularly to follow the latest institutional-level guidance.

This is a challenging year in which to be commencing your course at Oxford, but it is also an opportunity to develop new study skills and to collaborate with fellow students and academic staff in developing innovative and engaging educational perspectives on your course. We are looking forward to working with you to make 2020-21 a success.
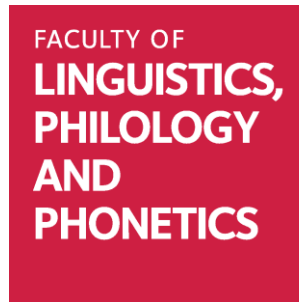
FACULTY OF LINGUISTICS, PHILOLOGY AND PHONETICS

GRADUATE STUDIES HANDBOOK

For students starting their course in Michaelmas Term 2020

GRADUATE STUDIES HANDBOOK

Contents

Changing Status and Moving On 66

Disclaimer

This handbook applies to students starting the M.St., M.Phil. or D.Phil. in Linguistics, Philology and Phonetics in October 2020. You are strongly advised to keep a copy as future versions may be different. Students who started their course in a previous year are advised to refer to the version of the handbook of that year.

This handbook is supplemented by the Faculty Handbook, which gives information about the faculty that is relevant both to students and staff. The handbooks are updated each year.

The *Examination Regulations* relating to these courses will be published at http://www.admin.ox.ac.uk/examregs/. If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations. If you have any concerns, in the first instance please contact the Graduate Studies Administrator (GSA), Silke Zahrir: silke.zahrir@ling-phil.ox.ac.uk.

The information in this handbook is accurate as at 6 October 2020, however it may be necessary for changes to be made in certain circumstances, as explained at http://www.graduate.ox.ac.uk/coursechanges. If such changes are made the department will publish a new version of this handbook together with a list of the changes and students will be informed.

Version 1.0

Introduction

Welcome to the Faculty of Linguistics, Philology and Phonetics!

This handbook provides basic guidance for graduate students of Linguistics, Philology and Phonetics at Oxford and answers questions that may arise during your time here. It explains the procedures with which you may become involved and indicates the scope of the work required for the various degrees.

The notes in this handbook gather together under each heading material relevant to students on any of the courses. Material relating to any one course is not placed together, but under the relevant topic headings.

This handbook explains how things *currently* work. If you have ideas for improvements to the way the courses are run, you are encouraged to bring these to the attention of the Faculty. The best way to do this is usually to get in touch with your elected Student Representatives.

General Information

The University of Oxford website (www.ox.ac.uk) is a good source of information about the University. Useful information relating to Linguistics courses is available on the course Canvas page at: https://canvas.ox.ac.uk/.

The University Student Handbook provides general information and guidance you may need to help you to make the most of the opportunities on offer at the University of Oxford. It also gives you formal notification and explanation of the University's codes, regulations, policies and procedures: https://www.ox.ac.uk/students/academic/student-handbook.

The relevant college handbooks, which should be available from your college website, is another source of valuable information for students, on all matters relating to your college.

For general information on a wide range of matters, you can access the Student Gateway on the University website at www.ox.ac.uk/students/.

Before Arrival

M.Phil. and M.St. students can access reading lists during the Long Vacation preceding the start of their graduate studies: http://www.ling-phil.ox.ac.uk/graduate/bibliography. Useful information for all incoming Oxford students is available here: http://www.ox.ac.uk/students/new/.

Registration and Student Self Service

All new students are sent a college freshers' pack containing details of how to activate their Oxford Single Sign-On account. The Oxford Single Sign-On is a system through which a single username and password allows you to access a range of IT services. One of the most essential of these is called Student Self Service. You will need to use this to register as an Oxford University student; subsequently you can use it to access important information, to amend your address and contact details, to access detailed exam results and to see your full academic record. Other IT services accessible via the Single Sign-On system include free University email, Weblearn and/or Canvas (services through which course materials and other useful information may be posted on line), and Graduate Supervision Reporting (a service through which you and your supervisor are asked to comment on your progress at the end of each term).

In order to complete your registration as an Oxford University student, navigate to https://www.ox.ac.uk/students/selfservice and log on using your Single Sign-on username and password. New students must complete their registration by the end of the first week of term in order to confirm their status as members of the University. Ideally, students should complete registration before they arrive. Continuing students must register on the anniversary of the term in which they first started their programme of study.

Once students have completed their University registration, an enrolment certificate is available from Student Self Service to download and print. This certificate may be used to obtain council tax exemption, for example.

Email Access

Once a student's registration details have been processed, the student will be able to find out his or her email address from Oxford University IT Services (http://register.it.ox.ac.uk) and have access to email either via Outlook Web Access or via a program installed on your computer (a 'client') such as Outlook or Entourage Web Services (for Mac). For client configuration information see the web pages at http://help.it.ox.ac.uk/nexus/email/clients. The email system is controlled by IT Services, and problems should be referred to their help centre: http://help.it.ox.ac.uk/help/request.

University Card

The University Card (commonly also known as a "Bod Card") provides students with access to facilities and services such as libraries, computing services and the Language Teaching Centre. In some colleges and faculties students also need the card as a payment card (for example, in college cafeterias or bars) or to enter buildings which have swipe-card access control. The University Card also acts as a form of identification when students are on college or University premises. Cards are issued to students by their college on arrival in Oxford, after the online registration has been completed.

E-mail Notices

The mailing list graduate-students@ling-phil.ox.ac.uk will broadcast to all currently registered graduate students in linguistics. If you have a message for this list please send it to Jane Cunning (jane.cunning@ling-phil.ox.ac.uk). The list should only be used to disseminate linguistics-related information.

Important Dates

The dates of Full Term in the academic year 2020-21 are as follows:

Michaelmas 2020   Sunday 11 October – Saturday, 5 December
Hilary 2021   Sunday, 17 January – Saturday, 13 March
Trinity 2021   Sunday, 25 April – Saturday, 19 June

Where there is reference to 'Week 1', 'Week 6', etc., this applies to the weeks of Full Term, during which classes run. 'Week 9', 'Week 10', etc. are the weeks immediately after Full Term. The week immediately before Full Term is commonly known as 'Week 0'. (Note that by convention, Oxford weeks begin on a Sunday.)

Induction

An introductory meeting for new students of the Faculty is held on Tuesday at 2pm in the week preceding the first week of classes (called 0th or "noughth" week of Michaelmas term). All students starting a graduate degree must attend this meeting, even if they

have previously studied at Oxford, and there will be an opportunity to ask questions. At the induction meeting you will meet some of the academic and administrative staff in Linguistics, and your graduate student representatives, and will be given an overview of the course and other key information – for example, the name of your academic supervisor, if you have not been notified prior your arrival. The induction session will be divided into two parts; the second part will be run by the student representatives and will be between students only. This will include the opportunity to ask any questions you did not dare to ask in the first part. (However, members of staff hope that you will feel able to approach them with questions too!)

There is an opportunity for new students to meet a wider range of staff and graduate students in Linguistics at an annual Faculty party normally held in the first week of Michaelmas term. You are strongly encouraged to attend this party. Other social events are also organised during the year.

Because the number of graduate students in our faculty is relatively small, you will soon get to know the course tutors and your fellow students. Lectures and graduate seminars also provide a means to meet other people. Information about these will be provided at the introductory meeting and more generally by individual supervisors.

Orientation

Besides the Faculty own induction activities, during the two weeks before Michaelmas Term properly starts students will be offered a range of orientation activities through their colleges, which will also help them settle into life at Oxford.

For international students there are special orientation activities arranged in 'minus first' week (i.e. two weeks before the beginning of classes). Colleges will be able to advise further on what is available and how to participate. Incoming students may wish to take advantage of the programmes offered under this scheme in order to acquaint themselves better with the UK as well as Oxford itself.

As well as official contacts, a 'parenting scheme' has been set up in our faculty to provide new students with a contact among the existing students (who will usually have taken similar options). Most new students have found this a very useful way of finding out about all manner of things in Oxford before they arrive. Experience shows that existing students are often very aware of the potential problems for new students and can usually help with solving them. Students are urged to meet up with their 'parent(s)' as soon as convenient when they arrive in Oxford, and many will have been in touch over the preceding vacation.

Student Representatives

Graduate students are represented at meetings of the Graduate Studies Committee (GSC) and the Faculty Board by two student representatives chosen by and from among the current resident students. They are entitled to bring matters to the attention of the GSC and the Faculty Board, and to raise questions and provide feedback on other matters that come up for discussion. They are not entitled to vote in meetings, nor are they present for the discussion of reserved (confidential) business such as discussions relating to individual students, staff or examinations. GSC meetings take place on Thursday in the fifth week of each term. Faculty Board meetings take place on Thursday in the second and seventh weeks of each term.

The student representatives meet before each Faculty Board meeting in order to consider in detail any student-raised issues which are to be brought before the Faculty Board. They aim to consult the student body as widely as possible on forthcoming issues and to report back on the discussions afterwards.

The student representatives also attend the Faculty Meeting where wider issues of Faculty policy and procedures are discussed with recommendations to Faculty Board.

Over the years considerable changes have been brought about in graduate courses in Oxford as a result of the input of the student representatives: you should always feel free to ask them to raise any matters which you think the Faculty should address. One way to do this is to attend twice-termly coffee and cakes sessions. These are organised by the Student Representatives and take place in advance of each meeting of the Faculty Board; the Director of Graduate Studies is usually also present. If you would like to discuss matters with the Student Representatives individually you are encouraged to contact them by email.

Graduate Studies Committee

The Graduate Studies Committee (GSC) is a committee of the Faculty Board of Linguistics, Philology and Phonetics, to which it reports. The Committee deals with the approval of options and dissertation titles, and other matters involving graduate students that arise from time to time or are referred to the GSC by other University bodies. Supervisors' termly reports on graduate students are read by the Director of Graduate Studies (DGS), who is chair of the GSC, and may then be circulated to members of the Committee, where any difficulties that are noted are discussed. The GSC meets on Thursdays of Fifth Week of each term. The DGS, Dr Kerstin Hoge (kerstin.hoge@mod-langs.ox.ac.uk) may be approached at any time. It is the responsibility of graduate students to ensure that documentation for anything they wish to come before the Committee is received in good time for (that is, at least a week before) the meeting at which they wish the matter to be discussed.

Official Forms and Applications

At various times in your course you will need to submit choices of papers, essay or thesis titles etc. to the GSC for approval, and this should be done (after consulting your supervisor) via the GSA. Applications for changes of status are also submitted via the GSA.

In the following paragraphs, you will find reference to making various applications to the GSC. Most of these application forms are available online from the Graduate Forms site, either as a paper-based application form or as an online application available via Student Self Service. You will have to log into your Single Sign-On page, click the tab 'My Student Record' at the top, scroll down to 'On Course Applications' and choose the relevant option (for example 'Appointment of Examiners'). All the paper-based forms are also available from the GSA.

To be considered at a meeting of the Graduate Studies Committee, an application must be submitted preferably at least eleven days before the relevant meeting. GSC meetings take place on Thursday in the fifth week of each term. However, some applications can be approved without waiting for a full meeting of the GSC; in general it is best to submit application forms as soon as you are ready to do so.

Types of Degree

The graduate degrees administered by the Faculty of Linguistics, Philology and Phonetics are the Master of Studies (M.St.) in Linguistics, Philology, and Phonetics, the Master of Philosophy (M.Phil.) in Linguistics, Philology, and Phonetics, the Master of Letters (M.Litt.) and the Doctor of Philosophy (D.Phil.) in Linguistics, Philology, and Phonetics. Click the links for further information on the University's general awards framework and the national benchmark statements for graduate degrees in Linguistics.

Taught courses (M.St. and M.Phil.)

The M.St. and M.Phil. are taught courses of one and two years respectively at FHEQ Level 7.The M.St is taught in two strands. For the M.St. (Advanced Studies) degree students take a compulsory module in Linguistic Theory and choose two other modules from a range of options (see Taught Courses, p. 30). For the M.St. (Research Preparation) degree students must offer a compulsory and substantial dissertation and choose two other modules from a range of options.

For the M.Phil. degree students take the compulsory module in Linguistic Theory (examined at the end of the first year) and choose three other modules (see Taught Courses, p. 30). In addition the M.Phil. includes a compulsory and substantial dissertation component.

A master's degree is often seen as a route to a doctorate, but it is not only this. Both the M.St. and the M.Phil. are taken by people with a very wide range of future career paths. For those who plan to apply to continue onto a D.Phil. in Oxford, the M.Phil. is normally the Faculty's preferred master's course. However, the Faculty considers applications for D.Phil. study from those completing an M.St. as well as those completing an M.Phil. For some students wishing to progress to a DPhil, the M.St. is the more appropriate master's course: for example, for some students who already have a background in Linguistics at graduate level, relevant to the research they wish to pursue for a DPhil.

Research degrees (D.Phil. and M.Litt.)

The D.Phil. is the Faculty's main research degree at FHEQ Level 8, examined via a thesis of up to 100,000 words. Students without an MPhil are initially admitted as Probationer Research (PRS) Students; the University deadline for transfer from that status to D.Phil. status is the end of the 4th term (8th for part-time students), but students undertaking this course are expected to apply for transfer in the 3rd term (6th for part-time students). Students who have successfully completed an M.Phil. may be admitted directly to D.Phil status.

Under some circumstances, it may be appropriate for a student to complete a shorter research thesis (up to 50,000 words) for a research master's degree, called the M.Litt. If you are interested in pursuing the M.Litt., please discuss this with your supervisor or the DGS at the earliest possible opportunity. Students wishing to be admitted to read for an M.Litt. should apply to the D.Phil. programme, explaining their plans in the application, as there is no separate application process for the M.Litt.

A D.Phil. thesis can be submitted after six terms' residence (i.e. studying and living in Oxford: see p. 27), or twelve terms' study for part-time students and must normally be submitted within twelve terms from admission (or twenty-four terms part-time). An M.Litt. thesis can be submitted after six terms' residence and must normally be submitted within nine terms from admission.

Part-Time Study

We try to ensure that part-time students are fully integrated into the research culture of the Faculty and afforded all the same opportunities and support as full-time students. Although there is no requirement to reside in Oxford, part-time research students should aim to attend the University on a regular basis (particularly in term-time) to attend supervision and to participate in key Faculty activities, which will occupy on average 20 days per term. Part-time students are expected to spend some periods of presence in Oxford in at least two terms per year in the first two years and to attend at least half of the Faculty's, usually weekly, research seminar meetings in their subject area (General Linguistics, Romance Linguistics, or Comparative Philology). Research degrees are not available by distance learning.

The Faculty appreciates that part-time research students will have non-standard attendance and work patterns, andour broad assumption is that part-time students will progress at half the pace of full-time students. You should discuss and agree a work plan with your supervisor that enables you to participate as fully as possible in the life of the Faculty and the University while balancing degree work with your other commitments. Part-time students will be required to cover travel expenses and overnight accommodation; colleges cannot generally provide accommodation.

Except for differences in the timing of progression steps, the advice and instructions below apply equally to part-time and full-time students (unless otherwise specified), but we do recognise that studying part-time involves particular challenges, and we urge you to contact your supervisor, or the GSA if you have any concerns, or suggestions for how we might be able to improve our service.

Please note that you can apply to change from full-time to part-time mode or vice versa, but only once during your entire period of doctoral study.

Supervision

College Advisor

Unlike undergraduates, who generally have one or more college tutors with direct responsibility for guiding their studies, graduate students have more limited links with the academic staff of their colleges, as their main academic sphere is the Faculty. Most colleges, however, appoint a College Advisor for each of their graduate students – usually a Fellow of the College with related academic interests. Your college advisor will be a person you can approach for advice if something is troubling you. He or she will not be mainly responsible for supervising your academic work, as this is the role of your Academic Supervisor, but will have access to your supervisor's reports on your academic progress and can certainly give independent academic advice.

Course Supervisor

The key relationship during your time as a graduate student will be with your supervisor, who is appointed for you when your application is accepted or shortly thereafter. Your supervisor's name will be given to you by the DGS, either before the beginning of the term, or during the induction meeting in week 0.

Some students are supervised jointly by two different people; normally this happens because supervisors with different areas of expertise are able to support different aspects of a student's research. (Exceptionally, one co-supervisor may be from outside Oxford, but this is avoided if possible.) Not uncommonly, M.Phil. students may have a second supervisor just for their M.Phil. thesis. Research students (i.e. D.Phil. or M.Litt.) should be aware that the pattern of academic research leave (or 'sabbatical') will almost certainly mean that their supervisor will be freed temporarily from his or her responsibilities at some stage during their careers. (Academics normally have one term's sabbatical leave for every six terms of teaching.) Alternative supervision arrangements may need to be made when this occurs. Part-Time DPhil students will be assigned a secondary supervisor to make provision for the higher likelihood that their main supervisor will be absent on research leave during the student's longer period of study.

All students resident in Oxford should see their supervisors at the beginning and end of each term. Supervisors provide advice about lectures and seminars which may be useful for each student's work. This is particularly important for students on taught courses (M.St. and M.Phil.), but research students too are strongly advised to attend lectures and seminars and to seek their supervisor's advice on this subject.

At the end of each term, both students and supervisor are given access to the Graduate Supervision Reporting service, which the students can access through their Student Self Service account, to report on the student's progress during the term and aims for the following months. While not compulsory, both supervisors and students are urged to use this form, in order to provide transparency about supervision and to intervene in time on any issue that may arise.

If you require further details, or if you have any issues with teaching or supervision please raise these as soon as possible with your supervisor or with the DGS so that they can be addressed promptly. Further details on complaints and appeals can be found on p. 50 of this Handbook.

Taught courses

M.St. and M.Phil. students are assigned a course supervisor, who will normally be responsible for part (but not all) of the student's teaching, and may also provide thesis supervision. In some instances, however, your course supervisor will not provide any individual teaching, but will simply arrange for tutorials with other tutors, advise about lectures, help you arrange supervision for your thesis, and be ready to provide general advice. This very much depends on your choice of options and your thesis topic.

M.St. and M.Phil. students will generally start tutorials during Hilary term of their first year, and M.Phil. students will need to declare their intended thesis supervisor (if this is someone other than the course supervisor) by Trinity term of their first year. The first meeting with the thesis supervisor for M.Phil. students should take place not later than the end of Trinity term in the first year, and preferably much earlier; this ensures that progress can be made on the thesis over the summer.

Your course supervisor will liaise with your thesis supervisor and with your other tutors about your progress at the end of each term (see p. 12). **Be explicitly advised to take note of these three distinct roles: the course supervisor, the thesis supervisor who may or may not be the same person as the course supervisor, and option tutors one of whom may or may not be your course supervisor.**

Research Students

The number of times a PRS or M.Litt./D.Phil. student sees his/her supervisor varies depending on the supervisor, the student and the stage of the student's career. In the first year it is normal for student and supervisor to meet quite frequently, say once a fortnight during term. Later, meetings may be less frequent but students who are resident in Oxford should see their supervisors at least twice per term. Note that even if you spend a period of time away from Oxford, you must keep in touch with your supervisor.

Meeting your Supervisor

Even if you are not able to meet your supervisor in person at the induction meeting, they will normally have contacted you before your arrival. In any event you and your supervisor must arrange a meeting as soon as possible after your arrival to Oxford, as he or she is your primary source of information and guidance. It is expected that supervisors will make appointments to meet their new graduate students not later than the first week of Michaelmas term. Please inform the Graduate Studies Administrator if you have not received the name of your supervisor or have not been contacted by the DGS by the beginning of term.

You must discuss with your course supervisor at the time of your arrival which courses you intend to take. Not all subjects are taught every year. If you need to learn a language, you will also need to check whether or when instruction in the relevant language is available.

Special duties for supervisors of overseas students

If English is not your native language, your supervisor will need to confirm at an early stage that your command of written English is of the required standard. If you need help with written English for academic purposes you should contact the Language Centre, taking along a written recommendation from your supervisor.

Reports

At the end of each term, your supervisor(s) will submit a report on your academic progress. To facilitate this reporting, the University operates an online Graduate Supervision Reporting (GSR) system. Within this system, you have the opportunity to contribute to your termly supervision reports by reviewing and commenting on your own progress.

You are strongly encouraged to take the opportunity to review and comment on your academic progress, any skills training you have undertaken or may need to undertake in the future, and on your engagement with the academic community (e.g. seminar/conference attendance or any teaching you have undertaken).

Your supervisor(s) will review and comment on your academic progress and performance during the current term and assess skills and training needs to be addressed during the next term. Your supervisor should discuss the report with you, as it will form the basis for feedback on your progress, for identifying areas where further work is required, for reviewing your progress against an agreed timetable, and for agreeing plans for the term ahead.

When reporting on academic progress, students on taught courses should review their progress during the current term, and measure this progress against the timetable and requirements for their programme of study. Students on doctoral programmes should reflect on the progress made with their research project during the current term, including written work (e.g. drafts of chapters), and you should assess this against the plan of research that has been agreed with your supervisor(s).

All students should briefly describe which subject-specific research skills and more general personal/professional skills they have acquired or developed during the current term. You should include attendance at relevant classes that form part of your programme of study and also include courses, seminars or workshops offered or arranged by the Faculty or the Division. Students should also reflect on the skills required to undertake the work they intend to carry out. You should mention any skills you do not already have or you may wish to strengthen by undertaking training.

Students are asked to report in weeks 6 and 7 of each term and are notified by email when they can access the online form via Single Sign-On. (The dates of the 'reporting window' may be extended to include week 8 in the near future.) Once you have completed your sections of the online form, it will be released to your supervisor(s) for completion and will also be visible to your DGS and to your College Advisor. When the supervisor's sections are completed, you will be able to view the report, as will the relevant DGS and your college advisor. Directors of Graduate Studies are responsible for ensuring that appropriate supervision takes place, and this is one of the mechanisms they use to obtain information about supervision. College advisors are a source of support and advice to students, and it is therefore important that they are informed of your progress, including concerns (expressed by you and/or your supervisor).

Student reports are not intended to be, and will not be treated as, confidential. Should you wish to raise a sensitive or personal matter that you want to keep confidential (e.g. about your supervisor), you should do so through other routes (e.g. through the DGS).

Change of Supervisor

Although the Faculty is responsible for appointing supervisors, you may feel that you wish to change your supervisor at some time during the course for personal or academic reasons. This is not an easy decision and you must take advice and think about it carefully. In the career of every graduate student there are inevitable periods of frustration and a change of supervisor does not necessarily solve the problem. However, if you decide that a change is necessary, it is best, if at all possible, to discuss the question with your current supervisor, who can advise about a new supervisor, make enquiries about his or her availability and willingness to act, etc. If this is not possible, then you can turn directly to the Chairman of the Faculty Board or the DGS. A discussion with your college advisor or college Tutor for Graduates is likely to be very useful. The worst possible procedure, and one that is likely to be wholly counterproductive, is to avoid meetings with your supervisor without making alternative arrangements.

Lectures, Seminars and Meetings

The Faculty publishes an [online lecture list](#) each term, which is occasionally updated during the term. It is advisable to ask your supervisor or other teachers for advice on upcoming courses that they may be aware of and think may be useful in light of your interests.

All students, including research students, are welcome to attend all lectures. Research students are expected to attend lectures and practical sessions in areas in which they need additional background for their research.

Compulsory Modules

The following modules are 'compulsory' in the sense that students are expected to attend them, and the examinations are devised partly on the basis of material introduced in these courses. Students who do not attend them are not sanctioned in any way, but disadvantage themselves by not participating.

- M.St. (Advanced Strand) and first-year M.Phil. students are expected to attend all of the lectures labelled "Foundation Course" on the lecture list in Michaelmas term and Hilary term (usually until HT 4th week), as well as the accompanying practical sessions.

- PRS students and M.St. and M.Phil. students taking 'B' options are expected to attend the Research Methods module in Michaelmas term. M.St. and M.Phil. students taking 'C' or 'D' options are also welcome to attend the Research Methods module.

- M.St. and M.Phil students taking 'B' options are expected to attend the "Quantitative Methods in Linguistics" lectures and practical sessions in Hilary Term. PRS students and M.St. and M.Phil. students taking 'C' or 'D' options are also welcome to attend the "Quantitative Methods in Linguistics" lectures and practical sessions.

- MSt (Research Preparation), second-year M.Phil. and first-year PRS students are expected to attend all sessions of the Thesis Workshop and to present their thesis topic in one or more sessions.

Student Feedback

Students at Oxford are given feedback on their work in two main ways: through oral comments given in lectures and, especially, tutorials, in which your work is critically discussed by academics who are world-leading experts, in "masterclass" fashion. They may (often) also provide written comments on your essays etc., but may simply offer oral feedback. It is not customary for tutors to grade your assignments, though you may ask for an indication or opinion of what sort of grade they might give such work.

You are encouraged to provide anonymous feedback on lectures, seminars, classes and tutorials via the on-line feedback forms available on the Faculty's [Canvas](#) pages: (In order to access these you will need first to log in to Canvas.)

Students on matriculated courses are also surveyed once per year on all aspects of their course (learning, living, pastoral support, college) through the Student Barometer. Previous results can be viewed by students, staff and the general public at, accessible via: https://academic.admin.ox.ac.uk/student-surveys (you need to log in with your Single-Sign On to view the content).

Seminars

You are strongly advised to attend graduate seminars (including the General Linguistics Seminar, on Mondays at 5.15 p.m.), even if they are not immediately relevant to your chosen options. Your supervisor can provide advice on what you should attend, but you are expected to take the initiative and develop a wide range of interests by participating in or attending a good range of courses.

Occasional lectures and seminars by visiting speakers will be advertised to you via email and via the Linguistics website, and sometimes in the University Gazette, which appears weekly in term time and is available in the main libraries, in colleges and on the web at http://www.ox.ac.uk/gazette/.

ACTL Lectures

PRS and second-year M. Phil students are eligible to attend Advanced Core Training in Linguistics, a programme of lectures and practicals provided by a consortium of linguistics departments in the southeast of England (Oxford, Cambridge, Essex, Queen Mary University of London, SOAS, and University College London). M.St. students on the 'Advanced Studies' strand and first-year M.Phil. students can attend the Summer ACTL.

The courses are given at UCL. Our Faculty contributes financially to the programme, and our academics provide some of the lectures (which are not simply repeats of lectures given in Oxford). The Faculty will cover expenses for bus travel to London for eligible graduate students wishing to attend. Students who wish to be reimbursed for travel expenses must submit receipts for bus tickets together with the standard travel expense form. Though the ACTL office provides us with attendance records only at the end of the term, travel reimbursement for ACTL attendance can be made earlier in the term. For further details of the programme, see http://www.actl.ucl.ac.uk/.

Tutorials

Even at graduate level, the heart of the Oxford teaching system is the tutorial. Although graduate students may rely less on tutorials than undergraduates, nonetheless they form part of the teaching for many graduate modules. Tutorials provide a unique opportunity to explore and challenge ideas and theories, to analyse data, and to debate and investigate issues with acknowledged experts in a wide range of fields.

There is no set pattern for tutorials, but they typically involve the preparation of some kind of written work, usually an essay, which will form the basis of a discussion lasting around an hour. Tutors will generally have indicated in advance a suitable topic or title and some preliminary reading. Students, however, will often wish to supplement the reading by following up bibliographic references within the material suggested. Tutors will, of course, also tell you where and when the tutorials will take place, as well as whether they intend to teach you individually or in a pair or small group. Note that, whereas there may be some flexibility in your attendance at lectures (but this depends on the options you are taking), there is no excuse for missing a tutorial without contacting your tutor in advance in order to reschedule.

In certain areas of linguistics, tutorials may involve sets of problems comprising data for analysis. They may also focus on areas in which a student is contemplating developing the research for a thesis.

Essays, however, are the most common preparation for a tutorial. Because tutors differ, it is hard to give rules or even guidelines about what is expected. Some tutors prefer a student to hand in the work a day before the tutorial, which is then spent discussing the work. Others prefer a student to bring along the essay to the tutorial and then read it aloud or give a little presentation about it; the tutor may cut in at points to focus on issues and develop a discussion. In either case, tutorial essays provide an opportunity to develop powers of verbal reasoning and communication, both written and oral.

Tutors are expected to provide feedback on essays but in general will not award a numerical or other mark, and may or may not make written comments: **feedback is primarily given orally through the tutor's comments and questions**. Tutorial essays are not, strictly speaking, assessed and they do not form part of your final assessment. Consequently, making mistakes is not a problem: what matters is that students learn from errors that they make. Good essays describe succinctly what the issues are before setting out an explanatory analysis of them. They will critically address existing analyses and seek to show the merits and flaws in the arguments. In addition they may well approach a topic from an interesting or new angle.

Essays should be carefully structured and include a proper introduction and conclusion. Length is perhaps the least important consideration, but as a guide one might expect a tutorial essay to be around 2,000 words in length or to take 10 minutes or so to read aloud. It cannot be stressed too much, however, that the important thing is coherent and cogent argument and quality of structure and analysis; quantity is only an issue if omissions lead to serious weakness in your arguments.

Essay writing is very much an acquired skill; practice will improve your performance and feedback from your tutor will help you in this. Do not despair, then, if your first few attempts are not what you might have hoped to achieve. In Oxford, tutors are 'on your side': they are your allies in helping you acquire the skills and knowledge that you need to complete the course you have embarked on successfully.

Funding for Travel, Fieldwork, and Experimental Work

Students may apply to the DGS for funding for travel to conferences or summer schools, or for funds to conduct experiments (e.g. for paying participants in an experiment), fieldwork, or other approved research expenses. There is no guarantee that funding will be available, and no more than £500 per student per year can be granted in travel and research funds. Requests for travel to conferences will not normally be granted if the student is not presenting a paper at the conference.

Applications for travel or research funding should make clear the purpose for which the funds will be used. If the application is for conference travel it should include the name of the conference, the title of the paper to be presented, and a statement that the paper has been accepted for presentation at the conference. If the conference or your college or funding agency offers financial support for students, it is expected that you will also apply for it.

Students will not be provided with funding for travel to places in which they would normally be visiting as a resident during the period of fieldwork: if any question about this could arise, it should be addressed in the funding application.

Forms for application for such funding are available online, at http://www.ling-phil.ox.ac.uk/graduate, and should be submitted to the DGS. **The application should state whether funding has been sought from other sources; if no application has**

been made to other sources, the reason for this must be provided. A letter or email of support from your supervisor must also be provided.

Safety in Fieldwork and Travel

The University's policy and guidance on safety in fieldwork are available online, at http://www.admin.ox.ac.uk/safety/overseastravelfieldwork/.

The University offers free, worldwide travel insurance to students and staff, with further information available at http://www.admin.ox.ac.uk/finance/insurance/travel/. Depending on the destination, this may require a full 'overseas risk assessment'. Some external funders of fieldwork trips also require this. The relevant form can be obtained from the Faculty's Head of Administration, Mr Dan Holloway.

Skills Development, Employability and Careers Support

There are a number of services and programmes across the University that provide support in developing yourself both personally and professionally. These opportunities complement the development opportunities provided through your own activities – within and beyond your research - and those provided by your faculty.

Humanities Researcher Development and Training Programme

The Humanities Researcher Development and Training Programme is a comprehensive personal and professional development programme of events, opportunities, workshops and resources to support and develop Humanities researchers at all stages of their career from postgraduate level upwards. Some opportunities are bespoke and developed in-house; others are provided through external partners, student support services or in partnership with faculties. The programme serves all the faculties of the Humanities Division and any researchers working in Humanities-related subject areas.

The aims of the programme are:

- To train our postgraduate students and postdoctoral researchers to become research leaders of the future

- To empower postgraduate students and postdoctoral researchers to become pioneers in a range of careers and professions, within and beyond the sphere of higher education

- To enhance our postgraduate students' and postdoctoral researchers' disruptive voice as active citizens who are confident speaking truth to power, and as ambassadors for the Humanities

Experiential, hands-on learning is fundamental to our approach, with student-led and early career researcher-led initiatives and projects being generated and supported through a range of funds and initiatives such as the AHRC-TORCH Graduate Fund, Student Peer Review College, and the annual Public Engagement with Research Summer School. All of these mechanisms are in turn run (with support from the Researcher Development and Training Manager) by early career researchers themselves.

How to get involved

The Humanities Researcher Development and Training Programme is open to all postgraduate students (Master's and DPhil) and early career researchers (including college appointments and those on teaching-only contracts) in the Humanities Division.[1]

---

[1] Postgraduate students in social sciences who are in receipt of AHRC funding are also eligible to participate.

An extensive programme of opportunities runs throughout the academic year, arranged into a number of 'pathways':

Business and Entrepreneurship – pitch an idea to the Humanities Innovation Challenge Competition and win £2,000, or find out what history can teach us about entrepreneurship through the Said Business School's series of lectures on 'Engaging with the Humanities'

Career Confidence – explore your options, develop your CV, draft cover letters for roles within or beyond academia, practise fellowship interview techniques, enhance your digital profile or learn how to give a teaching presentation. We work closely with the Careers Service, who offer tailored support for postgraduate and postdoctoral researchers (see below)

Digital Humanities – learn how to encode text, 3D-scan museum objects and write code, or participate in the world-leading Digital Humanities at Oxford Summer School

Heritage – network with industry leaders in the heritage sector, learn how to set up a research collaboration with a heritage organisation, take a tour of a museum under development with a lead curator, or contribute to [Trusted Source](#), the National Trust's research-led online knowledge bank

Public Engagement with Research – create a podcast, practise on-camera interviews, learn the techniques of 'storytelling' when talking about your research, apply for funding to support a public engagement project for your research through the Graduate Fund, or participate in the annual [Public Engagement with Research Summer School](#)

Preparation for Academic Practice – attend workshops on writing journal articles, preparing for the DPhil viva, organising a conference, or using EndNote. Pitch your idea for a monograph to editors from world-leading publishing houses, and prepare a fieldwork application for ethical review.

Creative Industries – participate in workshops led by organisations in the creative industries, develop a research collaboration, or learn about career opportunities in this sector.

Teaching – build on the training offered by your faculty (Preparation for Learning and Teaching at Oxford) and gain accreditation to the Staff and Educational Development Association by enrolling in [Developing Learning and Teaching](#) seminars. Attend workshops on applying your teaching experience to the job application process, or learn how to teach with objects at the Ashmolean Museum.

All our events and opportunities are **free** to attend, and a number of workshops, particularly those in the 'Preparation for Academic Practice' pathway, are repeated each term. See www.torch.ox.ac.uk/researcher-training for the calendar of upcoming events and for more information about the programme. You can also email the Humanities Researcher Development and Training Manager, Caroline Thurston, at training@humanities.ox.ac.uk if you have any queries.

Support for Research Students from the Careers Service

Doing a research degree opens up a range of career options, yet it is up to you to seize the opportunities to exploit these and get ready for the next step. Our best advice is to start early, because you will get busier as your research progresses. No need to decide at this point whether you will stay in academia or move on to new pastures: many of the career-building steps that you can take now will benefit your CV and your wider employment options whichever step you take next.

The Careers Service (www.careers.ox.ac.uk) works alongside the Humanities divisional training team to offer information resources, one-to-one support and a programme of

bespoke workshops focusing on key career skills and tools for career planning and development. We support DPhil students and research staff from every department across the university, regardless of their chosen career paths.

How to get involved

The **researcher pages** (www.careers.ox.ac.uk/researchers) on the main Careers Service website contain a wealth of information on what other researchers have done, tips on how to develop your careers thinking and links to useful resources. The **Resources Room** in the Careers Service building (56 Banbury Road, open 9 am – 5 pm, Monday to Friday) stocks leaflets, briefings and relevant career-related matters, including books on securing work in the academic job market and other sectors, or negotiating a change in direction.

Our **termly programme of workshops** caters specifically for researchers and focus on career design and development, networking, CV writing, job applications and interviews, and more. See our programme and book places via the CareerConnect calendar[2]. And don't miss our ***Insight into Academia*** programme, which gives insider perspectives on becoming an academic and the steps required to keep you there, along with tips to maximise your chances of application success.

If you're looking to boost your skill set, consider taking part in the **Researcher Strategy Consultancy**, which provides early career researchers with an opportunity to develop the core employability skills required for independent consulting in any field or a transition into analytical, business or policy roles in the public and private sector.

Research students are also eligible for the fantastic opportunities to explore different work sectors and roles offered through our **summer internships** and **micro-internships** programmes; see the Internships Office pages[3] for more information on these.

Unsure where to begin or how to use your time here most effectively? A **one-to-one conversation with a Careers Adviser** may help! Come and discuss your personal career plans, aspirations and worries in a confidential setting: appointments can be made via CareerConnect.

For an overview of the services available to researchers at the university, download this leaflet[4] or call in at the Careers Service and pick up a copy.

Language Courses

The General and Academic modern language pathways (formerly LASR; you need to log in with your Single-Sign On to view the content) at the Language Centre offers general courses in several languages, as well as reading courses in a smaller number of languages, usually including French and German. The Faculty covers the fee for courses for students whose research requires competence in the language; this must be confirmed by the supervisor. For information on priority registration, contact the DGS at the earliest possible stage.

Training in Academic Teaching

For graduate students who are interested in undergraduate tutoring or lecturing, training aimed at developing teaching skills is provided. Core training is provided through a

---

[2] All DPhil students are automatically issued a CareerConnect account; research staff can easily create a free account by following the instructions here. Contact reception@careers.ox.ac.uk if you need assistance in accessing CareerConnect.

[3] https://www.careers.ox.ac.uk/the-internship-office/

[4] https://www.careers.ox.ac.uk/files/researcher-information-trifold-2018pdf

workshop called Preparation for Learning and Teaching at Oxford (PLTO); this is a compulsory prerequisite for all graduate students who are interested in teaching undergraduate linguistics. Training towards nationally recognized standards in university teaching can also be arranged, for those who have completed the PLTO training. Note that completion of the PLTO training does not provide any guarantee that you will be offered teaching opportunities: opportunities to teach are normally available only to doctoral students who have successfully transferred to D.Phil. status. The Graduate Teacher Training Coordinator is Dr Sandra Paoli.

Facilities

There is a range of facilities available to graduate students in linguistics and philology:

- Common Room and work space with computers, wifi and network points in the Centre for Linguistics and Philology. Even if you prefer to use your own computer, you may find useful the faculty's networked file storage and print servers. For storage of data collected from human subjects, it is a secure and convenient way of complying with research ethics policy regarding storage of personal information. You are encouraged to use faculty and university servers for secure and reliable back-up of your files, rather than insecure external services such as Dropbox. Faculty and university servers can also be used for sharing larger files with others, rather than filling up email inboxes.

- Faculty IT support: it-support@ling-phil.ox.ac.uk

- Library resources: http://www.ling-phil.ox.ac.uk/library

- University IT services: http://www.it.ox.ac.uk/

- The Phonetics Laboratory: http://www.phon.ox.ac.uk/

- The Language and Brain Lab: http://brainlab.clp.ox.ac.uk/

- The Language Centre: http://www.lang.ox.ac.uk/

Plagiarism

Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition. Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence.

It is expected that most graduates will have mastered the rules and conventions of scholarly writing before arriving at Oxford, and therefore plagiarism is treated as a serious breach of academic integrity. However, even graduate students sometimes find it difficult to avoid unintentional plagiarism; consequently you must ensure that you understand fully what is meant by the term 'plagiarism' in Oxford, how to avoid it in your writing, and the potential consequences of either deliberate or inadvertent plagiarism.

The Education Committee website provides information and links on plagiarism and other aspects of good academic practice (http://www.ox.ac.uk/students/academic/guidance/skills. Please take some time to read the guidance offered there. **All graduate students should complete the online Plagiarism course**, accessible via log-in to Weblearn here: https://weblearn.ox.ac.uk/portal/hierarchy/skills/plag. as part of their graduate skills training portfolio. At the end of the course there is a quiz to test your knowledge; if

successful you can print out a certificate for your records. The course also provides an accessible source of information and advice about plagiarism.

Ethical Appproval

The University is committed to ensuring that its research involving human participants is conducted in a way that respects the dignity, rights, and welfare of participants, and minimises risk to participants, researchers, third parties, and to the University itself. All such research needs to be subject to appropriate ethical review. More information can be found at the [Research Ethics website](#) and an online training course can be accessed on [Weblearn.](#)

If your research involves work with people, it will be necessary to register your project with one of the University's research ethics committees, in all likelihood with the Central University Research Ethics Committee, though it depends on the nature of the research (see http://www.admin.ox.ac.uk/curec/). The CUREC policy on the ethical conduct of research involving human participants and personal data is available online at http://www.admin.ox.ac.uk/curec/. If you are working with consenting adults, it is sufficient to simply register your research: there is a short checklist online, and you must await approval of the checklist before starting your research. Research with under 18's or vulnerable adults involves a more stringent process of prior approval, preparation for which takes some time, so it is advisable for M.Phil. students to have this process in hand early in Trinity term of the first year, at the latest, and for M.St. students to act on this at a very early stage.

If your research involves experiments in which you will deceive your subjects (for example, about the purpose of the experiment), the same stringent process of prior approval applies. It is advisable to design your experiment so that no deception is involved.

Harassment

Harassment is an unacceptable form of behaviour. The University Policy on Harassment and Bullying is available online at [http://www.admin.ox.ac.uk/eop/harassmentadvice/.](http://www.admin.ox.ac.uk/eop/harassmentadvice/)

Harassment Advisors for the Faculty are appointed annually. Please enquire in the Faculty for details. The Faculty Harassment Advisors may be consulted in confidence if any question of harassment or bullying arises.

Equality and Diversity at Oxford

"The University of Oxford is committed to fostering an inclusive culture which promotes equality, values diversity and maintains a working, learning and social environment in which the rights and dignity of all its staff and students are respected. We recognise that the broad range of experiences that a diverse staff and student body brings strengthens our research and enhances our teaching, and that in order for Oxford to remain a world-leading institution we must continue to provide a diverse, inclusive, fair and open environment that allows everyone to grow and flourish." [Equality Policy](#)

As a member of the University you contribute towards making it an inclusive environment and we ask that you treat other members of the University community with respect, courtesy and consideration.

The Equality and Diversity Unit works with all parts of the collegiate University to develop and promote an understanding of equality and diversity and ensure that this is reflected in all its processes. The Unit also supports the University in meeting the legal requirements of the Equality Act 2010, including eliminating unlawful discrimination, promoting equality of opportunity and fostering good relations between people with and without the 'protected characteristics' of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and/or belief, sex and sexual orientation. Visit our

website for further details or contact us directly for advice: edu.web.ox.ac.uk or equality@admin.ox.ac.uk.

The Equality and Diversity Unit also supports a broad network of harassment advisors in departments/faculties and colleges and a central Harassment Advisory Service. For more information on the University's Harassment and Bullying policy and the support available for students visit: edu.web.ox.ac.uk/harassment-advice.

There are a range of faith societies, belief groups, and religious centres within Oxford University that are open to students. For more information visit: edu.admin.ox.ac.uk/religion-and-belief-0.

Student Welfare and Support Services

The Disability Advisory Service (DAS) can provide information, advice and guidance on the way in which a particular disability may impact on your student experience at the University and assist with organising disability-related study support. For more information visit: www.ox.ac.uk/students/shw/das.

The Counselling Service is here to help you address personal or emotional problems

that get in the way of having a good experience at Oxford and realising your full academic and personal potential. They offer a free and confidential service. For more information visit: www.ox.ac.uk/students/shw/counselling.

While working remotely due to the pandemic, the Disability Advisory Service and the Counselling Service are both offering virtual consultations.

A range of services led by students are available to help provide support to other students, including the peer supporter network, the Oxford SU's Student Advice Service and Nightline. For more information visit: www.ox.ac.uk/students/shw/peer.

Oxford SU also runs a series of campaigns to raise awareness and promote causes that matter to students. For full details, visit: https://www.oxfordsu.org/communities/campaigns/

There is a wide range of student clubs and societies to get involved in - for more details visit: www.ox.ac.uk/students/life/clubs

Individual colleges provide support as well, for example in the form of college bursaries and students' welfare representatives.

Other support and guidance services for students:

- Financial Hardship http://www.ox.ac.uk/students/fees-funding/assistance/hardship
- International Student Advisory Service https://www.ox.ac.uk/students/new/international?wssl=1
- Childcare services http://www.admin.ox.ac.uk/childcare/
- University Policy on Student Maternity, Paternity and Adoption Leave https://www.ox.ac.uk/sites/files/oxford/field/field_document/Student%20Maternity%2C%20Paternity%20and%20Adoption%20Leave%20Policy.pdf
- University Careers Service: http://www.careers.ox.ac.uk

Examination Regulations

The Examination Regulations, which are revised annually, contain the rules which govern your course; parts of the content of this handbook are paraphrased from the Examination Regulations, which are a part of the University Statutes and Regulations (http://www.admin.ox.ac.uk/statutes/). Advice on their interpretation can be obtained

from the Graduate Studies Administrator, the Director of Graduate Studies, your supervisor or your college.

Applications for Funding

The Faculty appreciates the considerable financial commitment required of a student pursuing graduate work, and it will generally support applications made by its students to appropriate bodies for assistance. Note that it is the responsibility of the college to ensure that students have sufficient funding for the course that they intend to pursue.

Students may be eligible for funding from various bodies, including the Arts and Humanities Research Council (AHRC) or the Economic and Social Research Council (ESRC) for students from the UK and Europe, or the Clarendon Fund. Students who have been offered a place on a course will automatically be considered for the Clarendon fund, and can apply for some scholarships by selecting the appropriate options in the Funding Section of the University's Graduate Application Form. For other scholarships, students must apply directly to the relevant funding body. Most funding bodies will require references from your previous degree course as well as some input from the Faculty regarding the course you have been offered a place for. More information is available in the fees and funding section of the graduate prospectus for the University, available online at http://www.ox.ac.uk/admissions/graduate/ and on the Faculty website at http://www.ling-phil.ox.ac.uk/funding.

To be considered for an AHRC or ESRC award (UK and other EU students), a Clarendon award, or other funding arranged through the application process, ***all applicants must submit their application by the January deadline. Your application must be complete, including your references and other supporting materials, by that deadline.***

Note that the funding schedule and submission deadlines for some funding bodies are not the same as the fees and deadlines prescribed by the University. For example, the AHRC limits funding for any individual student to four years, so an M.Phil. student who successfully reapplies for funding for the D.Phil. can be offered only two more years of funding.

Prospective students and those who have been offered a place are welcome to consult the DGS if they require any assistance in understanding the funding system.

For existing Oxford graduate students moving on to the D.Phil., the procedures for re-admission are detailed beginning on p. 52 of this handbook. Early consultation with your supervisor is critical if you wish to be considered for funding. Your research plan will be the main criterion on which you are judged, and you will need to spend some time refining and polishing it; your supervisor can help with this. In nominating candidates for AHRC, ESRC, and Clarendon funding, the Faculty will consider the progress that applicants have made in their current programme, so it is important to demonstrate that you can formulate and stick to a reasonable work plan, and to have made good progress by mid-Hilary term of your M.St. or the second year of your M.Phil. programme.

Fees and Charges

The calculation of fees for the different degrees can be complex, particularly for those who have already read for a postgraduate degree at Oxford. You should seek guidance from your college at an early stage if you are in any doubt as to your fee liabilities. In straightforward cases, three terms' fees are payable for the M.St., six for the M.Phil. and M.Litt., nine for the D.Phil. only, and twelve for the M.Phil. followed by the D.Phil. See also the notes on p. 27 regarding the rules on residence, and the Fees and Living Costs web pages at http://www.ox.ac.uk/feesandfunding/fees/.

There is a University continuation charge on a termly basis to students admitted to study for the D.Phil. or M.Litt. who have reached the end of the standard period of fee liability, until and including the term of submission. The University continuation charge is £508 per term. For part-time students, the termly charge will be half of the termly rate payable by full-time students. Students are also liable for a college continuation charge. More information is available at http://www.ox.ac.uk/students/fees-funding/fees/liability/.

Intermitting your Studies

If, for good cause, you are temporarily unable to carry out your work, the Faculty may allow you to intermit your studies (within the university this is known as 'suspension of status') for not less than one and not more than three terms at any one time. Applications to intermit your studies should be made through the GSA and should be accompanied by statements of support from your supervisor and college. The maximum number of terms' suspension which may be approved is six terms for doctoral students (part-time: three terms). For Master's students, the number of terms permitted is equivalent to the length of the course; i.e. for a one-year course, three terms; for a two-year course, six terms.

Please note that taught students can not normally suspend their studies for less than THREE terms!

If your application for intermission is approved, you will not be liable to pay fees during the period of intermission and will automatically resume your former status at the end of the period. The Faculty may also, for sufficient reason, and after consultation with your supervisor and college, temporarily require you to intermit on its own initiative.

The Faculty will consider applications for intermission on the following grounds:

(a) Where you are effectively prevented from pursuing your course of study in circumstances which are outside your control, though there are good grounds for believing that you will be able to resume work within a reasonable period (e.g. cases of unforeseeable financial difficulty or physical or mental incapacity). Where a period of intermission is requested on the grounds that you are in unforeseeable financial difficulty, the Faculty Board will require certification from your college that, when you were first admitted, it was fully satisfied that your financial position was at that time sufficiently secure to enable completion of studies, but that since then an unforeseeable deterioration has occurred which makes it impossible to continue studying for a limited period. An increase in university fees will not normally be regarded as sufficient grounds for allowing you to intermit. Intermission sought on medical grounds should normally be accompanied by medical documentation or a letter from a doctor or qualified Counsellor. The DGS reserves the right to ask for medical confirmation that the applicant is fit to return to study at the end of the intermission.

(b) Where it is desirable that you should give up your work for a limited period either

  (i) in order to concentrate on some other project which cannot be reasonably deferred until the completion of your postgraduate work (e.g. in order to acquire some ancillary qualification); or

  (ii) to take up temporary work which is likely to be relevant to your subsequent career and which offers an opportunity which is unlikely to recur;

(c) In the case of study abroad, either

  (iii) where you hold a Research Council studentship which is suspended during the period of study abroad because of the nature of the study; or

  (iv) where you receive an award to study abroad which does not cover fee liabilities, if the nature of the study abroad is such that, in the case of holders of a Research Council studentship, the studentship would be suspended during the period abroad; or

(v) where your work is unduly delayed by difficulties in making arrangements for study, or in carrying out such study, in another country.

You are normally expected to complete your studies within the normal time limits for the course in question, and the Faculty Board is therefore not prepared to consider applications for intermission merely on the grounds that you wish to engage, for personal reasons, in some other activity and then return to postgraduate work at some later date.

In general, if you are thinking of applying to intermit you should discuss the matter in detail with your supervisor and then enquire from your college and the GSA about the next steps to take.

Illness

The University is anxious that its records correctly show the number of terms you have been actively working. This is particularly important for students engaged in writing a thesis. If your work is unavoidably delayed by illness, you are encouraged to apply for a period of intermission. If your illness is not serious enough or of too short duration (e.g. a fraction of a term) to justify intermitting your studies, but you nevertheless feel that it might have an adverse effect on your performance in the final examination for a taught course degree, you must ask your college Tutor for Graduates (or in some colleges the Senior Tutor) to take the case up with the Proctors, who have the option, at their discretion, of writing to the examiners and asking that your illness be taken into account. You should not write directly to the examiners, who cannot take account of pleas which arrive other than through the official channels.

You can also contact the Graduate Studies Administrator for advice on steps to take in case of illness. Any discussions will be kept strictly confidential.

If a research student falls ill and it is thought that this may lead to a subsequent application for extension of time (as outlined in the next section), it is desirable to obtain a medical certificate at the time. Your supervisor and the DGS should always be informed when illness has prevented work on your thesis.

Extension of Time for Research Degrees

M.Litt. and D.Phil. theses should normally be submitted within nine and twelve terms respectively from the date of the admission as a Probationer Research Student (twenty-four terms for part-time DPhil). If in exceptional circumstances this cannot be done, the Faculty Board can grant up to three terms' extension of time for the M.Litt. and up to six terms' extension of time for the D.Phil (part-time: three terms).

All applications for extension must be made no later than the term in which you are due to apply for permission to supplicate for the degree. The Faculty cannot accept applications for more than **ONE** term's extension at any one time. All applications must have the support of your supervisor and explain in detail the reasons for the delay. Application forms are available from the university's website at http://www.ox.ac.uk/students/academic/guidance/graduate/progression or from the GSA, and must be countersigned by your supervisor. In any subsequent applications for extension, it is expected that you will be able to demonstrate (and your supervisor confirm) that sufficient progress has been made since the first extension was granted. If you have been unable to make adequate progress during the first period of extension, it may be appropriate to consider other measures, such as intermitting your studies rather than seeking a further extension.

The GSC is not empowered to grant extensions beyond the limits indicated above: in extremely rare cases further extension can be sought, but you should not count on that possibility. Further details are available from the GSA.

Students who have received Research Council studentships (AHRC or EHRC) are expected by the Research Council to submit their D.Phil. theses within three years following the M.Phil., or within four years following admission (part-time: seven years) as Probationer Research Students. Note that most British grant-giving authorities now penalize those institutions whose rate of submission is not adequate (i.e. usually four years for a doctorate, regardless of the period of funding offered) and consequently debar future applicants to those institutions from applying for grants. This makes it imperative that dissertations be submitted within the required period.

Withdrawal or Lapse from Status and Reinstatement

If you fail to apply for an extension, or you submit an application for extension which is not approved, you will lapse from M.Litt. or D.Phil. status at the end of your period of registration, and will no longer be entitled to receive supervision. If you still want to submit your thesis for examination, you can apply for reinstatement. In some instances, if it becomes clear that there is no prospect of completing your thesis within acceptable time limits, you may wish to allow your status to lapse with a view to applying for reinstatement when your thesis is virtually ready for submission.

There is no time limit for reinstatement, though the Faculty will only accept applications where a limited amount of time has passed and you have given good reasons for the gap in your studies. Ex-students are advised to get in touch with their college and, if possible, their ex-supervisor before applying for reinstatement. If your application is approved, the terms of residence and fee requirements previously fulfilled will again be valid, and supervision will be resumed.

Residence Requirements – Full Time Students only

M.St. candidates are required to keep statutory residence (for most graduate studies this means living within 25 miles of Carfax), i.e. to pursue their studies in Oxford, for no less than three terms after admission. M.Phil. and M.Litt. candidates, and candidates for the D.Phil. only, must normally keep residence for no less than six terms. Candidates who complete an M.Phil. and go on to the D.Phil. must keep residence for no less than nine terms altogether. The Faculty has the authority to grant dispensation from no more than three terms of residence in Oxford, but dispensation shall be granted to M.Litt. students only on the grounds that it is necessary to their work that they be allowed to pursue their course of study at some other place than Oxford; dispensation may additionally be granted to D.Phil. students for other good reasons.

Applications for dispensation must be made through your college and with the support of your supervisor. It is important to appreciate that the terms of residence which must be kept are not always the same as the terms for which university fees must be paid. M.Litt. students are required to pay fees for six terms, and students studying for the D.Phil. only must pay fees for nine terms. Students who have an M.Phil. degree and are subsequently admitted to the D.Phil. are required to keep only three further terms of residence (after those kept for the M.Phil.), though fees must be paid for a total of twelve terms.

Leaving aside official requirements, M.Phil. students and those reading for research degrees should be prepared to be in Oxford most of the year, including periods of vacation, in view of the need to pursue research for their theses and (if relevant) presubmitted essays, and to prepare for exams; this factor should be taken into account when planning expenses.

General Course Aims and Learning Outcomes

Course Aims

Students should understand:

- the nature of a theory and what constitutes an explanation;
- the central analytical concepts and methods of enquiry of linguistics and comparative philology;
- data collection and presentation;
- for linguists, current theories of the nature and organisation of the different 'levels of analysis' of language: phonetics, phonology, morphology, syntax, semantics, pragmatics, discourse etc.;
- for philologists, current approaches to the history, structure and relationships of the relevant Indo-European languages;
- for the relevant options (e.g. experimental phonetics, psycholinguistics, computational linguistics, etc.), how to apply practical techniques or experimental methods appropriately; how to work collaboratively as part of a research group.

Learning Outcomes

Intellectual Skills

Students develop general intellectual skills:

- to think, write, and give presentations clearly and logically;
- to critically evaluate and compare different theoretical positions and claims;
- to assess the accuracy of theoretical predictions by careful analysis of data;
- to retrieve, organise, and assimilate different kinds of information from a variety of sources in an effective and scholarly manner;
- to recognise the relevance of findings in linguistics or philology to other related disciplines, and vice versa;
- to plan and complete a substantial piece of independent research.

Practical Skills

Other than these practical analytical skills common to all types of linguistics and philology, students pursuing particular options acquire special practical skills:

- the techniques of articulatory and acoustic phonetics (the production, recognition and transcription of the sounds of the world's languages);
- experimental phonetics (design and conduct of scientific experiments to determine new facts about human speech, often using sophisticated instruments, data capture and signal processing on a computer, and statistical analysis of the data);
- computational linguistics (learning to programme in an appropriate language; using existing software packages; training statistical models; using logic and formal language theory); or corpus linguistics (learning how to manipulate large text files; using corpus processing tools; linguistic annotation; statistical testing; presenting quantitative data in tabular or graphical form);
- psycholinguistics (design and conduct of scientific experiments to learn how language is produced and processed in the brain).

Transferable Skills

All students acquire transferable skills:

- to work and think independently, quickly, and accurately;
- to locate, organise, and assimilate information from a variety of sources relevant to a given topic;

- to write an argument logically and clearly;

- to give clear and relevant presentations, and manage subsequent discussion;

- to use relevant technology (e.g. computers, software packages, experimental apparatus);

- to plan and complete a more extensive piece of independent research (typically on the scale of a journal article).

Taught Courses (M.St. and M.Phil.)

Background

Most students admitted to read for the M.St. and M.Phil. have some knowledge of linguistics or philology but few, if any, have taken a full undergraduate degree in these subjects; indeed, our students' backgrounds and knowledge vary considerably. M.Phil. students are normally expected to have, or to acquire during their time at Oxford, a reading knowledge of two modern languages adequate for and relevant to secondary literature relating to the special subjects they are pursuing. This expectation is not subject to formal assessment, however.

General Requirements

Candidates for the M.St. must offer three modules and those for the M.Phil. must offer four. The modules available for the M.St. are the same as those for the M.Phil. (but the 'C' modules are not normally feasible in the M.St.: see below).

The M.St is taught in two strands. Candidates who have a degree in a subject which has given them some experience of linguistic or philological work but who do not have a degree in which linguistics forms at least 50% of the teaching and assessment, are admitted to the "Advanced Study" strand. Candidates who have a degree in which linguistics forms at least 50% of the teaching and assessment, or who can otherwise demonstrate that they have studied linguistics to an equivalent level, are admitted to the "Research Preparation" strand.

For both the M.Phil. and the M.St. (Advanced Study), all candidates must offer (as one of their modules) the Linguistic Theory paper (Paper A). The scope of this module is covered by the courses that fall within the Foundation Course, which are therefore compulsory for all students; however, attendance at the Foundation Course lectures and practical classes is not sufficient; considerable private study of those subjects is also necessary to perform well on Paper A. Students must select their remaining modules from those listed under one of the three lists of options called 'B', 'C', and 'D'. The full list of options is detailed below.

For the M.St. (Research Preparation), all candidates must offer (as one of their modules) a thesis of no more than 15,000 words. Students must select their remaining modules from those listed under one of the three lists of options called 'B', 'C', and 'D'. The full list of options is detailed below.

For M.Phil. students who follow the 'general linguistics' course (course B), at least one of the three modules is expected to be in phonetics and phonology, experimental phonetics, syntax, or semantics. M.St. and M.Phil candidates taking B options are expected to attend the Research Methods module in Michaelmas term of their first year. M.St. Advanced Study students must also attend at least two practical training modules, and M.Phil. students must attend at least three. This is a formal requirement, but in practice M.St. Advanced Study and M.Phil. students will want to attend *all* the practical training modules offered as part of the Foundation Course, in order to prepare adequately for paper A.

M.Phil. candidates must in addition offer a thesis of no more than 25,000 words. The thesis topic is subject to approval by the Faculty, which must be satisfied that there is appropriate supervision available for the topic and that the student has the appropriate background to carry it out: see p. 43 for instructions on submission of the thesis topic for approval. An M.Phil. or M.St. (Research Preparation) thesis need not show originality in order to pass, but theses scoring very high marks normally display some originality; in all cases scholarly competence is required, and normal scholarly and bibliographic

conventions should be followed. For the correct format for submission, and instructions on interpreting the word limit, see p.63. M.St. (Research Preparation) and second-year M.Phil. students are expected to attend the Thesis Workshop in Michaelmas and Hilary terms to present their thesis topics.

Modules

Paper A: Linguistic Theory

In the first term of study, and to a lesser extent in the second term, all M.Phil. and M.St. (Advanced Study) students take an intensive **Foundation Course** in phonetics, phonology, syntax, semantics, and pragmatics. The Faculty is committed to the concept that these are core branches of Linguistics, and underpin the study of further areas of Linguistics, and that in order to work successfully on (for example) particular languages, or how languages change, or the psycholinguistic and neurolinguistic processing of languages, all linguists need the tools to describe actual languages—their phonetics, phonology, syntax, semantics and pragmatics.

The Foundation Course is the Faculty's flagship course: it is a distinctive part of the M.St. (Advanced Study) and M.Phil. courses, taken by all M.St (Advanced Study) and M.Phil. students and putting a core aim of the Faculty into practice. It leads the way to the further courses that students choose for themselves. Teaching is via lectures and practical classes only (not tutorials), and the course is assessed by means of an examination which all master's students take, called *Paper A: Linguistic Theory*.

Timing of Paper A:

M.St. (Advanced Study) students take *Paper A: Linguistic Theory* at the end of the final term of their course. M.Phil. students take *Paper A: Linguistic Theory* at the end of their first year. A student who fails *Paper A: Linguistic Theory* on the first attempt will have a resit opportunity the following year. However, the mark for a resit will be capped at the pass mark of 50. You will therefore want to do well the first time around.

Structure of Paper A:

Paper A: Linguistic Theory will include the following four sections, and only these:

(a)   Phonetics

(b)   Phonology

(c)   Syntax

(d)   Semantics and Pragmatics

Students will be required to answer THREE questions, choosing them from THREE different sections.

Examples of Paper A (and all other exam papers) from past years are available via Single-Sign On login from http://www.oxam.ox.ac.uk/.

Modules under B

The B options, General Linguistics, cover the major branches of theoretical linguistics and their links with general issues in the methodology of the sciences; they also cover more specialised areas including psycholinguistics and neurolinguistics, experimental phonetics, computational linguistics, and the history and structure of particular languages.

Some of the modules listed under B require background knowledge that is difficult to acquire in a single year, and M.St. students are advised to choose these modules only if they already have substantial previous training in relevant background subjects: these include the options in Experimental Phonetics and Computational Linguistics. In order to

take options in the history and structure of a particular language, students will need to have a good grasp of the relevant language itself, even if they are new to linguistic study of the language.

Not all options are necessarily available in each academic year. It is important to check with the course supervisor about the availability of options as early as possible.

B (i): Phonetics and Phonology

Instruction in phonetics and phonology is part of the Foundation Course. Phonetics and phonology lectures and a phonology problems class are normally provided in Michaelmas and Hilary terms, and the B(vii) Experimental Phonetics Seminar provides continuing classroom instruction which may be relevant to this option too. Those taking the specialist option in Phonetics and Phonology will also receive tutorials; these are given primarily by Professor Lahiri, Professor Coleman, Dr Payne and Dr Kennard.

B (ii): Syntax

Instruction in syntax is part of the Foundation Course. Foundational lectures are given in the first term, accompanied by a class in which set exercises are reviewed. Additional lecture courses in syntax are given in subsequent terms, and syntactic theory plays a significant role in lectures and seminars of other kinds as well. Those taking the specialist option in Syntax will also receive tutorials; these are provided by a number of tutors in the Faculty (please see the Syntax Weblearn page for further details: https://weblearn.ox.ac.uk/access/content/group/linguist/postgrad/syntax/index.html).

B (iii): Semantics

The Foundation Course includes instruction in semantics and pragmatics, as well as (in Michaelmas Term) a course entitled Formal Foundations for Linguistics, which provides an introduction to the basic tools of semantics. Those taking the specialist option in Semantics will also receive tutorials; these are provided primarily by Dr Altshuler.

B (iv): Historical and Comparative Linguistics

The subject is taught through tutorials and sometimes through lectures aimed specifically at graduate students. In addition, there are undergraduate lectures in the subject that graduate students should usually attend. These are taught by Professor Lahiri, Professor Probert, Professor de Melo and others. Historical linguistics of particular languages is a recurring theme of graduate seminars and classes in Indo-European Comparative Philology (for information contact Prof. Probert), Romance Linguistics (for information contact Prof. Maiden), Japanese linguistics (contact Prof. Frellesvig), Slavonic linguistics (contact Dr Fellerer or Prof. Eckhoff), and other languages or language groups.

B (v): Psycholinguistics and Neurolinguistics

This option is taught through lectures, tutorials and practical sessions, and includes practical work in the Laboratory for Language and the Brain. Lectures are provided primarily by Prof. Lahiri and Prof. Husband.

B (vi): History and Structure of a Language

This subject is taught through classes and/or through individual tuition, by linguists specialising in the language in question. These include Prof Maiden (Italian, Romanian), Dr Paoli (Italian), Prof Watson, Dr Temple and Dr Wolfe (French), Dr Acedo-Matellan (Spanish and Portuguese), Prof Lahiri (English), Prof. Eckhoff (Russian), Dr Fellerer (other Slavonic), Dr Hoge (German), and others. Students wanting to take the History and Structure of English should indicate their interest to Prof. Lahiri by the end of week 6 of Michaelmas Term of the year in which they wish to take the option.

B (vii): Experimental Phonetics

This option is taught through introductory classes and an on-going Experimental Phonetics Seminar, as well as through tutorials. Tutorials are given primarily by Professor Coleman and Dr Payne.

B (viii): Sociolinguistics

Specialists at Oxford include Prof Cameron and Dr Temple. Students taking the option in Sociolinguistics are required to attend a series of seminars in Hilary Term, and, usually, to give a presentation as part of this course. The presentation does not form part of the assessment, but is an opportunity to participate actively and get feedback. Assessment takes place via Method B, i.e. a 5,000–7,500-word essay (for instructions on how to interpret the word limit see p.63). The student chooses his or her own topic for the essay, which should be stated to the course convener by week 6 of HT when the course is taken.

Students wanting to take Sociolinguistics must sign up (by email to Prof. Cameron) by the end of week 6 of Michaelmas Term of the year in which they wish to take the course. It is recommended that students who are planning to take Sociolinguistics, and who have no or little relevant background, attend the introductory lectures usually offered in MT.

B (ix): Computational Linguistics

There is no single course for the Computational Linguistics option. Students wishing to take this option are advised to follow Dr Eckhoff's module "Introduction to Corpus Linguistics", Prof Pierrehumbert's course, "Introduction to Natural Language Processing for Social Sciences", in the MSc in Social Data Science, and Prof Coleman's course "Introduction to Speech and Language Processing". It is expected that students will also have followed the Formal Foundations and Quantitative Methods foundation courses. Assessment will be by a report about a working piece of computational linguistics software written by the student that answers some linguistic question (i.e. method (c)). The question(s) addressed and software employed may be proposed by a lecturer or by the student themselves, with guidance from the lecturer. In addition, students may be required to give a presentation in class, which might include a live demonstration or other form of demonstration, such as a video, showing how the software answers the linguistic question. The expectation that students taking this option should develop some working software limits this course to those students who come with or, exceptionally, have the ability to develop sufficient ability in computer programming. Linguistics students are permitted to take the Python 3 programming classes of the Social Data Science MSc; the Introduction to Speech and Language Processing course also provides elementary training in programming in Matlab and Prolog; and courses in other programming languages are offered in IT Services. For further advice, consult with Prof Coleman, Prof Pierrehumbert or Dr Eckhoff.

B (x): Special Subjects

Students may ask for a module in another subject in any other subject which the Faculty may consider suitable. If the Faculty considers that proper instruction and provision for examination are available then B (x) may count as one option module. It is not possible to take two B(x) papers. Special subjects recently taken include: Morphology; Comparative Romance Linguistics; Pragmatics; Philosophy of Language; History of Linguistics. Application to the Faculty to offer a special subject should be made with the support of your supervisor and no later than when you submit your final list of options for approval. However, you are advised to apply as early as possible so that appropriate arrangements can be made. The form of assessment will be decided at the time a request is considered, but all students proposing the same Special Subject must be examined in the same way, for fairness.

Besides lectures and tutorials, training for some of the modules under B involves a series of practical sessions; lectures and practical sessions are also open to students taking C or D options. PRS students who require training in any of these areas also follow the appropriate module (both lectures and practical sessions). The following series of practical sessions may be available.

- Acoustic phonetics practical [methods in acoustic analysis].

- Corpus linguistics practical [searching online corpora, linguistic hypothesis formulation and testing on the basis of corpus data].

- Formal foundations practical [gaining familiarity with the formal tools of linguistics: set theory, basic formal language theory, logic, lambda calculus].

- Phonetic transcription practical [developing transcription skills by working with a speaker of an unfamiliar language].

- Phonology practical [methods and techniques for phonological data analysis, argumentation and critiquing of phonological approaches].

- Psycholinguistics/neurolinguistics practical [laboratory methods in psycho-linguistics and neurolinguistics, use of equipment and software in the Laboratory for Language and the Brain].

- Quantitative methods in linguistics.

- Syntax practical [methods and techniques in syntactic data analysis, syntactic argumentation, status of syntactic universals and their formal treatment].

M.St. (Advanced Study) students **MUST** attend at least two series of practical sessions during their course, and M.Phil. students **MUST** attend at least three. Some lecture courses presuppose attendance at certain practicals. For example, Formal Foundations is required preparation for B (iii) Semantics, and Quantitative Methods training is valuable for Psycholinguistics and Neurolinguistics, Sociolinguistics and Experimental Phonetics.

Modules under C

The C options are concerned with the history and comparison of the Indo-European languages and the reconstruction of their prehistoric parent language, Proto-Indo-European. Students specialise in two language groups, one of which is studied in greater depth than the other.

The C options require a great deal of work (particularly because of the language learning) and consequently it is not usually feasible to take C options in the one-year M.St. course. C options may only be taken in the M.St. under exceptional circumstances, namely in the case of advanced students who already have some experience of graduate studies in comparative philology, but are taking the M.St. in order to benefit from specific training available at Oxford.

Students taking the M.St. who wish to gain experience of historical and/or comparative linguistics are advised to consider the B options in Historical and Comparative Linguistics (B (iv)) and/or in History and Structure of a language (B (vi)). Alternatively, M.St. students with the relevant language skills may wish to consider the D options, where appropriate teaching is available.

Modules

C (i): The comparative grammar of two Indo-European languages or language groups.

C (ii): The historical grammar of the two languages or language groups selected.

C (iii): Translation from, and linguistic comment upon, texts in the languages selected.

Choice of Languages

One of the languages or language groups offered for the C options must be studied in greater depth than the other, and you should normally have, and may be required to demonstrate, some prior knowledge of your chosen major language. The other language or language group can be learned during the course. Languages must normally be chosen from the ancient Indo-European languages, though we make an exception for those students who want to specialise in Romance and Latin (or Italic). Other combinations often chosen are Ancient Greek and Sanskrit, Ancient Greek and Anatolian, Germanic and Ancient Greek, Italic and Celtic, Italic and Anatolian, Slavonic and Germanic, Slavonic and Ancient Greek, etc. Students will be examined in the two languages or language groups chosen, but are encouraged, if they find the time, to learn other ancient Indo-European languages as well, exploiting the fact that the University offers regular courses in Slavonic languages, Ancient Germanic languages, Celtic languages, Indo-Iranian, Armenian, and others. We need to have some idea of the language groups chosen at the beginning of the first year in order to organise teaching. **It will not always be possible to guarantee teaching for all combinations**, and teaching may be set up as either classes (possibly in other departments, for example the Oriental Institute for Sanskrit) or individual study with a tutor. See below for information on choice of texts for C(iii).

Knowledge of Modern Languages

M.St. and M.Phil. philologists are expected to have or acquire a reading knowledge of two modern languages: French and German are by far the most useful for the philologist. Students who know no German, or read it only very slowly, should work at acquiring or practising German reading skills before the start of the course. There are some easy philological books on which students can practise reading, since technical German is easier to master than the German of fiction or poetry.

Theses

It is appropriate here to add some further notes about philological M.Phil. theses.

Philologists are encouraged to start thinking about the subject of the thesis as early as the Christmas vacation of their first year, and may want to begin to discuss it with their supervisor during the second term. The thesis is often concerned with the major language chosen for close study, but it may also deal with a different language or group of languages, an Indo-European problem, or a more theoretical problem. The only limits are set by time (the subject needs to be one on which sensible work can be done in the time available), the student's competence (a student who does not know any Hittite should not choose a Hittite subject), the possibility of finding the right thesis supervisor (but a thesis can be supervised by someone who is not the student's course supervisor), and the availability of suitable library provision. Another important consideration concerns previous work: it is not wise to choose a subject which has been recently discussed in a major monograph. Yet the most important point is that the student must be interested in the subject that he or she chooses and be able to work on it with enthusiasm, in spite of the moments of frustration which every thesis brings.

Supervisors and students must find time at the end of the second term or during the Easter vacation to have a preliminary discussion about the subject of the thesis, and must return to it during the third term. By the end of that term a subject must be agreed upon and the student must be in a position to start work right away. Philologists should also remember that in all likelihood the thesis can only be written with the help of good libraries. They must therefore assume that, unless they can make workable arrangements elsewhere, they may have to spend much of the summer vacation in Oxford.

Modules under D

In the D options, students work on the history and structure of one or more than one language, which may be ancient or modern. Among these are: Ancient or Modern Greek, Latin, Romance languages (including the comparative study of the Romance languages covering a wide range of Romance varieties), German, Russian and other Slavonic languages (Polish, Czech, Ukrainian, Serbian, Croatian, Bulgarian), Biblical Hebrew, etc. The languages studied must be related, either through common descent or by extensive contact: for example, English and French (with a history of extensive contact), Ancient and Modern Greek (the latter descended from the former), Romance languages (related by their descent from Latin), Russian and other Slavonic languages (related by their descent from Common Slavonic), and so on.

Students should have chosen their language(s) in advance so that proper teaching can be organised; **it is not always possible to guarantee teaching for all combinations**. Candidates are expected to have a reasonable knowledge of their chosen language(s) before they start the course.

Modules

D (i): The history of one language, or of two or more historically related languages.

D (ii): The structure of the language or languages selected

D (iii): *One of*:

   a) Translation from and/or linguistic comment upon, texts in the language or languages selected; or

   b) Any module from B above, except B (vi), or

   c) A project on an aspect of the structure or history of the language, or family of related languages, studied.

Choice of Texts for C(iii) and D(iii)(a)

Early in the course, students who offer C(iii) or D(iii) (a) will need to consult with their supervisor and experts in the language(s) concerned, to establish which texts will be covered in this module. There is no set quantity of texts or number of different texts to be covered: this will inevitably depend on the language(s) chosen. The list of texts should be submitted to the Faculty along with your other options for approval at the relevant meeting in Michaelmas term of the year in which you are being examined. As well as asking your supervisor, you can get a rough idea of the kinds of text which have been chosen in the past by looking at past papers.

Minima for teaching of Options

The Faculty reserves the right not to run an option if there are insufficient numbers enrolled

Planning Your Programme of Study

When you plan your programme of study in close consultation with your course supervisor, the main considerations should be: i) your study aims and particular background in linguistics, philology, and phonetics; and ii) the subject areas which the M.St. and M.Phil. courses cover, and the teaching and supervision available for these at the required time.

Paper A in General Linguistics provides the foundation for all students on the M.St (Advanced Study) strand and the M.Phil. It is taught through the compulsory Foundation Course in MT and HT of the first year, i.e. lectures, classes and seminars, not tutorials.

For those with limited background in linguistics this will be an intense in-depth introduction. For those with background in linguistics this will provide solid and comprehensive foundations and revision, complement and foster existing knowledge, and perhaps provide different perspectives from those you may have encountered elsewhere.

For the choice of **specialist B, C or D modules**, and for the M.Phil and M.St (Research Preparation) thesis topic, it is crucial to consult at an early stage with your course supervisor. Your course supervisor will be able to advise on this choice, depending on your background in linguistics and your study aims. Both the M.St.(Advanced Study) and the M.Phil. can be designed such that they are suitable for students with limited background in linguistics, as well as for students who seek more advanced training in particular areas. Key differences between the two courses are the length of study and the number and type of modules chosen. M.Phil. and M.St. (Research Preparation) students may want to choose one or more modules with a view towards the topic they will work on for the thesis, which may also serve as an entry path to D.Phil. Teaching for the specialist B, C or D modules is delivered by a combination of lectures, classes and tutorials. For the M.Phil. and M.St. (Research Preparation strand) thesis, there is specialist supervision.

Students are responsible for their own academic progress. Early discussion of your plans with your course supervisor is therefore crucial, also because your course supervisor can advise whether teaching and specialist supervision is available at the required time. The 'Typical programmes' section below provides guidance on what is expected in terms of timing and planning your study.

Coverage: The M.St. and M.Phil. cover areas in Linguistics, Philology, and Phonetics as outlined above for the B, C and D Options of the course. It is important to note that other areas are currently not normally covered, such as, e.g., language and cognitive development during infancy, language and speech disorders, advanced theoretical and applied computational linguistics.

Typical Programmes

Teaching for the M.St. and M.Phil. is done through a mixture of lectures, seminars, and individual tutorials. For options taught partly through tutorials, a student's course supervisor may undertake part of the tutorial teaching himself or herself but will also arrange tutorial teaching with other linguists. Especially after the first term, one tutorial a week in term time is quite normal, but this will depend on the options chosen and the way in which they are taught.

Your course supervisor will advise about the lectures and seminars which are likely to be most useful to you, but in general you should attend at least one series of lectures or seminars per term, even if this is not immediately relevant to your chosen options. Graduates are encouraged to develop as wide a range of interests as possible by attending lectures and classes.

For the M.St. (Advanced Study). and the M.Phil., Paper A is taken at the end of the third term of study. For all other modules, submitted work is handed in or exam papers are taken in the third term for the M.St. and the sixth term for the M.Phil. The following programmes suggest possible ways of covering the necessary ground for students doing various options.

The First Term

All Students

The first term for all students is devoted mainly to the Foundation Course (intensive classes in core areas of linguistics, to be examined at the end of the first year via Paper A).

M.St. students considering applying for re-admission as Probationer Research Students must start thinking about the relevant applications as early as the latter part of their first term. M.St. students must submit their exam option choices (and the title of the thesis, for the Research Preparation strand) By Monday in Week 5.

B Options

All M.Phil and M.St (Research Preparation) students are required to attend the Research Methods module, given in Michaelmas term. In addition, they are expected to attend the General Linguistics seminar held on Mondays at 5.15 p.m. They will be consulting regularly with their course supervisor, with the aim of formulating a definite plan of study for the remainder of the year. M.St. students must also seek Faculty approval for their choice of options; M.St. (Research Preparation) students must seek approval for the title of their thesis at the same time.

C Options

Because they may have to take some intensive courses in the languages that they need to learn (in addition to the linguistics courses), the philologists often have a somewhat harder task than the others in the first term. Thus students who choose to study Sanskrit but do not know it already will have to join the elementary Sanskrit course, which meets three times a week; students who choose to study Hittite are likely to have individual tutorials in this language once a week. The pattern of teaching will depend on the courses offered and on the student's previous training. (There may be no need for extra teaching, as for instance in the case of someone with a degree in Classics who intends to specialise in Greek and Italic, and already knows Greek and Latin.)

In addition, students taking C options are required to attend the Comparative Philology Graduate Seminar, from 2.15–4 on Tuesdays. The topic of the seminar changes every term, and the seminars are meant to be accessible to all philologists and to other linguists as well. Students may expect to be asked to address this seminar two or three times during their course. In Michaelmas term the classes normally select a theme (e.g. participles, mood, or definiteness) to be explored in a various Indo-European languages. Presentations are given by graduate students, course tutors, and others.

Finally, depending entirely on individual needs, there may be other lectures or classes in the University which it would be wise to attend. Decisions about these are made in consultation with the course supervisor, but they include a wide range of classes intended also for undergraduates. (Undergraduates studying philology are often reading for a degree in Classics or a joint course with Classics, and the timetable for these classes reflects those courses. In their first term there is a basic introduction to linguistics and philology; this is followed by two classes per week in Hilary and the first half of Trinity terms concentrating on the reconstruction of the phonology and morphology of Indo-European. There are then revision classes in the following Michaelmas term, which take archaic Latin inscriptions and Homeric Greek as their starting points. Latin Historical Linguistics, Greek Historical Linguistics, and Indo-European and General Linguistics are taught in rotation, so that two out of the three are taught in each year. Because of the timing of undergraduates' exams, these years run from Trinity to Hilary. The teaching for the historical modules normally includes lecture courses on the general history of Latin or Greek, together with classes spread over the year on example texts (e.g. archaic Latin, Plautus, Oscan and Umbrian, Imperial and late Latin, Greek dialects, Linear B etc.). For the Indo-European and General Linguistics paper, there are classes on the synchronic description of each of Greek and Latin, and an advanced undergraduate class on issues in the reconstruction of Indo-European. While it is not necessary for a graduate philologist to attend all these classes, it is important for you to be aware of what is being offered and whether or not it will be offered again during your course: the Mods courses are generally taught every year, but

the rotational system for Greats subjects does not coincide neatly with the M.Phil. timetable, so beware!)

D Options

For students specialising in Romance languages there will be relevant lectures or classes; in addition, and depending upon their subject, students may attend undergraduate classes if they need them for background to advanced work. Similar provision may be available for students specialising in other languages. Students should also attend the relevant General Linguistics, Comparative Philology and/or Romance Linguistics seminars. Tutorial instruction is arranged in consultation with the course supervisor, but you might expect to have six tutorials on either the history or structure of the language selected (for one-language students) or on the history and structure of one of the two or more languages selected. M.St. students must also discuss their choice of options (including texts for D (iii) (a) or a topic for their project for D (iii) (c) if necessary) and seek GSC approval for it.

M.St. Terms 2 and 3

All students will continue to attend the relevant seminars. Students are generally given the final four weeks of the third term for revision; course supervisors will advise on this.

B Options

Students will attend the "Quantitative Methods in Linguistics" course, and will continue to attend the advanced lectures on the specific options they have chosen (e.g. syntax, semantics, phonology etc.). They will also have tutorials in these subjects.

Students on the Research Preparation strand continue to work on their thesis during the second term and should have completed part of the work by the end of the term. The thesis is submitted at the start of the third term. Students offering an option that requires completion of an essay or written report should bear in mind that the deadline for these is also in the third term, on Friday of 5th week.

D Options

Students will generally continue with one or two of the advanced general linguistics courses and continue to attend lectures and classes or tutorials in their relevant language(s).

M.Phil. Terms 2 and 3

Students under B and D will generally have followed the same course as M.St. students in the same areas, and they will sit Paper A in their third term. they should therefore organise their work accordingly. M.Phil. students, however, must additionally start to consult with their thesis supervisor to decide on the topic of their thesis, to enable serious progress to be made over the long vacation. A statement of the topic must be submitted to the GSA no later than Monday of fifth week of Trinity term.

B Options

Students offering options requiring an essay or written report should be thinking about the topic for these (but for Experimental Phonetics, Sociolinguistics or Computational Linguistics students will be guided to think about the topic during the term in which they attend the course of classes or seminars). For M.Phil. students the first meeting with the thesis supervisor should take place as early as possible in the first year, and certainly no later than the end of the third term.

C Options

After the first term, and particularly during the second and third term, most of the philologists' time will be dedicated to more strictly philological work, though they will of

course sit paper A at the end of their third term. Students taking C options are advised to keep attending some classes in general linguistics beyond the Foundation Course, and to choose e.g. semantics, syntax or phonology or phonetics as a subject in which they intend to acquire some more advanced knowledge. It is also a good idea to exploit the possibilities offered by the seminars in general linguistics and by the Linguistic Circle of Oxford.

Students will continue to attend the Comparative Philology Graduate Seminar, in this and every term of their course. In Hilary term the seminar normally concentrates on a specific language or language group, which is analysed in some detail (Lycian, Anatolian, Tocharian, etc.).

Where necessary, students will continue with the acquisition of new languages; for example, the course in Sanskrit continues until the end of the second term, when there is a written examination in the language. This examination is not compulsory for philologists, but students are strongly encouraged to take it in order to test themselves, and are advised to consult with their supervisor about this decision before the end of the first term, in order to have time to properly prepare for it.

The pattern of teaching in philology will from this point on include regular weekly (sometimes fortnightly) tutorials with the course supervisor or another tutor. The purpose is to explore through a directed programme of reading and essay writing the historical grammar of the languages selected for close study, and then to move on to a close linguistic study of some texts in those languages. The exact pattern of teaching will change depending on the student's background and on the availability of classes in the University: what is not covered in classes will be covered in individual tutorials. For example, a student might have tutorials on the historical grammar of Greek (beginning with phonology) in the second term, and then tutorials on the historical and comparative grammar of Sanskrit in the third term, while continuing with tutorials on the historical grammar of Greek.

D Options

Essentially as for M.St. students taking D options. M.Phil. students, however, should be giving some thought not only to their thesis but to their list of texts if they intend to offer D (iii) (a) or to the topic for the project they wish to undertake if they choose D (iii) (c).

The Second Year (M.Phil.)

All students must submit their options for approval at the start of Michaelmas term (the provisional M.Phil. thesis topic already having been submitted for approval in the previous term). Students choosing options C(iii) and D(iii) (a) must also submit the list of texts for approval.

The timetable for the thesis is suggested below. Note that other work has to be dovetailed to fit with thesis work, and so effective time management is essential. In particular, it is advisable to complete as much of the thesis as possible by the start of Hilary term.

All students will continue to attend relevant seminars, lectures, and classes in their second year, but they are not obliged to attend for a second time any classes that they have already attended. Course supervisors will provide advice on this.

M.Phil. theses are handed in by Friday of the first week of the final (sixth) term. After this, students generally devote most of the final term to revision for exams, and/or to finalising essays and reports for submission on Friday of 5th week. Course supervisors will advise on how this time can be used most effectively.

B Options

Students offering an option that requires completion of an essay, or written report should bear in mind the deadlines for these: see p. 35. The subjects of essays and written reports must have been approved by the Faculty Board at the beginning of the second year. Students will need to be organised about completing essays or written reports, as relevant, while keeping their thesis work on schedule.

M.Phil. students are invited to present the findings of their research during the second year to the M.Phil. / PRS Thesis Workshop.

C Options

Classes and lectures in relevant areas continue. Students will have tutorials on the remaining areas of the syllabus (including the text part, if this is not covered in classes), the course taken depending on each student's needs.

Throughout, the student will remain in close contact with the thesis supervisor as the thesis is refined, rewritten and prepared for submission at the start of the final term.

In the final term, revision tutorials etc. will be arranged according to need. Students are also usually asked to give a presentation to the Comparative Philology seminar during that term, discussing the results of their M.Phil. theses. They are given plenty of notice of this request.

D Options

M.Phil. students offering D (iii) must remember not only to submit their options and thesis title for approval but also to submit their list of texts if they choose D (iii) (a). If they are intending to offer D (iii) (c), they should identify an appropriate topic for their project on an aspect of the structure or history of the language group studied. M.Phil. students intending to offer a B option in its place will need to attend the relevant lectures or classes for this and to have tutorials at some point, in the case of a B option taught partly through tutorials. Students should note carefully the comments above about timing of B options involving an essay or a written report.

Classes and lectures on relevant areas continue (including, for example, topics in Romance morphology or syntax, history of Slavonic languages etc.). Students will have tutorials on the remaining areas of the syllabus (including the text part, if this is not covered in classes), the course taken depending on a student's needs.

Throughout, the student will remain in close contact with the thesis supervisor as the thesis is refined, rewritten and prepared for submission at the start of the final term.

In the final term revision tutorials etc. will be arranged according to need. Students are also usually asked to give a presentation to the Romance Linguistics or General Linguistics seminar during that term discussing the results of their M.Phil. thesis. They are given plenty of notice of this request.

Calendar of Crucial Dates

Michaelmas Term: 2 p.m. Tuesday, week 0	All first-year graduate students	Induction meeting
Michaelmas Term: week 0	All first-year graduate students	Library induction
Michaelmas Term: week 1	All first-year graduate students	Latest time for first meeting with supervisor
Michaelmas Term: Monday, Week 3	Second-year M.Phil. students	Deadline for submission of list of option papers (including a list of texts for C(iii) and D(iii) (a)), final title of M.Phil. thesis, subject area or provisional titles of Option B essays or reports, D(iii) (c) project title
Michaelmas Term: Monday, Week 5	M.St.	Deadline for submission of Options (including a list of texts for D(iii) (a)), title of M.St. (Research Preparation) thesis, subject area or provisional titles of Option B essays or reports, D(iii) (c) project title
Michaelmas Term, end of week 6	All M.St. and M.Phil. students	Deadline for signing up to take Sociolinguistics in Hilary Term of the same year. Signing up should be done by email to Prof. Cameron. This is also the deadline to sign up for the History and Structure of English in Hilary Term of the same year. Signing up should be done by email to Prof. Lahiri.
Trinity Term: Friday, Week 1, noon	Second-year M.Phil.	Deadline for submission of M.Phil. theses
Trinity Term: Friday, Week 3, noon	M.St. (Research Preparation)	Deadline for submission of M.St. (Research Preparation) theses
Trinity Term: Friday, Week 5, noon	M.St. and second-year M.Phil	Deadline for submission of all options assessed by Method B: B Option essays, research reports, D(iii) (c) project
Trinity Term: Monday, Week 5	First-year M.Phil.	Deadline for submission of the topic of the thesis (this does not yet need to include the final thesis title) and the proposed thesis supervisor
Trinity Term: Week 8	M.St. (Advanced Study) and first-year M.Phil. students	Paper A examination
Trinity Term: Week 8	M.St. and second-year M.Phil. students	All other examinations
Trinity Term: Week 10 or Week 11	All M.St. and M.Phil. students	Examiners' meeting and vivas (for Paper A and all other examinations)
Please note: It is your responsibility to submit work in accordance with this schedule. You should not rely on reminders from your Supervisor, DGS, College or the GSA.		

M.St. and M.Phil. Examination and Assessment

Examinations are regularly taken during Trinity term in the first year (for the M.St. and for M.Phil. Paper A) or the second year (for the M.Phil.). The requirements for the M.St. and M.Phil. candidates for each paper are identical. For the requirements for passing the course, see p. 47.

The examination process is governed by the Examination Conventions, the formal record of the specific assessment standard for the course. These set out how your examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of your award. They include information on: marking scales, marking and classification criteria, progression, resits, use of viva voce examinations, penalties for late submission, and penalties for over-long work. The conventions will be published on the Faculty Canvas page. The following sections details some of the conventions currently in place.

Timetable and Deadlines

You must discuss with your course supervisor at the time of your arrival which courses you intend to take. Not all subjects are taught every year. If you need to learn a language, you will also need to check whether instruction in the relevant language is available.

You are reminded that your final choice of papers and/or languages for specialized study and the subject of your thesis, where applicable, must be formally approved by the Faculty. Students choosing options C(iii) and D(iii) (a) must also submit the list of texts for approval by the Faculty. This is done through the GSA, approved by the Chair of Examiners, and reported to the GSC. This is in addition to your formal entry for the examination: you will at some point in the year of your examination receive an e-mail request to enter your options as approved by the Faculty online using Student Self Service at http://www.ox.ac.uk/students/academic/exams/entry.

- **M.St. students** must submit the choice of option papers, incl. subject area or provisional titles of Option B essays or reports, and for M.St. (Research Preparation) students, the topic of the thesis, and, if applicable, the list of texts for D(iii) (a) or the D(iii) (c) project title), to the   in time for the Graduate Studies Committee meeting in **Michaelmas term** (not later than **Monday of fifth week**).

- **M.Phil. students** must submit the provisional thesis topic to the GSA in time Graduate Studies Committee meeting of **Trinity term of the first year** (not later than **Monday of fifth week**), and the final thesis title and choice of option papers, including subject area or provisional titles of Option B essays or reports (and, if applicable, the list of texts for C(iii) or D(iii) (a) or the D(iii) (c) project title) in time for the Graduate Studies Committee meeting of **Michaelmas term of the second year** (not later than **Monday of third week**).

Thesis topics can be submitted for informal approval to the Faculty in advance of the official deadlines; consult with your course supervisor to determine whether this is advisable. Even when informal approval has been given, official submission of the topic for the appropriate GSC meeting must be made in accordance with the deadlines.

Paper A is examined in the final week of the third term of the course, for both M.St. (Advanced Study). and M.Phil. students. Candidates will need to be in Oxford until early July, in case they are summoned for a viva; a viva is usually required only in the case of borderline candidates. For other modules assessed by examination, examinations are held at the end of the course only, in the final week of Trinity term. Again candidates will need to be in Oxford until early July, in case they are summoned for a viva. Full timetables (including the viva date, when this has been fixed) will be circulated directly to candidates (see also http://www.ox.ac.uk/students/academic/exams/timetables).

Further information on the conduct expected in written examinations is available online at http://www.ox.ac.uk/students/academic/exams/guidance.

The results of the examinations are formally published after the conclusion of the final meeting of examiners, following the vivas (if any are held).

Assessment for Paper A and Papers under C and D

Paper A and the papers under C and D are assessed by three-hour written examination (except for D (iii) (c), which is assessed by method (B)). These are three-hour papers written under examination conditions, usually requiring candidates to write 3 or 4 essays or tackle appropriate problems of data analysis, etc. Students who are unfamiliar with this mode of examination should seek advice from their course supervisors at the earliest opportunity, in order that suitable practice can be arranged during the course.

Past question papers for the M.St. and M.Phil. written examinations can be viewed on Weblearn via login at http://www.oxam.ox.ac.uk. The format of Paper A is described on p. 31.

Assessment for Papers under B

Papers under B are assessed by method A, B, or C:

- A. Three-hour written examination.
- B. An essay of between 5,000 and 7,500 words.
- C. A written report of between 5,000 and 7,500 words on the design and execution of an original research project.

For methods B and C, the topic of the essay or research report must be agreed with the proposed tutor for the option. For the correct format for submission, and for instructions in interpreting the word limit, see p. 50.

For options taught partly through tutorials, the Faculty has agreed that the amount of guidance that a student shall receive from his or her tutor in respect of the essay (method B) or the written report (method C) shall be six tutorials, of which no more than two hours shall be spent discussing a first draft of the essay.

Work described under methods D or E may additionally be an obligatory part of the assessment for the option, as specified for each option below.

- D. One or more practical problem set(s).

- E. One or more oral presentation(s) in a public forum.

Each B option is assessed in the following way:

- B (i): Phonetics and Phonology: method A.

- B (ii): Syntax: method B.

- B (iii): Semantics: method B.

- B (iv): Historical and Comparative Linguistics: method A.

- B (v): Psycholinguistics and Neurolinguistics: method C.

- B (vi): History and Structure of a Language:
    - Ancient Greek: method A.
    - Latin: method A.
    - Slavonic languages: method A.
    - Spanish: method B.

- o English. History and Structure of English is taught through lectures and classes in Hilary Term: method A.
- o Other languages: as approved by the Faculty.
- B (vii): Experimental Phonetics: method C.
- B (viii): Sociolinguistics: method B. Sociolinguistics is taught through classes in Hilary Term.
- B (ix): Computational Linguistics: method B.
- B (x): Special Subjects: as approved by the Faculty Board.

Theses

Supervision for the thesis may be provided by your course supervisor but may also be delegated to another tutor closer to the subject chosen. With regard to the timetable, note that some supervisors are willing to see students occasionally during the vacations and help with their thesis, but not all can be expected to do so and some may be away. You are advised to discuss well in advance with your supervisor how much help you will need and when this is likely to be available.

M.St. (Research Preparation) Theses

The M.St (Research Preparation) thesis must be submitted by noon on the Friday of first week in Trinity term, which means that the subject must be agreed with your supervisor as early as possible. Work for the thesis should begin during the Christmas vacation, but you should discuss the timing etc. with your thesis supervisor. The length of the thesis must not be more than 15,000 words.

M.Phil. Theses

The compulsory M.Phil. thesis must be submitted by noon on Friday of the first week in the sixth term of study. Given the intensity of the tutorial work and the range of the material to be covered, you are strongly advised to begin to discuss possible subjects for your thesis with your thesis supervisor as early as possible in your first year. The first meeting with your supervisor should be held no later than the end of the third term of the first year, and preferably much earlier. The topic should, of course, reflect your interests, but it should also be relevant given the current state of research. It must be capable of completion in the time and space allowed and with the scholarly resources available at Oxford. The topic chosen will normally fall within an area that has also been chosen in one of the Option papers. The length of the thesis must not be more than 25,000 words.

You should aim at completing a substantial portion, or even an entire first draft, of the thesis during the long vacation between your first and second years, since that is the only period which you will have available for uninterrupted work. In all cases your thesis must be finished by the end of Hilary term in your second year, as the Easter Vacation will have to be dedicated to checking and polishing the thesis.

Format and Word Limit

See the guidelines for the presentation of theses, p. 63.

Ethical Approval

If your research involves work with people, it will need ethical approval (see http://www.admin.ox.ac.uk/curec/). Your thesis supervisor must be closely involved in the process of seeking the relevant approval, which should be obtained before research begins. If appropriate, you should also ensure that you have obtained permission for reproduction of any copyright material. These processes can be very lengthy, so you must take action at a very early stage.

Submission of Essays, Reports and Theses

The regulations governing the submission of essays, reports, and theses are set out in the Examination Regulations.

Essays, report and theses must be submitted by uploading them to the Assignments section of the M.St. and M.Phil. Linguistics WebLearn site only. No concomitant copy submission may be submitted, for any purpose. They should be word-processed files converted to PDF format using the course coversheet as first page of the essay, bearing on the front the **candidate's examination number** but **not** their name, University student number or the name of their college. Material which provides a clear indication of the identity of the student (for example, expression of thanks to a named supervisor) should **not** be included. The candidate number can be obtained from Student Self Service later in the year. A statement of the **word count** must be provided.

PDF files should be named: **'ProgrammeName_CandidateNo_AssessmentName/Title'** (for example. LPP_MSt_123456_Psycholinguistics). Candidates must themselves retain a copy of each piece of work. Each submission will require the candidate to make a Declaration of Authorship stating that it is their own work except where otherwise indicated. Electronic submissions must be received by the deadline. Technical problems external to the WebLearn system will not be accepted as grounds for excusing lateness. Further instructions, and training if required, will be made available later in the academic year.

M.Phil. theses must be submitted by **noon on Friday of Week 1 of Trinity term** (in the second year, for M.Phil. students). M.St. theses must be submitted by **noon on Friday of Week 3 of Trinity term**. For options assessed via a submitted essay or research report, these must be submitted by **noon Friday of Week 5 of Trinity term** (in the second year, for M.Phil. students).

Written Examination Guidelines

Essays will be assessed on their relevance to the question attempted, on their structure, on the appropriateness of the illustrative material used and, where possible, on their originality. Candidates are advised to pay close attention to the structure of their answers: if the question specifically requires "discussion", one-sided answers will be penalised. Answers may show in-depth knowledge, or breadth of reference, or both. Evidence of knowledge of critical issues will be expected. Arguments should be supported by illustration, but lengthy quotation from texts may not be appropriate. Length of essay isnot necessarily a virtue. Where a question calls for analysis of some linguistic phenomena, candidates will be expected to justify their analysis with respect to empirical observations of those and related phenomena. It is not necessary to follow a particular theoretical model for data analysis questions unless this adds clarity.

Assessment of Examination Scripts and Theses

Examiners and assessors will use the full scale of marks (including from less than 29% to more than 80%). All scripts will be double-marked independently, and may be re-read or third-read. Candidates may also be called for viva voce examination. While it is important to arrive at a sense of the value of the entire script, examiners and assessors will assess each answer on its merits. Material used in one part of the examination, should not be repeated in any other part of the examination. For example, material from an M.Phil. thesis should not be repeated in any of the other modules.

M.St. and M.Phil. modules are marked according to a single scale (p. 48). For award of the M.St., an average mark of at least 50 across all units of assessment (all papers and, for the Research Strand, the thesis) must be attained, with no mark below 40. For award of the M.Phil., a mark of at least 50 on each unit of assessment (papers and thesis;

please note that the thesis counts as much as one option paper) must ordinarily be attained, with no mark below 40; at the discretion of the examiners, marks above 40 but below 50 may be offset by a very good performance in the thesis. For a Merit in the M.St., an average mark of at least 65 across all units of assessment must be attained. For a Merit in the M.Phil., a mark of at least 65 in the thesis and an average mark of at least 65 across all units of assessment must be attained. For a Distinction in the M.St., an average mark of at least 70 across all units of assessment must be attained. For a Distinction in the M.Phil., a mark of at least 70 in the thesis and an average mark of at least 70 across all units of assessment must be attained.

Failure to comply with rubrics, incomplete answers, missing answers, and poor English will be penalised.

Plagiarism is regarded as a serious offence, which is penalised by reference to the Proctors, who have powers to instruct examiners to disregard one piece of work or one whole paper, to exclude the candidate from classification, or to expel from the University.

Internal and external examiners' examination reports on previous examinations are available on the Faculty website.

Marking scale for M.St. and M.Phil. Dissertations, Essays and Analysis Papers

Numerical Marks	Class	Criteria
Greater than 79	D	Work which consistently exceeds expectations and challenges received views. An outstanding performance, which shows remarkable knowledge and understanding of the material.
70–79	D	Work which is excellent both in the range and command of the material and in the argument and analysis brought to bear. The answer engages closely with the question and typically displays some originality.
65–69	M	Work which displays high intelligence, some sophistication of argument, an impressive range of relevant knowledge, and occasional originality.
50–64	P	Work showing good understanding of the question and of relevant material, organised in a clearly-argued and well-illustrated manner. At the lower end essays may show a competent survey of received ideas.
40–49	F	Work which, though competent and broadly relevant, is lacking in focus, organisation or breadth of reference. Essays may show lack of judgement, lack of relevance, and may contain recycled or "prepared" material. The presentation may also be clumsy.
30–39	F	Work which shows some knowledge of the subject but lacks understanding and breadth of reference. The essay may have missed the point of the question, be too short, contain irrelevant material, or fail to respect the rubric.
20–29	F	Largely irrelevant material, which only superficially addresses the question.
Less than or equal to 19	F	Almost totally irrelevant and superficial work, which shows no understanding of the material.

D = Distinction, M = Merit P = Pass, F = Fail

Alternative Examination Arrangements for Disability or Illness

The Disability Office provides guidelines for students with disabilities, on requesting alternative examination arrangements: see http://www.ox.ac.uk/students/academic/exams/arrangements.

The Examination Regulations specify provision for students with special examination needs: http://www.admin.ox.ac.uk/examregs/2014-15/rftcoue-p12cwsexamneed/

The Examination Regulations also specify provision for students suffering from acute illness or some other urgent course during the examination: http://www.admin.ox.ac.uk/examregs/2014-15/rftcoue-p13fapianexam/

Penalty for Late Submission

As a rule the Examiners will reduce the mark for late submission by up to ten percentage points (1 percentage point for late submission on the day of the deadline, 5 percentage points per working day for late submission after the day of the deadline). If a candidate has failed to obtain permission from the Proctors for late submission, he or she will be deemed to have failed the entire examination.

Short Weight

Resolution of short weight is a matter for the discretion of the examining board. Short weight in a single answer does not automatically impose deduction; however, failure to answer the required number of questions on a paper does, and the maximum deduction which may be imposed is equal to the value of the unanswered question or questions. Where there is an infringement of rubrics, the examining board decides on the appropriate penalty.

Averaging

Averages are rounded upwards at .5 or higher, and downwards below .5.

Borderline Cases

Any mark which is at a boundary (class boundary as well as pass-fail boundary) is double-checked by the examining board. If the examining board agrees that the examination results alone do not clearly indicate which side of the boundary is appropriate for a candidate, the candidate may be called for a viva.

Vivas

All students who have taken the written papers for the M.St. or the M.Phil. must make themselves available and, if called by the examiners, present themselves for an oral examination (a viva [voce] examination) at the time indicated. Vivas are held only in borderline cases, but nonetheless all candidates are expected to attend on the appointed day unless dispensed in writing in advance.

The viva normally takes place about a fortnight after the date of the written papers (Week 10 or 11 of Trinity Term), so it is advisable not to be away from Oxford at that time. The results of the viva cannot worsen a candidate's result. Any improvement in marks that makes the difference between passing and failing must be agreed by all those Examiners present. A candidate will be viva'ed for a pass on no more than two papers, and will have had to attain the pass mark (50) on all other papers.

Results

M.St. and M.Phil. results will be posted to your individual Student Self-Service account as quickly as possible (usually within 1 or 2 days) following the final examiners' meeting. If you have any questions in interpreting the results, please consult with your supervisor. It is not permitted for you to consult the examiners directly.

The George Wolf prize is awarded for the best performance in the M.St. and the Katrina Hayward prize is awarded for the best performance in the M.Phil.

M.Phil. students who do not satisfy the requirements for passing the M.Phil. may be awarded an M.St., if three of their papers (which must in all cases include paper A) would have earned them a pass in the M.St.

On the same principle, M.Phil. students who take the examinations without having submitted a thesis by the deadline, and without having obtained permission for late submission, may, but need not, qualify for an M.St.; under no circumstances can they be awarded an M.Phil.

Candidates who fail the M.St. or M.Phil. examinations may resit or resubmit work for any unit of assessment (i.e., any paper or the thesis) in which they have failed to achieve the pass mark of 50. The highest mark awarded for a re-examined paper or thesis will be the pass mark of 50. Resits take place the following year.

Note that failures in the M.St. and M.Phil. do occur. They occur from a multiplicity of causes. A frequent reason is failure to realise that a graduate course requires continuous effort both during term and during vacations. M.Phil. students may also have difficulty in finding time to write the thesis, and often do not decide on the topic until it is too late. Finally, students from outside Oxford or outside the British system may have little training in the Oxford mode of examining or may have difficulty in writing at speed in English. All students should obtain copies of past papers to have some idea of their nature and format. These may be downloaded from http://www.oxam.ox.ac.uk. The Examination Schools offer mock/practice examinations under exam conditions, and the Faculty will offer a practice Paper A examination early in Trinity Term. In the event of failure in any paper or in the thesis, students should consult with their supervisor and college at the earliest possible opportunity.

Complaints and Appeals

The University, the Humanities Division and the Linguistics Faculty all hope that provision made for students at all stages of their course of study will result in no need for complaints (about that provision) or appeals (against the outcomes of any form of assessment).

Where such a need arises, an informal discussion with the person immediately responsible for the issue that you wish to complain about (and who may not be one of the individuals identified below) is often the simplest way to achieve a satisfactory resolution.

Many sources of advice are available from colleges, faculties/departments and bodies like the Counselling Service or the OUSU Student Advice Service, which have extensive experience in advising students. You may wish to take advice from one of those sources before pursuing your complaint.

General areas of concern about provision affecting students as a whole should be raised through Joint Consultative Committees or via student representation on the faculty/department's committees.

Complaints

If your concern or complaint relates to teaching or other provision made by the Faculty, then you should raise it with the DGS. Complaints about departmental facilities should be made to the Departmental Administrator. If you feel unable to approach one of those individuals, you may contact the Chair of the Faculty Board. The officer concerned will attempt to resolve your concern/complaint informally.

If you are dissatisfied with the outcome, you may take your concern further by making a formal complaint to the Proctors under the University Student Complaints Procedure (https://www.ox.ac.uk/students/academic/complaints).

If your concern or complaint relates to teaching or other provision made by your college, you should raise it either with your tutor or with the Tutor for Graduates. Your college will also be able to explain how to take your complaint further if you are dissatisfied with the outcome of its consideration.

Academic Appeals

An academic appeal is an appeal against the decision of an academic body (e.g. boards of examiners, transfer and confirmation decisions etc.), on grounds such as procedural error or evidence of bias. There is no right of appeal against academic judgement.

Students are strictly prohibited from contacting external or internal examiners directly. If you are unhappy with an aspect of your assessment you may make a complaint or appeal as per the information above.

Research Degrees

The M.Litt. and the D.Phil. are research degrees examined by the submission of a thesis. The Faculty appoints two examiners who read the thesis, summon the candidate to an oral examination, and eventually report to the Faculty Board. Both M.Litt. and D.Phil. theses are required to be written in English.

Students who obtain either of these degrees will have demonstrated through their theses that they have mastered the techniques of research in their chosen field.

Part-Time Study

We try to ensure that part-time students are fully integrated into the research culture of the Faculty and afforded all the same opportunities and support as full-time students; they are expected to attend on a regular basis for supervision, skills training and participation, although the Faculty appreciates that part-time research students will have non-standard attendance and work patterns, and our broad assumption is that part-time students will progress at half the pace of full-time students.

Status on Admission and Transfer

Probationer Research Student (PRS)

If you intend to read for an M.Litt. or a D.Phil. you will initially be admitted to Probationer Research Student status (unless you have already obtained an M.Phil.). This status can be held for a maximum of four terms (part-time eight terms), and the Faculty will normally expect you to transfer out of this status to M.Litt. or D.Phil. status in your third term (part-time sixth term).

As a first-year PRS student, you are expected to attend the Research Methods module in Michaelmas term, and you should also attend any lectures and practical training modules relevant for your research. You are also expected to attend the Thesis Workshop in your first year to present your thesis topic. Students are required to attend all sessions of the Thesis Workshop, not just the session in which you give your presentation.

Guidance Notes on Transfer of Status and Confirmation of Status

1) Progression

Transfer of Status and Confirmation of Status are the two key milestones in the progression of graduate students from PRS or M.Phil. to completion of the D.Phil. or M.Litt. They serve four distinct purposes:

- to provide an explicit and transparent progression mechanism, as required of degree awarding bodies;
- to give graduate students and supervisors independent confirmation of the student's progress;
- to prepare graduate students for the formal examination of their D.Phil. or M.Litt.;
- to involve a wider faculty constituency in discussion of students' thesis topics.

Students, supervisors and assessors should bear all these elements in mind when preparing for transfer or confirmation processes, and should ensure that the documents submitted for evaluation and the examination process itself both serve the purposes specified.

2) Progression and evidence

The **Transfer of Status** process is designed to establish that a PRS student has made satisfactory progress towards independent research, as demonstrated by:

1. good knowledge of the field
2. a viable research project
3. a piece of extended academic writing.

Note: The statement of the research project should clearly define the planned components of the thesis and an outline timetable for completing them, but need not be a detailed thesis plan. Similarly the submitted materials may be a draft chapter, a preparatory essay or a report on a completed experiment.

The **Confirmation of Status** process is designed to establish that a D.Phil. status student will be ready to submit an examinable thesis within a reasonable time period, as demonstrated by:

1. extensive knowledge of the field
2. a complete and coherent thesis plan
3. a timetable for completion of the thesis
4. a complete chapter or section of the thesis

It is the responsibility of students and supervisors to submit an appropriate portfolio of materials, such that the assessors can evaluate their progress and make appropriate contributions to the development of the thesis. The documentation submitted should make clear what each part of the submitted work is intended to demonstrate. Incomplete, underprepared or incoherent materials, portfolios which do not clearly specify the area of research or the work actually done, and pieces of academic writing which clearly fall below the required standards for theses will usually lead to a refusal of progression.

Please note that for Transfer or Confirmation of Status sub fusc is not required.

3) Timing

The Examination Regulations specify the following timetable for progression:

1) PRS students (i.e. those with non-Oxford masters or an Oxford M.St., or those exceptionally admitted as PRS following an M.Phil.):

Transfer: for students admitted from 1 October 2011, transfer must take place in the 3rd or 4th term following admission to PRS status (part-time: between the 4th and 8th term). The recommended time is the 3rd term (6th term part time) following admission to PRS status (usually Trinity term of the first year as a research student). In exceptional circumstances, and for good cause, the Faculty may be petitioned for approval of up to one further terms of Probationer Research Student status.

Confirmation must take place between the 6th and 8th terms (12th and 16th terms part-time) following admission to PRS status. Application for submission must be made before the end of the 8th term following admission to PRS status. In exceptional circumstances, and for good cause, the Faculty may be petitioned for approval of a deferment of up to three further terms. A student will lose D.Phil. status if confirmation of that status has not been granted within 8 terms (16 terms part-time) after transfer to D.Phil. status, or 12 terms (24 terms part-time) if a deferment has been granted.

2) Students admitted to read for a D.Phil. after successful completion of an M.Phil.:

Transfer: successful M.Phil. students are usually admitted directly to D.Phil. status, but may be admitted to PRS status if their doctoral research is not a direct continuation of their M.Phil. dissertation. In the latter case, the rules under 1) apply.

Material for Confirmation must be submitted within 3 terms (6 terms part-time) after admission to D.Phil. status (i.e. following the M.Phil.). In exceptional circumstances, and for good cause, the Faculty may be petitioned for approval of a deferment of up to three further terms. A student will lose D.Phil. status if confirmation of that status has not been granted within 8 terms (16 terms part-time) after admission to D.Phil. status, or 12 terms if a deferment has been granted.

Supervisors should have a clear progression timetable in mind when directing the research of their students to ensure:

- that students are not entered for progression processes before they have reached the appropriate milestone;
- that sufficient time is allowed for preparation of progression materials to meet specified deadlines.

4) Materials to be submitted to the Graduate Studies Administrator

Transfer: (i) A piece of written work, of about 10,000 words, in the broad field of the proposed thesis. Electronic submission of work is preferred, submitted work should be double spaced and if printed, double sided and stapled.

(ii) The standard application form, available here:

http://www.ox.ac.uk/students/academic/guidance/graduate/progression

(iii) A statement of the research project, clearly defining the planned components of the thesis and an outline timetable for completing them. The assessors will be aware that the thesis outline may change considerably over the course of your research; nevertheless, you should be prepared to defend the outline you have submitted.

Confirmation: (i) A draft chapter, no more than about 10,000 words. Electronic submission of work is preferred, submitted work should be double spaced and if printed, double sided and stapled.

(ii) The standard application form, available here:

http://www.ox.ac.uk/students/academic/guidance/graduate/progression

(iii) A detailed outline of the thesis: either an annotated table of contents, or a discursive contextualisation of the thesis extract, with a clear indication of what is already done and what is left to do.

5) Process

Assessors will be nominated and invited by the DGS, acting on behalf of the Faculty; the DGS will normally seek supervisors' recommendations. There will be two assessors, neither of whom will normally be the candidate's supervisor or co-supervisor.

The materials listed under 4) will be sent to the assessors by the GSA, with an accompanying cover sheet. Supervisors should provide a brief summary of the thesis proposal, and a report on the student's progress. This may be incorporated in the application form or submitted as part of the dossier of materials, and may include recent supervisors' reports.

The assessors will contact the student to arrange a viva. This is an interview in which to discuss the submitted work and the project as a whole, and to explore any concerns the

assessors may have. Students are asked to bear in mind that in Trinity Term and during the Long Vacation, assessors are likely to have other commitments (especially examining and research) that may prevent them from reading transfer or confirmation material at that time of year. Submissions in Trinity Term might therefore not be assessed until several months later.

6) Outcomes

The range of recommendations available to the Assessors are:

1. unconditional approval of transfer/confirmation

2. light-touch resubmission: approval of transfer/confirmation subject to partial resubmission. The resubmitted work may be approved by the assessors without a new viva.

3. after a first submission: rejection of transfer/confirmation, with the possibility of resubmission.

4. after a second submission: rejection of transfer/confirmation. A candidate who fails a second attempt at transfer to D.Phil. status could still be transferred to M.Litt. status. A candidate who fails confirmation will normally be allowed to re-register for the M.Litt.

Assessors will transmit their reports to the GSA. Subsequently, the DGS will approve uncontentious recommendations for progression. Contentious cases or recommendations that progression be refused must be considered by the GSC or Faculty Board in a subsequent meeting. In such cases, the candidate will be informed of the tenor of the recommendation, while consideration is pending. At the discretion of the DGS, the supervisor concerned may be shown the assessors' report, and may be invited to comment. There should be no direct communication between assessors and candidate. The GSC or Faculty Board may vary the outcome recommended by assessors. For more information, consult the guidance at http://supervision.learning.ox.ac.uk/milestones.

Funding for Continuing Students

For information on funding applications made alongside application for admission or re-admission to a research degree, see the relevant sections above.

Information for current doctoral students wishing to apply for funding is available at http://www.humanities.ox.ac.uk/graduate-funding. To be considered for funding, *you must submit your application by the January deadline. Your application must be complete, including your references and other supporting materials, by that deadline.*

M.Litt.

Standard Required

For both M.Litt. and D.Phil., the examiners, when reporting favourably on a thesis, must certify that you possess a good general knowledge of the field of learning within which the subject of your thesis falls and that the thesis is presented in a lucid and scholarly manner. The difference between the two degrees is embodied in the further declarations that, for the M.Litt., you have shown competence in investigating the chosen topic and have made a worthwhile contribution to knowledge or understanding in the field of learning within which the subject of your thesis falls, whilst for the D.Phil., the requirement is for a significant and substantial contribution in the particular field of learning. For both degrees the examiners are required to bear in mind what may reasonably be expected of a capable and diligent student after full-time study for the relevant period, being two years

in the case of the M.Litt. It is clear that an M.Litt. thesis requires less work than a D.Phil. thesis, partly because it is expected to reach a different standard, partly because the subject ought to be narrower. Yet a successful M.Litt. and a successful D.Phil. dissertation have a great deal in common: they will be readable, accurate and coherent; in short, they are works of scholarship.

Thesis Length

The thesis for the M.Litt. shall not exceed 50,000 words in length.

D.Phil.

Standard Required

As for the M.Litt., the examiners, when reporting favourably on a thesis, must certify that you possess a good general knowledge of the field of learning within which the subject of your thesis falls and that the thesis is presented in a lucid and scholarly manner. For the D.Phil., the requirement is for a significant and substantial contribution to knowledge or understanding in the field of learning within which the subject of your thesis falls. It is normally assumed that a D.Phil. thesis ought to contain material such as could be easily reworked into at least two substantial articles. For both M.Litt. and D.Phil. the examiners are required to bear in mind what may reasonably be expected of a capable and diligent student after full-time study for the relevant period, being three or at the most four years for the D.Phil. (part-time: six years, at the most eight).

Thesis Length

The thesis for the D.Phil. shall not exceed 100,000 words in length.

D.Phil. and M.Litt. Theses

Subjects and Titles

The choice of a subject is normally the result of detailed discussions between you and your supervisor. You are not assigned a subject: you ought to make suggestions yourself and be prepared to revise them in the light of your supervisor's own suggestions. The final decision will depend on a combination of factors: your interests, your ability and earlier training, the existing literature in the subject, work currently being done elsewhere, etc. Often the work starts with a survey of a wider field which is reduced to manageable proportions at a later stage. An exact title will probably not emerge until considerable preliminary work has been done. The first title suggested must at least be indicative of the general area in which most of the work will be done. Before the actual submission of a thesis it is of course necessary to make sure that title and content match. A last minute change of title is possible, but it would be advisable to decide on an appropriate title at an early stage.

Supervisors will help to answer the perennial questions: is this subject too wide or too limited? Is this title too pretentious or too humdrum? Help will also come from looking at theses already accepted for the M.Litt. or the D.Phil.; copies of these are kept in the Bodleian.

Ethical Approval

If your research involves work with people, it will need ethical approval (see http://www.admin.ox.ac.uk/curec/). Your thesis supervisor must be closely involved in the process of seeking the relevant approval, which should be obtained before research begins. You should also ensure that you have obtained permission for use of any copyrighted material. These processes can be very lengthy, so you must take action at a very early stage.

Planning

All thesis work will necessarily include a period mainly dedicated to a survey of the existing literature, to the collection of data and to the development of detailed argumentation and a period mainly spent in writing successive drafts of the final version. You should not underestimate the time required for the final stages of composition. This is not a mechanical process and often drafting leads to further research. The final touches may be extremely time-consuming.

In general it is advisable at an early stage to make a plan of the work to be done and to divide it up into sections of reasonable length and scope. Preliminary versions of some sections should be written down, even if they will have to be modified at a later stage. This will give your supervisor an early chance to comment on points of style and clarity.

You are advised to start, at the very beginning of your research, an index which includes references, in the correct format, to all the articles and books which you have read or consulted; this will save a great deal of time and effort and facilitate the final compilation of the list of references, which otherwise is a protracted and cumbersome business. It is also wise to put the bibliography on computer from the beginning, using whatever word processing or bibliographical program you have access to.

Content and Style

It should not be assumed that all theses must reach the maximum word limit. Some may be much shorter: to inflate them artificially in order to reach the word limit would be a bad mistake. It would also be a mistake to assume that the minutest pieces of evidence and the most insignificant items of secondary literature should always be quoted and discussed in full. Examiners are more likely to be put off by prolix, repetitive and unnecessary discussions than by the omission of a few references. Your thesis must represent a distillation of your work; it should not include all the data and all the ideas collected during the research period. The Faculty may consider applications for an extension of the word limit if they are submitted in good time, but will accept them only in exceptional circumstances.

Theses in linguistics and philology cover a wide range of subjects; they may be experimental (as some phonetics theses) or may consist of quasi-philosophical discussion; they may be very technical, as in some comparative philology work, or very theoretical as in some branches of general linguistics; they may require knowledge of literary criticism (for stylistic analysis) or experience of field work (in some sociolinguistic or descriptive work) or basic techniques of statistics and/or computation. There is no reason to assume that the same style will be adequate for all these types of work. In all cases, however, some basic qualities are necessary. The most important is clarity: excessive jargon must be avoided just as much as sloppy and vague language. A dull monotonous style is unlikely to captivate the reader, but so is a pretentious style which promises more than it offers. In general there is no excuse for stylistic woolliness, all the more so when this goes together with woolly argumentation, as is often the case.

D.Phil. and M.Litt. theses, if successful, are deposited in the Bodleian Library where readers can ask for them; even if they are not published in full, photocopies and online deposit in ORA will eventually make them accessible to a wider public. A good English style is necessary if the reader is not to be put off and the work wasted. Overseas students whose native language is not English may have considerable difficulties in writing in good scholarly prose. If this is the case, they should try to improve their English at an early stage; obviously they must seek advice from their supervisor, but they should not expect their thesis to be rewritten for them.

Format and Word Limit

See the guidelines for the presentation of theses, p. 63.

Articles

In appropriate circumstances, D.Phil. candidates may offer a series of articles in lieu of a thesis, subject to the following guidelines being observed:

(i) word limit: 100,000 words (as for a thesis);

(ii) subject: the articles should jointly make a significant and coherent contribution in the particular field of learning in which the subject falls;

(iii) introduction: the articles (both published and unpublished) should be preceded by an introduction with a full and updated bibliography showing how they cohere and how they jointly contribute to an advance of knowledge in the chosen field;

(iv) presentation: the articles need not be re-typed; normal rules of style and presentation should be adhered to;

(v) the articles should be the product of the student's activities while registered for a research degree of the University and working under his or her supervisor's direction.

Prior Publication

In common with other bodies administering research degrees within the University, the Faculty has no objection to the submission of material for the M.Litt. or D.Phil. which has previously been published, provided that the work is the product of the candidate's activities while registered for a research degree of the University. The Faculty, however, reminds candidates that prior publication does not of itself constitute proof that the work is of sufficient quality, significance or substance to merit the award of the degree concerned.

Submission and appointment of examiners (D.Phil. and M.Litt.)

The thesis should be submitted to the Examination Schools. You should complete and return the form of application for the appointment of examiners, endorsed by your college and supervisor, in time for the appropriate meeting of the GSC (i.e. eleven days before it). The GSC will consider the names of possible examiners (keeping in mind suggestions made by your supervisor after discussion with you) and will then invite two examiners to act.

The thesis may be submitted with the form of application for the appointment of examiners. However, if you propose to submit the copies of the thesis at a later date, you should state the date by which you will submit. This should be as soon as possible after the date of application, and may not be later than the Friday of the last week of the vacation immediately following the term in which you applied for appointment of examiners. You are reminded that no extensions of time can be granted beyond this limit.

From week 1 of Michaelmas term research students will be required to submit a digital copy of their thesis via the Research Thesis Digital Submission (RTDS) portal for their examination instead of two soft-bound copies. Examiners will no longer receive print copies of any submissions (however there is facility to request a soft bound copy through the RTDS system if they wish). You must ensure that the copies of the thesis meant for the examiners include a note of the address at which you can be contacted. The examiners will need to get in touch with you to make arrangements for the viva (the oral examination). You are strongly advised to take a copy of your thesis with you to the viva. If the examination is successful a third, finalised (i.e. incorporating any corrections or amendments requested by the examiners) copy must be submitted to the Examination Schools for deposit in the relevant University library. This copy must be hard-bound and should be accompanied by a separate unbound copy of the abstract. Details of the binding requirements are given in the Examination Regulations.

Further information can be found on the Research Examinations webpage.

If you allow your student credentials to lapse, i.e. do not keep your Bodleian card etc. up to date, you will not be able to access the portal. It is your responsibility to keep your student details up to date.

The *viva voce* Examination (D.Phil. and M.Litt.)

When the examiners have been asked to act and have agreed to do so each of them will be sent a copy of your thesis. You are then officially advised of their names. If your examiners do not contact you within a month of receiving the thesis, the Research Degrees Team will contact them on your behalf to enquire regarding a viva date. The examiners are asked to fix a date for the viva as soon as practicable but it should be remembered that to read a thesis seriously takes time and that it is unlikely that examiners can find that time during a busy teaching term; there is bound to be some delay. You should present yourself for the viva at the appointed time and place in correct academic dress.

The viva itself normally takes the form of a lengthy discussion with the examiners about the content of the thesis. After the viva, the examiners report to the GSC about the outcome of the examination, and it decides whether to accept the examiners' report. You should not expect to be told by the examiners whether they found your thesis adequate; the final decision is not in the hands of the examiners and consequently they are not free to tell you. Their silence in this matter should under no circumstances be taken as ominous.

Notification of Results

M.Litt. and D.Phil. candidates will be informed of the results of the examination after the examiners have reported to the GSC and it has considered their report. In normal circumstances this should not involve excessive delays after the examination. However, if a long period (e.g. during the Long Vacation) will elapse before a meeting of the GSC can take place, the GSC Chairman is authorised to accept a favourable recommendation of the examiners and to inform the candidates accordingly. In the case of controversial recommendations, the final decision will rest with the GSC and in some instances the candidate cannot be told of the examination results until it has met.

In most cases the examiners recommend to the Faculty Board that the candidate be given leave to supplicate for the degree for which (s)he was registered as a research student. Yet it is not uncommon for examiners to stipulate that the candidate should make corrections to the thesis before this is deposited. There are two categories of corrections: 'Minor corrections', to be completed in one month, or 'Major corrections', to be completed in six months. In such cases, permission to supplicate is given only after the examiners have checked that these corrections have been made.

Examiners for the D.Phil. who decide that the thesis does not reach the required standard have various options open; they may recommend:

(i) reference back for resubmission for the D.Phil., or award of the M.Litt. as the thesis stands;

(ii) reference back for resubmission for the M.Litt. only, (without the option of resubmission for the degree of D.Phil.);

(iii) reference back for resubmission either for the D.Phil., or for the M.Litt., as the candidate may choose;

(iv) award of M. Litt.;

(v) outright failure.

In addition to the positive recommendation that the candidate be given leave to supplicate for the degree of D.Phil., (i) and (iii) are the most frequently made recommendations; (ii) (iv) and (v) are extremely rare, and are not permitted on a first examination.

Complaints and Appeals

For further information on complaints and appeals refer to p. 50 of this Handbook.

Supplicating for your Degree

Permission cannot be granted for you to proceed to your degree until a final (where necessary, corrected) hard-bound copy of your thesis has been deposited in the Bodleian Library. You must submit forms GSO.3a and GS.26 to the Research Degrees team at the Examination Schools with your Bodleian copy. You are also required to deposit a copy of your thesis with the Oxford Research Archive (ORA).

Oxford University Research Archive (ORA) and Digital Publication of Theses

The University of Oxford is committed to the widest dissemination of research theses produced by its graduate students. The Oxford University Research Archive (ORA) is an online archive of research output including theses created in fulfilment of Oxford awards, produced by graduate students at the University of Oxford.

DPhil, MLitt and MSc (by Research) Degrees

All students following the DPhil, MLitt or MSc (by Research) who registered for the DPhil from 1 October 2007 onwards, are required to deposit both a hardbound and a digital copy of their thesis with the Bodleian Libraries. **Please be aware that this is a condition for award of the degree and it is enforced.** The digital copy should be deposited into ORA at http://ora.ox.ac.uk **after Leave to Supplicate (LTS) has been granted**. Students who commenced these degrees before October 2007 must deposit a hardbound copy but may also optionally submit a digital copy.

ORA provides maximum visibility and digital preservation for Oxford digital theses. Students should read the important information about the deposit of, and access to, digital theses which is available at http://ox.libguides.com/digitaltheses and includes:

- Legal requirements (including funder mandates) and author responsibilities

- When to deposit the digital copy of your thesis

- How to deposit the digital copy of your thesis

- Options for open access and embargos. Theses, or parts of theses, can be embargoed for reasons such as sensitive content, material that would affect commercial interests, pre-publication or legal reasons

- Information about file formats, fonts and file sizes

Copyright of the thesis usually rests with the author: this does not change when depositing your thesis in ORA. The author does not give away any rights to the Oxford University Research Archive or the Bodleian Libraries. However, students should read the information on third party copyright at http://ox.libguides.com/aecontent.php?pid=435474&sid=3564761.

Third Party Copyright

If material has been incorporated within the thesis where copyright is held by an individual or group that is not the author (third party copyright) permission will be needed to make such material freely available on the Internet. It is best to obtain such permission when

sourcing the material. Proof of permission will need to be provided when depositing the thesis in ORA (e.g. e-mail or letter). Authors should contact ORA staff (ORA@bodleian.ox.ac.uk) if they are unsure. A useful template to keep track of permissions for use of third party copyright materials is available for download at http://ox.libguides.com/aecontent.php?pid=435474&sid=3564761.

Further information or queries about depositing digital theses should be addressed to ORA@bodleian.ox.ac.uk.

The Humanities Division – Restricted access arrangements

Whilst the Humanities Division strongly supports open access to, and wide dissemination of, theses produced by its students, access to the full text of digital theses can be restricted unless requirements of funding bodies require open access to be provided earlier (see below). When completing the ORA online deposit form authors should therefore indicate whether they would like an embargo (currently a choice of one year or three years) or to make their thesis available immediately. For example, if the author's funding specifies an earlier release date. There is no need to complete a separate Dispensation from Consultation form at the time of deposit.

If an embargo is chosen at the time of deposit, only the following information from your thesis will be available in ORA for the duration of the embargo:

(i) Item record (details including your name, thesis title, subject area) **and**

(ii) Abstract **and**

(iii) Full text search for single words or short passages of text.

At the time of deposit an author may request permanent closure in ORA under the following circumstances:

(a) For digital material where copyright is held by a third party and permission to disseminate it via the Internet in ORA has not been granted by the copyright holder, the Faculty of Linguistics, Philology and Phonetics will grant permission for the copyright material to be deposited as a separate file from the thesis, on the understanding that the thesis will be available for consultation or reproduction but access to the copyright material will be restricted.

(b) Where confidential material forms only a small part of a thesis and the force of the thesis will not be seriously impaired by the removal of such material, the Faculty of Linguistics, Philology and Phonetics may grant permission for the access to the confidential material to be closed on the understanding that the thesis will be available for consultation or reproduction but access to the confidential material will be restricted.

Authors can also choose to override any requested embargo and make their thesis open access, either at the time of deposit or at any time during the embargo. Authors who wish to make their thesis freely available on deposit should indicate this on the online ORA deposit form. Once the embargo is in place, students wishing to end it early should e-mail ORA@bodleian.ox.ac.uk. It is not recommended for those planning to publish their research as a book or article to make their thesis openly available in ORA without first discussing this matter with their supervisor and consulting potential publishers to ascertain their policy. The embargo will be automatically lifted when it expires, and it is the responsibility of the author to apply for an extension, prior to expiry, if required. **No reminder will be sent** by the Department/Faculty, the Bodleian Libraries or ORA staff, and it will be assumed that the full text can be released if a Dispensation from Consultation form (GSO.3C) is not submitted (see below).

If you are in receipt of **research funding** the following may apply:

The Terms and Conditions of Research Council Training Grants (https://www.ukri.org/files/legacy/news/training-grants-january-2018-pdf/) require that metadata describing the thesis should be lodged in ORA as soon as possible after leave to supplicate has been granted, and for the full text version to be available within a **maximum of twelve months**. The Division has therefore agreed that the full-text of RCUK-funded students' theses should be made available within one year of leave to supplicate being granted.

Students funded by any other external body should be aware of, and also abide by, the terms and conditions for open access defined by their funder. Where there are discrepancies, the funding body's requirements should supersede any embargo preferred by the student at the point of deposit.

Dispensation from Consultation of your Thesis – The Bodleian Libraries and ORA

(i) Authors may apply for dispensation from consultation beyond the end of an embargo period (or other period specified by their funding body) of the copy of the thesis deposited in the Bodleian or other University Library **and/or** of the electronic copy of the thesis deposited in ORA if there is good reason for such a request. Reasons for requesting dispensation might include Intellectual Property considerations: that consultation or reproduction would put at risk confidential material or invalidate an application for a patent on a product or process described in a thesis. Students are advised to be particularly mindful of the terms of any agreements with an outside body or sponsor governing supply of confidential material or the disclosure of research results described in the thesis.

(ii) Dispensation will always be granted (a) in cases where confidentiality has been made a condition of access to materials that are subsequently incorporated in a thesis and (b) for material where copyright is held by a third party and permission to disseminate it via the Internet has not been granted by the copyright holder. Current students should apply for dispensation by completing the online application form available from student self-service: https://www.ox.ac.uk/students/selfservice

If you need to apply for a dispensation having completed your course, you should apply for dispensation by completing the GSO.3C form available at:

http://www.ox.ac.uk/students/academic/guidance/graduate/progression

Dispensation from consultation is granted by the department/faculty not the Bodleian Libraries or ORA staff. If you need any help with progression forms, please contact the GSA.

Journal Articles included within the Thesis

Authors sometimes include published journal articles within their theses. Authors needing to include such articles as part of the e-thesis can make the article freely available only in compliance with copyright and any sponsor permissions. See www.sherpa.ac.uk/romeo.php for guidance or ask ORA staff (ORA@bodleian.ox.ac.uk).

Plagiarism

Making the thesis open access increases its visibility, gains recognition for the author and certifies them as author of the work. It can also give rise to concerns about increased risk of plagiarism. However, when work is available open access, plagiarism is easier to detect (by using a web search engine).

General Queries

Any further information or queries regarding the deposit of your digital thesis, should be referred to ORA@bodleian.ox.ac.uk.

Guidelines for the Presentation of Theses and other Written Work

Main Text

There is a considerable difference between a paper prepared for an oral presentation at e.g. a tutorial or a graduate seminar and an essay, research report, or thesis for submission. The latter must follow the basic rules for printed work, that is, it must have a tidy and rational presentation which will help rather than hinder the reader. The basic rules are order, clarity and accuracy.

Submitted work must be presented legibly. It is normal to use a computer with a good word processing program (although the university's regulations still allow for the use of a good typewriter); you will need to find fonts which include the necessary diacritics. The printer is important: printers which are getting old or are running out of toner may produce text which is difficult to read. If necessary, diacritics can be added by hand, but care must be taken not to confuse the reader.

Format and Word Limit

All theses, submitted essays, and research reports must be formatted for A4 paper with a margin of 3 to 3.5 cm on the left-hand side of each page. Following a recent decision of the university they may be printed on both sides of the paper, as long as the printing is legible on both sides. The main text should be double spaced. It is advisable to indent long quotations, if any: they should be in single spacing. The pages should be numbered consecutively in Arabic numerals. A separate numeration in Roman numerals is permissible, but not compulsory, for the preface, acknowledgements, etc.

The word limit excludes symbols and diacritics, figures, the bibliography, appendices consisting of a catalogue of data, questionnaire, or other research instrument used to gather data, any extensive text which is specifically the object of a commentary or linguistic analysis, and any translation of that text, but includes quotations and footnotes. Consult your supervisor in case of doubt. A statement of the word count should be provided. The examiners will not read more than the specified word limit for theses, dissertations, essays, and research reports, and will judge the work on the basis of the portion that is read.

Footnotes

Footnotes at the bottom of the page to which they belong are easier to read for the examiners provided they are clearly numbered and clearly separated from the text (either by a large space or by a continuous line). If this causes typing complications, footnotes can be printed at the end of the thesis (this is preferable to footnotes at the end of each chapter). If so, they should be clearly numbered and identified, and if possible a running title indicating to which pages the footnotes refer should be included. Examination Regulations prescribe that two separate unbound copies of the footnotes should be submitted for the convenience of the examiners in the event that they are not printed at the bottom of the page to which they belong. However, modern word-processing software should make the correct placement of footnotes simple. Footnotes should be single-spaced.

Transliteration

Abstract (M.Litt. and D.Phil. only)

Together with their thesis, candidates for the degree of M.Litt. and D.Phil. must present an abstract which should not normally exceed 300 words and should be written with a view to publication. It should provide a clear account of the content and main results of the thesis. The abstract should be headed with the name and college of the author, the title of the thesis, the degree for which it is submitted, and the term and year of submission.

Contents

Your thesis should include:

(a) Title Page. For all theses this should, in addition to the title, also mention the degree for which it is being offered, together with the term and year. In the case of M.St. (Research Preparation) and M.Phil. students, the candidate's name must not appear on the thesis, which should be identified by candidate number only. For M.Litt. and D.Phil. students, the candidate's name and college should appear.

(b) Preface and/or Acknowledgements, if any. The preface should be used to call attention to the most important or novel points in the work. It can include the necessary acknowledgements or these may be kept separate. In M.St. (Research Preparation) and M.Phil. theses it may be necessary to ensure that nothing included here should prejudice the anonymity of the candidate; your supervisor will be able to advise on how to proceed.

(c) Table of Contents. This should indicate all the main subdivisions of the thesis. The titles of the individual chapters or sections should be added. Page references are also necessary.

(d) The thesis should be divided into chapters. Each chapter should have a title which gives a clear view of its content.

(e) Appendices, if any.

(f) Bibliography or list of references (see below).

(g) Indexes. Examiners constantly complain about the absence of indexes in theses. Sometimes these are not necessary, but sometimes they are. If their absence makes the full exploitation of the new material or ideas difficult or impossible, indexes must be added.

Bibliography/References

Every thesis must give to the reader an idea of what secondary sources are available in its field. This may be done in more than one way. One possible system is to offer at the end of the thesis a reasoned bibliography neatly divided into sections which list in alphabetic order the most important works in that particular area. This bibliography should include both the articles and books referred to in the body of the thesis and other works which you have read and exploited. Within the text, footnotes, etc., it will still be necessary to refer to individual books; if abbreviations are necessary a list of abbreviations should appear at the beginning or end of the thesis. For periodicals the normal convention is to use the abbreviations of the *Bibliographie Linguistique*.

The alternative system, which is almost universally accepted in general linguistics publications and is beginning to prevail in philological publications, adds at the end of the thesis not a bibliography but a list of references in alphabetic order. This includes all books and articles quoted (in abbreviated form) in the thesis. Thus in the body of the thesis reference will be made e.g. to 'Bloomfield (1933: 240)' while in the list of references the reader will find:

Bloomfield, L. (1933). *Language*. New York.

Similarly, the body of the thesis will quote e.g. 'Rosen (1989)' and the references will include: Rosen, S.T. (1989). 'Two types of noun incorporation: A lexical analysis'. *Language*. 65, 294-317.

The Faculty does not wish to impose a special type of reference or bibliography but asks for absolute consistency in whatever system is adopted. Models can be found in major books or periodicals (e.g. for philological work in various numbers of the Transactions of the Philological Society, where both systems are represented, and for linguistic work in

Language or in the *Journal of Linguistics*). Underlining or italics, inverted commas, etc. should also be used consistently.

A full explanation of traditional and author-date systems is found in the *MHRA Style Guide, A Handbook for Authors, Editors, and Writers of Dissertations*, 3rd edition, Modern Humanities Research Association, 2013, available for sale or as a freely downloadable pdf from http://www.mhra.org.uk.

Binding

M.Litt. and D.Phil.

The finalised deposit copy of the thesis (including the abstract) must be hard-bound in accordance with the requirements given in the Examination Regulations and accompanied by a separate unbound copy of the abstract.

Changing Status and Moving On

Change of Status: Re-admission and Transfer

The regulations governing graduate student status allow a great deal of flexibility in the routes which it is possible to take to any given degree. If you are considering reading for a different degree from that to which you have been admitted, you should discuss this as early as possible with your supervisor and with the DGS. In the following paragraphs are descriptions of the routes most commonly taken, and the various qualifying conditions.

It is important at the outset to be clear about the distinction between admission (or re-admission) and transfer of status. Transfer refers only to opting, with the approval of the Faculty, to read for a degree other than that for which you were originally accepted without first taking the examination for that degree. In general, fees paid before transfer will count towards the fee liability for the degree to which you transfer. For all routes other than M.Phil. to D.Phil., if you have taken the examination for your first degree, you are regarded as applying for re-admission, and you must normally pay the full amount of fees due for the second degree, i.e. no credit is given for fees paid for the first course.

M.St. to M.Phil.

Candidates who start as M.St. students may apply to the Faculty for transfer to the M.Phil. using form GSO.28, particularly if they are considering pursuing further research. This step should only be taken in consultation with the student's course supervisor, who will be able to advise on the timing of the application. The Faculty will not normally consider any such application before Hilary Term, however, and it must be supported by a credible MPhil research proposal that is supported by a prospective research supervisor and will be assessed by two further assessors.

M.St. to PRS

Students intending to sit the examination for the M.St. may apply for admission to the status of Probationer Research Student.

M.Phil. to M.Litt.

M.Phil. students seeking admission to M.Litt. status after taking the M.Phil. should apply by Trinity term of their second year at the latest, following the same procedure as for a PRS transferring to M.Litt. status (see p. 41). The piece of written work will not be required, but acceptance of applications will in all cases be conditional upon a satisfactory result in the M.Phil. examination. You should note that an M.Phil. thesis cannot be 'developed' for an M.Litt.; a new piece of work is required for the thesis and the usual six terms' fees for the M.Litt. must be paid on top of six terms' M.Phil. fees.

M.Phil. to D.Phil.

M.Phil. students may apply for admission to D.Phil. status after the M.Phil. (without first holding Probationer Research Student status).

If an offer of admission to PRS, M.Litt., or D.Phil. status is made, it is invariably conditional upon (i) the availability of an appropriate supervisor, and (ii) very good performance in the M.St. or M.Phil. exams. The Faculty Board asks the examiners for a specific report about each candidate's research ability, and usually deputes the final decision to the Chairman of the Faculty Board and the DGS, acting upon the recommendation of the examiners.

Note that it is not sufficient to pass the M.St. or M.Phil. to be re-admitted to PRS or D.Phil. status. Distinction grades in one or more papers relevant to the proposed D.Phil. research are usually expected, or grades close to the distinction level, with greater weight given to the thesis than the examination papers.

How to apply for Re-Admission as a Continuing Student at Oxford

If you are currently studying for a taught Master's course at Oxford and wish to apply to carry on to a research programme with no break in your studies, you may be eligible to apply for readmission. You must meet the same deadlines and requirements as other applicants, but you will not be required to pay an application fee. The authorisation code you will need for this application type is available in your Student Self Service account.

Readmission Code

After you've logged into Student Self Service, select 'Academic and Assessment Information'. Under the 'My student record' heading, select 'Check my details' and locate the 'Display Authorisation Code' button at the bottom of the screen.

Once you've found your authorisation code, return to the 'Application type' tab of the online application form. Select 'Readmission' from the drop-down menu and enter your authorisation code into the text field that appears.

The authorisation code must be entered manually, without full stops, spaces or other unnecessary characters. Copying and pasting the code may cause an error.

Application Deadline

All applicants must ensure that the application form and all supporting materials, ***including references***, are submitted via the on-line admissions system, in time to meet the application deadline. Further guidance on which application deadlines apply to your programme can be found via http://www.ox.ac.uk/admissions/graduate/applying-to-oxford.

Late or incomplete applications will not be considered.

Funding

When applying for re-admission, the procedure for applying for funding is generally the same as for external applications. For further details see http://www.humanities.ox.ac.uk/graduate-funding. To be considered for an AHRC award (UK and other EU students) or a Clarendon award, ***all applicants must submit their applications by the January deadline. Your application must be complete, including your references and other supporting materials, by that deadline.***

Application Fee

Applicants for re-admission are exempt from paying the graduate application fee of £75.

Break in Study between Master's Degree and D.Phil.

If there is any break in your study (even if it is only for a term), you will not be able to use a readmission form: you must complete a graduate application form, and you will be required to pay the application fee.

Other Information

The obvious first sources of information are your course supervisor and your contemporaries. You may also wish to consult your college advisor or other college officers. In particular, note that your supervisor will have primary responsibility for your academic work, but that your college is responsible for advising you on matters such as fees, residence, finance, accommodation etc.

The Graduate Studies Office and Graduate Admissions Office at the University Offices in Wellington Square (where the University's central administration is housed) are responsible for processing all applications for admission, transfers, etc. The GSA responsible for student matters of the Faculty Board for Linguistics, Philology and Phonetics is Mrs Silke Zahrir, Centre for Linguistics and Philology (silke.zahrir@ling-phil.ox.ac.uk).

Advice for overseas students on a wide range of matters is available from the International Office (located in the Examination Schools): https://www.ox.ac.uk/students/new/international.

If you wish to discuss a matter which you feel you cannot raise with your supervisor, you may contact the DGS or the Chairman or vice-Chairman of the Faculty Board. You can also approach your college advisor. Administrative inquiries should be addressed to the GSA, the DGS or the Faculty Administrator.

Finally, the two Proctors are available for consultation by members of the University and may investigate complaints or appeals in relation to higher degrees involving research. The Proctors are University officers, elected annually from the academic staff, who ensure generally that the statutes, customs and privileges of the University are observed. They are responsible for seeing that the University examinations are properly and fairly conducted. When a complaint is received, the Proctors have the power to summon any member of the University to help them in their enquiries; see Appendix D of the Faculty Handbook. A student is entitled to appear before the Proctors to put his/her case and may be accompanied by a friend or an advisor. For more information, consult the regulations at http://www.admin.ox.ac.uk/statutes/regulations/247-062.shtml.

Employment and Teaching

It is fairly common for advanced (research) students to attempt to find employment, from occasional teaching of Oxford undergraduates to regular teaching or other work. In all cases, employment requires the permission of the supervisor and the appropriate training.

Although occasional tutorial teaching (up to 4 hours per week) is normally exempt, non-EU citizens are required by law to seek permission through the proper channels for any employment that they undertake. The relevant documents are available in the Centre, and the University Offices may be consulted for advice on procedures. Occasional teaching is by far the most common form of employment undertaken by graduate students.

The teaching rooms in the Centre for Linguistics, when not otherwise required for teaching, may be available for graduate students engaged in tutorial or other teaching. These should be booked in advance through the Assistant Administrator, Mrs Jane Cunning.

If you are asked to do any teaching on behalf of the Faculty, you will need to have a letter of engagement and have your right to work checked before you start any teaching. Please contact your Faculty Office or Head of Administration and Finance to arrange this.

Taking your Degree

When you have qualified for your degree by (a) satisfying the relevant residence requirements and (b) passing the relevant examination or being granted leave to supplicate for your research degree, you can make arrangements (through your college) to take your degree, i.e. to be formally awarded it. Note that you cannot receive a degree certificate until you have formally received the degree: if necessary for job applications etc., you may obtain a degree confirmation letter from the Examination Schools; this can be ordered through the University Online Shop at http://www.oxforduniversitystores.co.uk.

There are two options for your formal graduation. You may, if you wish, have your degree conferred in absentia (i.e. without you attending a ceremony in person). This is likely to be quicker than taking your degree in person, since it can usually take place at the next available degree ceremony. You should apply via your college. Note that usually colleges will bar any student from taking any degree until they have settled all their accounts with the college.

You may, alternatively, take your degree in person. Ceremonies take place a number of times throughout the year. They take place in the Sheldonian Theatre and are presided

over by the Vice-Chancellor or his deputy; candidates may receive up to 3 tickets for their guests. Candidates are expected to wear full academic dress and colleges will advise on the form, and where necessary can often help with arrangements for the hire of the relevant gowns and hoods.

Places at degree ceremonies are administered by colleges, which receive a limited quota of places for each one. The limits are by total number of candidates and also by the type of degree. You may, therefore, have to wait a considerable period of time if you wish to take your degree in person: early booking is definitely recommended. In the case of overseas students some colleges have schemes to enable them to take their degrees very quickly after qualifying for them, but you should again enquire early whether this option is available to you.

Whether you graduate in person or in absentia, you should receive a certificate via your college shortly afterwards. Additional copies of degree certificates cannot be ordered. If your degree certificate is lost, stolen or damaged, you can order a replacement certificate from the Examination Schools.

Note that Oxford degrees are traditionally denoted as (Oxon.) and not (Oxford), so M.Phil. (Oxon.) etc.; also, the highest degree in each designation (e.g. Arts, Studies, Philosophy, Letters, Music etc.) subsumes any lower one(s), thus one writes just D.Phil. and not M.Phil., D.Phil.

Where Next?

The academic and college environment at Oxford University is rich with opportunities for you to develop many transferable skills that are eagerly sought by employers. Undertaking an intellectually demanding academic course (often incorporating professional body requirements) will equip you for the demands of many jobs. Your course will enable you to research, summarise, present and defend an argument with some of the best scholars in their subject. Under the direction of an experienced researcher, you will extend their skills and experiences through practical or project work, placements or fieldwork, writing extended essays or dissertations. In college and university sports teams, clubs and societies you will have the chance to take the lead and play an active part within and outside the University.

Surveys of our employers report that they find Oxford students better or much better than the average UK student at key employability skills such as Problem Solving, Leadership, and Communication. Hundreds of recruiters visit the University each year, demonstrating their demand for Oxford undergraduate and postgraduate students, fewer than 5% of whom are unemployed and seeking work six months after leaving.

Comprehensive careers advice and guidance is available from the Oxford University Careers Service, and not just while you are here: our careers support is for life. We offer tailored individual advice, job fairs and workshops to inform your job search and application process, whether your next steps are within academia or beyond. You will also have access to thousands of UK-based and international internships, work experience and job vacancies available on the Careers Service website.

Successful D.Phil. students have followed career paths that include academia and higher education, research services, research and development, secondary and further education, industry and the civil service.

.