FACULTY of LINGUISTICS, PHILOLOGY AND PHONETICS
http://www.ling-phil.ox.ac.uk

UNDERGRADUATE STUDIES HANDBOOK

DEGREE IN MODERN LANGUAGES AND LINGUISTICS

2016-2020

UNIVERSITY OF OXFORD
FACULTY OF LINGUISTICS, PHILOLOGY AND PHONETICS

UNDERGRADUATE STUDIES HANDBOOK

This handbook applies to all Modern Language and Linguistics students who are starting their degree in Michaelmas Term 2016 and are expected, under usual circumstances, to take their final examinations in June 2020. The part on Prelims also applies to Sole Language students taking Linguistics at Prelims level (Greek, Italian, Portuguese, Russian post A-level or Spanish). The information in this handbook may be different for students starting in other years.

The Examination Regulations relating to the Prelims part of this course are available at:
http://www.admin.ox.ac.uk/examregs/searchresults/?search%5Btype%5D=subject&search%5Bcourse%5D=Preliminary+Examination+in+Modern+Languages&search%5Bstart_date%5D=&search%5Bend_date%5D=&search%5Btopic%5D=-
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 please contact the Director of Undergraduate Studies (DUS) in Linguistics. The current contacts are listed on the Faculty's webpages dedicated to undergraduate studies:
http://www.ling-phil.ox.ac.uk/ugrad_intro

Version 1, October 2016

The information in this handbook is accurate as at October 2016, however it may be necessary for changes to be made in certain circumstances, as explained at www.ox.ac.uk/coursechanges. If such changes are made the Faculty will publish a new version of this handbook together with a list of the changes and students will be informed.

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Foreword

A warm welcome to Oxford and to the Faculty of Linguistics, Philology and Phonetics! These years ahead of you will be a wondrous journey discovering the beauty of Linguistics and Language, and by the end of your degree you will have acquired, as well as a wealth of factual knowledge, much in terms of analytical and critical skills, and the ability to present your ideas in a coherent and orderly manner and make cogent arguments to support them. Throughout your studies your progress will be closely monitored in a number of ways, and you will be able to rely on support from both College and Faculty.

This handbook contains important information on the structure and content of your degree as well as a reference to further details on Examination Regulations and such matters as complaints and appeals. Make sure you familiarise yourself with its contents and discuss any doubts or concerns you may have with your College Linguistics Organising Tutor at your earliest opportunity.

We wish you well and every success in your studies here and we look forward to accompanying you in this amazing learning journey!

Sandra Paoli
Director of Undergraduate Studies in Linguistics, October 2016

Please note that all e-mail addresses in this handbook need to be completed with .ox.ac.uk

Any material published on Weblearn can be accessed via Single Sign On (i.e. username and password are required).

This handbook is updated each year, and there may be the need to insert corrections or add further details in the course of the academic year. As already mentioned, should such circumstances arise, students will be notified.

1. Introduction
1.1 Some basic Oxford terminology

- There are three terms in each academic year in Oxford:

Michaelmas Term (MT)	from October to December
Hilary Term (HT)	from January to March
Trinity Term (TT)	from April to June

- In each term you will take a number of *papers*, i.e. a set of lectures and/or tutorials/classes to accompany it.

- Throughout this handbook you will find the following terms:

College Linguistics Organising Tutor (LOT)	The person who advises you about organising your tutorials/classes and choosing your papers
Director of Undergraduate Studies (DUS)	The person who oversees the structure and running of the undergraduate degree
Preliminary Examination (Prelims)	The first year courses and also the exams taken at the end of your first year
Final Honour School (FHS)	The second and final year of your degree
Prelims General Coordinator	Your point of reference for general Prelims questions
Prelims Paper Coordinator	The person who oversees the running of each of the three Prelims papers
FHS General Coordinator	Your point of reference for general FHS questions
FHS Paper Convenor	The person who oversees the running of each of the FHS papers

The members of the Faculty covering these administrative roles change regularly, and usually every year. For a current list, please refer to the relevant entries (e.g. The Prelims Course, Prelims Classes and Tutors, FHS MLL, etc.) on the Linguistics, Philology and Phonetics website:
http://www.ling-phil.ox.ac.uk/ugrad_intro

The DUS can be reached via e-mail on dus at ling-phil

- All teaching resources can be found on the LPP Faculty's space on Weblearn: https://weblearn.ox.ac.uk/portal/site/:humdiv:linguist

- Oxford Student website: http://oxfordstudent.com

1.2 College Linguistics Organising Tutors (LOTs)

The College LOT is a very important figure, as they are the point of reference for issues relating to the Linguistics side of things of this degree. They can offer advice on beginning of year arrangements, choice of courses and any academic difficulty that may be experienced. Students are advised to meet with their College LOT regularly, especially at the beginning of each term. Here is a list of LOTs:

College	Name	E-mail address (ending in .ox.ac.uk)
Balliol	Prof. Sophie Marnette	sophie.marnette at mod-langs
Brasenose	Prof. Ash Asudeh	ash.asudeh at ling-phil
Christ Church	Prof. Ian Watson; Dr Sam Wolfe (from week 5, MT 16)	ian.watson at chch
Corpus Christi	Prof. Wolfgang de Melo	wolfgang.demelo at classics
Exeter	Dr Ros Temple	rosalind.temple at mod-langs
Hertford	Dr Sandra Kotzor	sandra.kotzor at ling-phil
Jesus	Prof. Ash Asudeh	ash.asudeh at ling-phil
Keble	Prof. Howard Jones	howard.jones at sbs
Lady Margaret Hall	Prof. Mary MacRobert	catherine.macrobert at lmh
Magdalen	Prof. Paul Elbourne	paul.elbourne at magd
Merton	Dr Richard Ashdowne	richard.ashdowne at classics
New College	Dr Ros Temple	rosalind.temple at ling-phil
Oriel	Dr Joanna Przedlacka (MT16 and HT17); Prof. Elinor Payne (from TT17)	joanna.przedlacka at phon
Pembroke	Dr Holly Kennard	holly.kennard at ling-phil
Queen's	Prof. Laura Lonsdale	laura.lonsdale at queens
Somerville	Dr Richard Ashdowne	richard.ashdowne at classics
St Anne's	Dr Mary Baltazani	mary.baltazani at ling-phil
St Catherine's	Ms Béatrice Rea (MT16); Mr JC Smith (HT and TT17)	beatrice.rea at ling-phil johncharles.smith at stcatz
St Edmund Hall	Dr Johanneke Sytsema	johanneke.sytsema at ling-phil
St Hilda's	Prof. Kerstin Hoge; Dr Joanna Przedlacka (MT16, HT17); Prof. Elinor Payne (from TT17)	kerstin.hoge at ling-phil joanna.przedlacka at phon elinor.payne at phon
St Hugh's	Prof. Matt Husband	matthew.husband at ling-phil
St John's	Ms Béatrice Rea (MT16); Mr JC Smith (HT and TT17)	beatrice.rea at ling-phil johncharles.smith at stcatz
St Peter's	Dr Sandra Kotzor	sandra.kotzor at ling-phil
Trinity	Dr Richard Ashdowne	richard.ashdowne at classics
University	Dr Richard Ashdowne	richard.ashdowne at classics
Wadham	Dr Richard Ashdowne	richard.ashdowne at classics
Worcester	Dr Charlotte Hemmings	charlotte.hemmings at ling-phil

Part I

Preliminary Examinations (Prelims)

2. Prelims: Introduction

Prelims Linguistics forms part of the following Modern Languages degree programmes:
• Modern Languages and Linguistics (MLL): all candidates offering one modern language and Linguistics;
• Modern Languages (ML): single subject candidates offering Greek, Italian, Portuguese, Russian post-A level (also known as "non *ab-initio*") or Spanish, who in their first year take Linguistics as their 'second subject'.

This handbook offers information on the Linguistics part of these degrees. Candidates are referred to the Modern Languages space on Weblearn for information on the Modern Languages part: https://weblearn.ox.ac.uk/portal/site/:humdiv:modlang

3. Teaching

Prelims Linguistics consists of three separate parts: General Linguistics, Phonetics and Phonology, and Grammatical Analysis. These are taught through a series of lectures and classes or tutorials, both of these compulsory. Details of each part are given below. **It is essential that you attend the organizational meeting in week 0 (Thursday, 2-3, Taylor Institution Main Hall), where you will be assigned 3 tutors and they will fix the time for your classes and tutorials.**

The timings of the lectures for all of these three components are fixed as follows, and are usually held in the Main Hall of Taylor Institution. Please refer to the timetable to confirm the exact venue: http://www.ling-phil.ox.ac.uk/lectures

General Linguistics: Mondays 2-3
Phonetics and Phonology: Tuesdays 2-3
Grammatical Analysis: Fridays 2-3

3.1 The three papers
3.1.1 General Linguistics (MLL/ML Paper VIII)
Paper Coordinator 2016-2017: Prof. Matt Husband
[matthew.husband at ling-phil]

By the end of the course students will be expected to be familiar with the development of contemporary linguistic theory, both synchronic and historical, and be able to discuss problems and issues in areas including semantics, pragmatics, sociolinguistics, psycholinguistics, language acquisition and language change.

The course will cover the following main areas, divided into 4-week modules:

Michaelmas Term	Foundations	An introduction to some fundamental concepts and notions: what is language, knowledge of a language, do animals have language, important figures.
	Psycholinguistics	An introduction to language acquisition (looking at nativism and development) and language processing (from a behavioural and neurological perspectives).
Hilary Term	Semantics and Pragmatics	An introduction to the study of meaning and meaning in context.
	Sociolinguistics	An introduction to the study of how languages are used in social interactions.
Trinity Term	Historical Linguistics	An introduction to the study of language over time: how do languages arise, develop, change and die.

Lectures are weekly in MT (weeks 1-8), HT (weeks 1-8) and TT (weeks 1-4).

Fortnightly tutorials: ML/MLL students receive 10 tutorials in total (4 in MT, 4 in HT and 2 in TT), on a fortnightly basis.

3.1.2 Phonetics and Phonology (MLL/ML Paper IX)
Paper Coordinator 2016-2017: Dr Joanna Przedlacka
[joanna.przedlacka at phon]

By the end of the course students will be expected to be familiar with principles and practice in the analysis, classification and transcription of speech as applied to languages in general, but with an emphasis on European languages.

The course will cover the following main areas, divided roughly into four-week modules:
• Articulatory Phonetics and Practical Phonetic Transcription
• Introduction to Phonological Theory and Analysis
• Acoustic Phonetics
• Beyond the segment: Dynamic Phonetics and prosody

Lectures are weekly in MT (weeks 1-8) and HT (weeks 1-8). There are no lectures in TT.

Weekly classes: ML/MLL candidates attend classes throughout MT and HT, and for weeks 1-6 in TT (22 classes in total).

3.1.3 Grammatical Analysis (ML/MLL: Paper X)

Paper Coordinators 2016-2017: Prof. Mary Dalrymple (MT, TT); Dr Sandra Paoli (HT)

[mary.dalrymple at ling-phil], [sandra.paoli at ling-phil]

By the end of the course students will be expected to be familiar with grammatical theory. The main elements of this course are:
• Syntactic Theory and Typology
• Morphological Theory

Lectures are weekly in MT (weeks 1-8), HT (weeks 1-8) and TT (weeks 1-4).

Fortnightly classes: ML/MLL candidates attend classes throughout MT and HT, and for weeks 1-4 in TT (10 classes in total).

All teaching materials, information discussed at organizational meetings and some reading lists are all made available on Weblearn. Weblearn is an online space that allows members of the University to create and store materials to support their teaching and learning activities, and much more. As can be seen below in the 'Assessment' section, Weblearn also hosts documents and materials pertinent to examinations. The Weblearn page for the Faculty of Linguistics, Philology and Phonetics can be found here:
https://weblearn.ox.ac.uk/portal/site/:humdiv:linguist

Students will need their Single Sign On username and password (the same one is also used to access Nexus mail) to access it.

3.2 Typical timetable for ML/MLL Prelims Linguistics (MT)

Lecture times (in bold) are fixed and pre-scheduled. The times/days of other teaching (in italics) are examples only, and are to be arranged between candidates and their assigned tutors.

	Monday	Tuesday	Wednesday	Thursday	Friday
9-10					
10-11					
11-12		*Grammar Class weeks 2,4,6,8*			
12-1			*Phonetics & Phonology Class weeks 1-8*		
1-2					
2-3	LECTURE General Linguistics (Paper VIII)	LECTURE Phonetics & Phonology (Paper IX)			LECTURE Grammatical Analysis (Paper X)
3-4				*General Linguistics Tutorial weeks 1,3,5,7*	
4-5					

The first year at a glance:

		General Linguistics	Phonetics and Phonology	Grammatical Analysis
MT: weeks 1-4	Lectures	Foundations	Introduction to Phonetics	Introduction to Morphology and Syntax
	Tutorials / classes	Tutorials in weeks 1 and 3	Weekly classes	Classes in weeks 2 and 4
MT: weeks 5-8	Lectures	Psycholinguistics	Introduction to Phonology	Syntax
	Tutorials / classes	Tutorials in weeks 5 and 7	Weekly classes	Classes in weeks 6 and 8
HT: weeks 1-4	Lectures	Semantics and Pragmatics	Acoustic Phonetics	Syntax
	Tutorials / classes	Tutorials in weeks 1 and 3	Weekly classes	Classes in weeks 2 and 4
HT: weeks 5-8	Lectures	Sociolinguistics	Dynamic Phonetics	Advanced Morphology
	Tutorials / classes	Tutorials in weeks 5 and 7	Weekly classes	Classes in weeks 6 and 8
TT: weeks 1-4	Lectures	Historical Linguistics		Advanced Syntax
	Tutorials / classes	Tutorials in weeks 1 and 3	Weekly classes	Classes in weeks 2 and 4
TT: weeks 5-8	Lectures			
	Tutorials / classes		Weekly classes (weeks 5 and 6 only)	

3.3 Offering feedback on teaching

The Faculty of Linguistics, Philology and Phonetics greatly values the feedback that students offer on the teaching they receive. Lecture and Class/Tutorial feedback forms are available online on Weblearn (at the top of the page, immediately under the 'Undergraduate' banner):
https://weblearn.ox.ac.uk/portal/site/:humdiv:linguist

It is important that students take the time to offer their reflections on aspects of the teaching that were problematic, but also on those that worked. A possibility to fill in these forms in arises at the end of each 'teaching block' (so, for example, in General Linguistics students may wish to submit 2 separate forms for the MT teaching) or at the end of each term.

However, if students have any issues with teaching or supervision, they need to raise these as soon as possible so that they can be addressed promptly. Details of who to contact are provided below in section 5.

Students on full-time and part-time 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: www.ox.ac.uk/students/life/feedback

3.4 Reading Lists

Up-to-date reading lists can be found on the Faculty's webpage:
http://www.ling-phil.ox.ac.uk/reading_prelims

The most current one is reported here. **Titles marked by an asterisk '*' are required textbooks.**

VIII - General Linguistics

General, overall reference

- Fromkin, Victoria; Robert Rodman, Nina Hyams (2010), *An Introduction to Language* (International edition). Wadsworth. [Any edition since 2008 will do. The 2002 edition is available online in .pdf format from the Internet Archive]

Foundations

In the Foundations block you will be introduced to key concepts in Linguistics. The first two of the following books are good for dipping into in order to find out about a variety of ideas and figures that have shaped modern Linguistics; the second offers a good grounding and introduction to the notions of Universal Grammar and I-language.

- Chapman, Siobhan & Christopher Routledge (2009). *Key Ideas in Linguistics and the Philosophy of Language.* Edinburgh, Edinburgh University Press.
- Chapman, Siobhan & Christopher Routledge (2005). *Key Thinkers in Linguistics and the Philosophy of Language.* Edinburgh, Edinburgh University Press.
- Isac, Daniela & Charles Reiss (2013). *I-language: An introduction to Linguistics as Cognitive Science*. Second Edition, Oxford University Press, Oxford.

Psycholinguistics

- Aitchison, Jean (2007). *The Articulate Mammal: An Introduction to Psycholinguistics*. Fifth Edition, Routledge, London.
- Traxler, Matthew (2011). *Introduction to Psycholinguistics: Understanding Language Science.* Wiley-Blackwell, Oxford.

Semantics and Pragmatics

- Chapman, Siobhan (2011). *Pragmatics*. Palgrave-Macmillan, Basingstoke.
- Elbourne, Paul (2011). *Meaning: A Slim Guide to Semantics*. Oxford University Press, Oxford.

Sociolinguistics

- Kiesling, Scott (2010). *Linguistic Variation and Change*. Edinburgh University

Press, Edinburgh.
- Meyerhoff, Miriam (2011). *Introducing Sociolinguistics*. Routledge, London.

Historical Linguistics
- Aitchison, Jean (2013). *Language Change: Progress or Decay?* Fourth Edition, Cambridge University Press, Cambridge.

Paper IX - Phonetics and Phonology
- *Ashby, Michael & John Maidment (2005). *Introducing Phonetic Science*. Cambridge Introductions to Language and Linguistics, Cambridge University Press, Cambridge.
- Clark, John & Colin Yallop (2006). *An Introduction to Phonetics and Phonology*. Blackwell textbooks in linguistics, Wiley-Blackwell, Oxford.
- *International Phonetic Association (1999). *Handbook of the International Phonetic Association: A Guide to the Use of the International Phonetic Alphabet*. Cambridge University Press, Cambridge.

Paper X - Grammatical Analysis
- *Aronoff, Mark & Kirsten Fudeman (2011). *What is Morphology?* Wiley-Blackwell, Oxford.
- Carnie, Andrew (2013). *Syntax: a Generative Introduction*. Third Edition, Wiley-Blackwell, Oxford. [Available electronically via the Search Oxford Libraries Online system in Oxford]
- Kroeger, Paul R. (2005). *Analyzing Grammar: An Introduction*. Cambridge University Press, Cambridge.
- *Maggie Tallerman (2014). *Understanding Syntax*. Understanding language series. Fourth Edition, Routledge, London.

Useful general reference

- Crystal, David (1999). *The Penguin Dictionary of Language*. Penguin Reference Books, Penguin, London.
- Crystal, David (2003). *The Cambridge Encyclopedia of Language*. Cambridge University Press, Cambridge.
- Matthews, P H (2014). *The Concise Oxford Dictionary of Linguistics*. Third Edition. Oxford paperback reference, Oxford University Press, Oxford.

4. Assessment

4.1 Introduction

The three Prelims papers in Linguistics (e.g. General Linguistics, Phonetics and Phonology, and Grammatical Analysis) are all examined via a three-hour written exam. The exams usually take place in weeks 8 and 9 of Trinity Term: the dates are set by the end of Hilary Term and posted in the Examination Schools, in Colleges, and in the Taylor Institution. Students also receive a letter from the Chair of Prelims Examiners in May of the relevant Trinity Term. For further information, students are referred to the Oxford Students website: https://www.ox.ac.uk/students/academic/exams/timetables?wssl=1

Although marks obtained in Prelims exams do not contribute to the final class of the degree, students need to pass them at a minimum in order to progress to the FHS part of their degree.

The tutorial system ensures continuous opportunities for feedback throughout the year. It is therefore of the utmost importance that students make the most of their tutorials or classes by doing all the work that is set for them. Preparation for classes and tutorials is crucial, as is all the background work for essays (e.g. doing all the relevant readings, planning and structuring the content of the essay, and ensuring that enough time is set aside to write the essay by the given deadline). Likewise, students need to engage closely with exercises and allow enough time to think about possible ways of interpreting and analysing the data.

Tutors mark essays and exercises and offer feedback both at the individual and collective levels, making suggestions for areas needing improvement. The feedback offered on written work and during the tutorials and classes make up the formative assessment, which supports students in their progress. Furthermore Colleges may choose to have Collections, i.e. trial exams that offer students the opportunity to familiarise themselves with the structure and format of the final exams. Their function is purely formative, and the marks obtained serve as an indication of the extent of students' progress. Collections are purely a College decision and responsibility, and each College may make different decisions: College LOTs will be able to offer advice on this matter.

4.2 Examination conventions

Examination conventions are the formal record of the specific assessment standards for the course or courses to which they apply. They 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, scaling of marks, progression, resits, use of viva voce examinations, penalties for late submission, and penalties for over-length work.
Examination regulations and conventions can be found here:

https://weblearn.ox.ac.uk/portal/site/:humdiv:modlang

These are updated yearly, usually after the beginning of each academic year. It is therefore advisable to check for the current set at the beginning of Hilary Term.

4.3 Marking descriptors

The criteria used when marking exams are also found on the same page: https://weblearn.ox.ac.uk/portal/site/:humdiv:modlang (to see those specific to Linguistics, please scroll down to the two pages entitled 'Essays on Linguistics' and Exercises in Linguistics (Phonetics and Syntax)'). It is a good idea for students to familiarise themselves with the contents of this document and ask their Linguistics tutors for any clarification that may be needed.

4.4 Good academic practice and avoiding 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.

Some guidance on plagiarism can be found on the Oxford Student's website: www.ox.ac.uk/students/academic/guidance/skills/plagiarism as well as on the Education Committee's pages:

http://www.admin.ox.ac.uk/edc/policiesandguidance/pgexaminers/annexef/

Further guidance on study skills and training can be found here:

https://www.ox.ac.uk/students/academic/guidance/skills?wssl=1

A wide range of information and training materials are available to help you develop your academic skills – including time management, research and library skills, referencing, revision skills and academic writing - through the Oxford Students website http://www.ox.ac.uk/students/academic/guidance/skills

4.5 Entering for University Examinations

Students need to register for their examinations, and this is done via their College. Students are referred to the Oxford Students website for examination entry and alternative examination arrangements:
https://www.ox.ac.uk/students/academic/exams?wssl=1
Information on (a) the standards of conduct expected in examinations and (b) what to do if you would like examiners to be aware of any factors that may have affected your performance before or during an examination (such as illness, accident or bereavement) are available on the Oxford Students website:
www.ox.ac.uk/students/academic/exams/guidance

4.6 Examiners' report

Each year at the end of the examinations, examiners compile reports with details of the performance in each paper, with reference to, among other things, the spread of answers, the elements that marked a 'good answer', possible mistakes that were made reading the instructions or the rubric, etc. These are then published on Weblearn. A comprehensive list, including previous years' reports, can be found on Weblearn:

4.7 Prizes

Each year prizes are awarded to the students with the best performance in examinations. A complete list of prizes awarded by Modern Languages can be found here: https://weblearn.ox.ac.uk/portal/site/:humdiv:modlang:ug_prizes
The one specifically relating to Linguistics is the David Cram prize, consisting of a £20 book voucher and a congratulatory letter for the best performance and a congratulatory letter for the runner-up.

5. Complaints and academic appeals

The University, the Humanities Division and the Faculty of Linguistics, Philology and Phonetics 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, you are strongly advised to communicate it as soon as possible so that it can be addressed promptly. 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 (once elected their names will be published on the Linguistics Weblearn homepage, under 'Prelims: General Information').

5.1 Complaints: how to procede

If your concern or complaint relates to teaching or other provision made by the faculty/department, then you should raise it with Director of Undergraduate Studies (Dr Sandra Paoli [MT16], or Prof. Ash Asudeh [HT and TT 17]). Complaints about departmental facilities should be made to the Faculty Administrator (Mrs Jane Cunning). If you feel unable to approach one of those individuals, you may contact the Chair of the Faculty (Prof. Andreas Willi). 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 one of the college officers,

or Senior Tutor. Your college will also be able to explain how to take your complaint further if you are dissatisfied with the outcome of its consideration.

5.2 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.

If you have any concerns about your assessment process or outcome it is advisable to discuss these first informally with your subject or college tutor, Senior Tutor, course director, director of studies, supervisor or college or faculty administrator as appropriate. They will be able to explain the assessment process that was undertaken and may be able to address your concerns. Queries must not be raised directly with the examiners.

If you still have concerns you can make a formal appeal to the Proctors who will consider appeals under the University Academic Appeals Procedure (https://www.ox.ac.uk/students/academic/complaints).

6. Student Welfare

It is essential that, should the need arise, students know who they can turn to for support. Colleges have a very strong network of pastoral and academic support, and are usually the students' first port of call. Every college has their own systems of support for students, so students are referred to their College handbook or website for more information on who to contact and what support is available.

In case of illness or if students are unable to attend classes and/or tutorials, they need to let the relevant tutor know. This is especially important for classes and tutorials: the tutors will be able to offer advice on the best way to catch up on missed work and/or content of the classes/tutorials.

There is also a wide range of sources of support available more widely in the University: details of these are available from the Oxford Students website (www.ox.ac.uk/students/welfare), including in relation to mental and physical health and disability.

The University has a wide range of policies and regulations that apply to students. These are easily accessible through the A-Z of University regulations, codes of conduct and policies available on the Oxford Students website
 www.ox.ac.uk/students/academic/regulations/a-z

6.1 Committees

A further way for students to make their views and opinions known to the Faculty is through their student representatives. These are elected at the very beginning of the year, and have the chance to have regular meetings with the DUS, as well as attend both Faculty Board and Faculty meetings.

The meeting with the DUS is held jointly by all student representatives (i.e. both Prelims and FHS), who form the Undergraduate Joint Consultative Committee (JCC), and happens once a term, usually on Thursday afternoon in week 3. Its remit is the detailed discussion of any student-related matters which are raised by the students themselves. The minutes of the JCC meeting are reviewed at Faculty meeting, where a further opportunity for discussion may arise.

There is a further meeting, the Undergraduate Studies Committee (USC), in which student representatives can contribute to the detailed discussion of issues relating to undergraduate policy and administration. As well as the DUS the meeting includes the coordinators for the three Prelims papers, and it takes place once per term, usually on Thursday afternoon in week 1. The minutes of the USC meeting are reviewed by Faculty Board.

6.2 Facilities

6.2.1 Libraries

Oxford meets the needs of its students, academics and the international research community with a wide range of library services provided by more than 100 libraries, making it the largest library system in the UK.

For Modern Languages and Linguistics, the main lending library is the Taylor Institution Library, on St Giles. For general information and opening hours see here: http://www.bodleian.ox.ac.uk/subjects-and-libraries/libraries?id=43
For specific information and directions on finding resources, see here: http://www.bodleian.ox.ac.uk/taylor
Guidance on specifically Linguistics resources is available here: http://libguides.bodleian.ox.ac.uk/linguistics

Tours of the Taylorian are organised at the beginning of the academic year by the Linguistics librarian, Dr Johanneke Sytsema, and all students are strongly encouraged to attend. Further details of the tours are provided at the organizational meeting on Thursday afternoon in week 0.

Additionally, each College has their own library, and students are referred to their College handbooks for further details.

6.2.2 IT services

The University offers centralised IT services to help with anything IT-related. Students can find a comprehensive list of activities and details here: http://www.it.ox.ac.uk/
Furthermore, each College has their own IT Department, who can offer immediate help and assistance in College. Once again students are referred to their own College handbook.

Part II

Final Honour School (FHS)

The Examination Regulations relating to the FHS part of this course are available at:
http://www.admin.ox.ac.uk/examregs/searchresults/?search%5Btype%5D=subject&search%5Bcourse%5D=Linguistics+in+all+Honour+Schools+including+Linguistics&search%5Bstart_date%5D=&search%5Bend_date%5D=&search%5Btopic%5D=-
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 please contact the Director of Undergraduate Studies (DUS) in Linguistics. The current contacts are listed on the Faculty's webpages dedicated to undergraduate studies:
http://www.ling-phil.ox.ac.uk/ugrad_intro

Version 1, October 2016

The information in this handbook is accurate as at October 2016, however it may be necessary for changes to be made in certain circumstances, as explained at www.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.

7. FHS: Introduction

The FHS part of the MLL degree starts at the end of Prelims, and it allows more freedom of choice of papers than what is permitted at Prelims level. MLL students take a mixture of literature and linguistics papers, according to the Examination Regulations (see 1.iii):
http://www.admin.ox.ac.uk/examregs/2016-17/hsofmodelang/studentview/

In sum, MLL students are required to take two papers in the specific language they are studying ('The History' and 'The Structure' of their chosen language respectively), the General Linguistics Paper A, and one paper (or two, if the student so chooses) drawn from Special Subjects bearing the Linguistics identifier 'L' (which include all the B papers listed below as well as a host of others). These are published by Modern Languages every TT for examination in the following TT, and can be found here:

Please note that **only those Special Subjects that carry the 'L' identifier count as Linguistics papers**.

Requirements, teaching arrangements and reading lists for Papers IV and V are given in the relevant Modern Languages FHS handbook. A complete list is available here:

This handbook focuses on the remaining Linguistics papers. A note of caution: the Linguistics FHS papers have two different names, as shown in this table:

LINGUISTICS PAPERS		
PAPER XIII/PAPER A	General Linguistics	
PAPER XIIs/PAPER Bs	B1	Phonetics and Phonology
	B2	Syntax
	B3	Semantics and Pragmatics
	B4	Psycholinguistics
	B5	Sociolinguistics
	B6	Historical Linguistics
LINGUISTIC PROJECT/PAPER C		
A SPECIAL SUBJECT XII IN LINGUISTICS/PAPER F	These papers are marked with 'L' in the Special Subjects list	
MODERN LANGUAGES / LINGUISTICS 'BRIDGE' PAPERS		
PAPER IV or V in a language/PAPERS E	The history (IV/E1) or structure (V/E2) of a language	

The Roman number identification is meant to make it easy for ML students to compare them to their Literature papers. The letter identification is the formal classification given by Linguistics, so this is the preferred method of referring to a paper, and it will eventually supersede the Roman number classification.

These are the paper choices for an MLL student:

LINGUISTICS PAPERS			'BRIDGE' PAPERS		MODERN LANGUAGES PAPERS
Paper XIII/A	Paper XII/one of B1-B6, C or F marked as 'L'	Second Paper XII/one of B1-B6, C or F marked as 'L'	Paper IV/E1	Paper V/E2	Consult the Faculty of Medieval and Modern Languages
Compulsory	Compulsory	Optional	Compulsory	Compulsory	

Only one paper F (i.e. drawn from the Special Subjects and marked as 'L') can be taken.

Note that the General Linguistics Paper A is also available to Sole Language students.

8. Teaching

8.1 Paper A – General Linguistics

This paper aims at exploring key ideas in linguistics, i.e. those ideas that have had a profound impact on the field and have shaped the way linguistics has developed. There are no lectures associated with the paper, and it is taught purely via tutorials. Students are entitled to 8 tutorials and they can agree on the areas they wish to focus on with their College LOT, who will in many cases teach them the paper.

The aim is to encourage students to think comparatively, and discuss a topic from a number of perspectives. There are eight central themes and key ideas, which, for ease of teaching, have been divided into 8 areas:

• Writing and its influence on grammatical traditions.
• The historical turn;
• European structuralism;
• American structuralism;
• Variation within and across languages;
• Creativity and the Chomskyan turn;
• Competence and I-language;
• Literal meaning and beyond.

The reading list and an electronic version of each of the required and recommended readings can be found on Weblearn, as well as a sample exam paper:
https://weblearn.ox.ac.uk/portal/site/:humdiv:linguist?returnPath=%2Fsite%2F%3Ah umdiv%3Alinguist

Paper Convenor: there is no dedicated paper convenor, as the main reference point is meant to be the College LOT. The DUS can be contacted in case of need.

Prerequisites: For MLL students, the Prelims Linguistics Foundation Course (i.e. the three papers General Linguistics, Phonetics and Phonology, and Grammatical Analysis) provides a solid basis for this paper. **Students who have not followed the Prelims Foundation Course (including Sole language students)** should plan to attend at least one of the three Prelims lecture series, and preferably all three lecture series, as background for this paper. Timing and venue for these lectures is given in the on-line Lecture List, available here, http://www.ling-phil.ox.ac.uk/lectures

Method of Assessment: three-hour unseen written paper (Modern Languages method of assessment A).

8.2 Paper B1 – Phonetics and Phonology

This course is aimed at those who wish to study how sound is used in language to a great depth. The topics covered include:
• Coarticulation and models of speech production
• Approaches to speech perception
• Phonetic Acquisition
• Experimental methodology
• Prosody

- Non-linear phonology
- Constraint-based phonology
- The phonetics/phonology interface

Paper Convenor: please consult the FHS page, which is updated before the start of each academic year: http://www.ling-phil.ox.ac.uk/fhs_linguistic_papers

Prerequisites Attendance at Prelims Phonetics and Phonology lectures in Michaelmas and Hilary Terms is required.

Lectures, seminars and practical sessions: This option is taught through lectures and practical sessions. Attendance at FHS lectures in Michaelmas Term is a mandatory requirement before or during practical sessions for FHS Phonetics and Phonology. Those doing the optional Lab Report must attend seminars in Hilary Term of the second year. Those choosing the Aural Transcription test should attend transcription seminars in Hilary Term of their second and/or final year, plus the test practice sessions in late Hilary or early Trinity Term in their final year.

Method of Assessment: three-hour unseen written paper (75%) and either a half-hour practical phonetic transcription exercise or a Lab Report (25%) (Modern Languages method of assessment A*).

8.3 Paper B2 – Syntax

This option is designed for candidates who wish to attain a more detailed knowledge of modern generative syntactic theory and syntactic typology. Attention will also be given to recent debates and developments within the field.

Paper Convenor: please consult the FHS page, which is updated before the start of each academic year: http://www.ling-phil.ox.ac.uk/fhs_linguistic_papers

Prerequisites: Attendance at Prelims Grammatical Analysis lectures (including Trinity Term lectures).

Lectures and tutorials: This option is taught through a combination of lectures and tutorials. FHS Syntax lectures are held in Michaelmas Term. Attendance at lectures is a mandatory requirement before or during FHS Syntax tutorials. Two revision tutorials are available to students in their final year.

Method of Assessment: three-hour unseen written paper (Modern Languages method of assessment A).

8.4 Paper B3 – Semantics

This option is a thorough introduction for candidates who wish to explore the ways in which meaning is encoded in language. The areas under study will include: lexical meaning, combinatorial and truth conditional semantics, the interaction between semantics and pragmatics, and the syntax-semantics interface.

Paper Convenor: please consult the FHS page, which is updated before the start of each academic year: http://www.ling-phil.ox.ac.uk/fhs_linguistic_papers

Prerequisites: Attendance at Prelims General Linguistics lectures in Semantics & Pragmatics in Hilary Term.

Lectures and tutorials: This option is taught through a combination of lectures and tutorials. FHS Semantics lectures are held in Hilary Term. Attendance at FHS lectures

in Semantics is a mandatory requirement before or during FHS Semantics tutorials. Tutorials are available in Hilary Term and weeks 1-6 of Trinity Term. Students doing semantics tutorials in the second year will normally be expected to do all of them in that year.
Method of Assessment: three-hour unseen written paper (Modern Languages method of assessment A).

8.5 Paper B4 – Psycholinguistics

Psycholinguistics is an interdisciplinary area of study that addresses the relation between language and cognition. Fields covered in this course include the study of the development of language in children and the investigation of the psychological mechanisms that underlie the production and understanding of speech.

Paper Convenor: please consult the FHS page, which is updated before the start of each academic year: http://www.ling-phil.ox.ac.uk/fhs_linguistic_papers
Prerequisites: Attendance at Prelims General Linguistics lectures in Psycholinguistics in Michaelmas Term.
Lectures and classes: This option is taught through a combination of lectures and tutorials. FHS Psycholinguistics lectures take place in Hilary Term. Attendance at lectures is not required before tutorials in FHS Psycholinguistics, but students are encouraged to attend the lectures at some point.
Method of Assessment: three-hour unseen written paper (Modern Languages method of assessment A).

8.6 Paper B5 – Sociolinguistics

Sociolinguistics is the study of language variation and change, and their relationship to social phenomena (e.g. class, gender and ethnic divisions, patterns of migration and contact, social network structures). Topics covered may include:
• sociolinguistic methods
• geographical and social dimensions of dialect variation
• mechanisms of language change
• code choice and code-switching in multilingual settings
• pidgin and creole languages
• language shift and language death

Paper Convenor: please consult the FHS page, which is updated before the start of each academic year: http://www.ling-phil.ox.ac.uk/fhs_linguistic_papers
Prerequisites: Attendance at Prelims General Linguistics lectures in Sociolinguistics in Hilary Term.
Lectures and classes: This option is taught through a combination of lectures and classes. FHS lectures are held in Michaelmas Term, and attendance at FHS lectures is required. Tutorials are available only in Hilary Term of the final FHS year, and not for second-year students.
Method of Assessment: three-hour unseen written paper (Modern Languages method of assessment A).

8.7 Paper B6 – Historical Linguistics

Historical Linguistics is the diachronic study of language, encompassing phonological, morphological, syntactic, and semantic change across time. The course will include discussion of the structural and social factors at work, of regularity and irregularity in change, and of the reconstruction of proto-languages from attested data.

Paper Convenor: please consult the FHS page, which is updated before the start of each academic year: http://www.ling-phil.ox.ac.uk/fhs_linguistic_papers

Prerequisites: Attendance at Prelims General Linguistics lectures in Historical Linguistics in Trinity Term (weeks 1-4).

Lectures and tutorials: This option is taught through a combination of lectures and tutorials. FHS Historical Linguistics lectures are held in Michaelmas Term: the first four lectures are those for the History of French (French IV) course, and are held in the first four weeks of term, and the second block of four are a set of dedicated lectures in Historical Linguistics in the second half of Michaelmas Term. Attendance at FHS lectures is a mandatory requirement before/during tutorials in FHS Historical Linguistics.

Method of Assessment: three-hour unseen written paper (Modern Languages method of assessment A).

8.8 Paper C – Linguistic Project

The Linguistic Project option allows a candidate to undertake a descriptive project using the analytic tools acquired in other core areas of Linguistics. The project report should document a piece of original research conducted by the student into some aspect of a particular dialect, language, or variety. The data may be collected at first hand by the student (for MLL students, possibly during the year abroad), or it may be from another credible source. The analysis of the data may focus on an aspect or combination of aspects of linguistic structure or usage. For help in choosing a topic, formulating a research question, and collecting and analysing data, see the Guidance for Linguistic Research document, available in the Linguistics area of Weblearn: https://weblearn.ox.ac.uk/portal/site/:humdiv:linguist

For this option, students receive 6-8 hours of supervision, which may include meetings during the second year for project planning, background tutorials in the project area, email contact with the supervisor, and discussion of one complete draft of the project report. Students must keep in contact with their supervisors and keep them updated on their progress, as well as making their supervisors aware of any problems or concerns that they may have.

Coordinator: Director of Undergraduate Studies

The **method of examination** is a project report of between 8,000 and 10,000 words, to be submitted (by hand) to the Examination Schools by noon on the Friday of the 9th Week of Hilary Term in the year of the examination. For guidance on organising the project, see the timetable below. For further, detailed information on the complete exam regulations, consult the Linguistic Project section on the Linguistics in all Honour Schools including Linguistics page under the Examination Regulations. (Modern Languages method of assessment B(1), with the exception that the prescribed word limit is 8,000-10,000 words, due to the space needed for citing data).

Timetable: It is vital to begin planning the project during the second year, including arranging for ethical approval, if required (see below). This involves discussing the proposed topic with the college tutor, with the project supervisor, and with the course co-ordinator. Once a topic has been provisionally agreed upon, it must be approved by the Faculty of Linguistics, Philology and Phonetics.

To apply for project approval, you must submit, through your college, to the Director of Undergraduate Studies of the Faculty of Linguistics, Philology, and Phonetics:

- a completed **Linguistic Project Topic Approval form** [DOC/PDF], including a signed statement from the project supervisor and a signed statement by a college tutor;
- a brief description of the project (about 50 words);
- a statement regarding ethical approval.

The official deadline for submitting the topic for approval is Wednesday of 2nd Week of Michaelmas Term in the academic year of the examination; however, **students are strongly encouraged to submit their proposals for approval by the beginning of Trinity Term of the second year**.

Ethical approval: If the research involves human subjects, **ethical approval must be secured before the research can begin** (please refer to the Decision Flowchart for CUREC to see whether ethical approval is needed). This is done via ethical review and approval from CUREC, the Central University Research Ethics Committee. For projects in the Humanities and Social Sciences the body to refer to is Social Sciences and Humanities IDREC. Full ethical approval is not normally needed for research with adults who are competent to consent to decide whether or not to participate, and completion of the CUREC/1A checklist will suffice. Research with under-18s, such as school children, will generally require a full CUREC/2 application. The course coordinator can assist with this process. It should be noted that an application for approval of such a project will take some time to draw up and be considered by CUREC, and it may be necessary to make subsequent revisions to the research plan. You should allow **at least six weeks** for approval. For more information, see the CUREC website and the Guidance for Linguistic Research document, or contact the Director of Undergraduate Studies.

Travel risk assessment: One of the points raised in the CUREC checklist is that students who travel abroad to do their fieldwork must complete a travel risk assessment form and that it may be necessary for the travel/fieldwork to be covered by the University's travel insurance. Students intending to choose the Linguistic Project as one of their options are asked to raise this issue with the College tutor or their Year Abroad Officer.

Format: The submission must be typed in double spacing on one side of A4 paper, and should be bound or held firmly in a stiff cover. (Be sure to leave a left margin of at least 3 cm, sufficient to accommodate binding.) Details of all references used and cited should be included in the bibliography. The word count is exclusive of footnotes and bibliography. It is understood informally that extensive textual material may be placed in appendices (on the model of the ML Paper XIV Extended Essay).

Submission: The completed Linguistic Project report should be submitted by hand to the Examination Schools by noon on the Friday of the 9th Week of Hilary Term in the year of the examination. You should submit two copies of the essay and identified by your candidate number only (see the sample cover page below), retaining a third copy for yourself. The copies should be placed in an envelope addressed to the Chair of

Examiners of your Honours School, and should include, under separate cover, a declaration certifying that the project is your own work and has not already been submitted, either wholly or substantially, for a degree in this university or elsewhere (see the sample declaration below). Candidates will be issued with a receipt which they should retain until the examination is completed. For more information, consult the Examination Regulations.

- Sample cover page (DOC)
- Sample declaration (DOC)

Suggested timetable at a glance:	
Discuss and outline topic with potential supervisor	Hilary Term of 2nd Year
With supervisor approval, apply to the Faculty for project approval (and to CUREC for ethical approval, if needed)	Beginning of Trinity Term of 2nd Year
Data gathering plan and plan for analysis; if needed, ethical approval secured	End of 2nd Year
Gathering data and analysis	Long Holiday and Year Abroad
Official deadline for project approval (and fully-secured ethical approval, if needed)	Wednesday of 2nd Week, Michaelmas Term of final year
First draft ready for submission to supervisor	End of Michaelmas Term of final year
Submission of project	Noon, Friday of 9th Week, Hilary Term of final year

You can also refer to the Descriptors for the Linguistic Project to see the criteria against which your report will be evaluated: these are reported in Section 9.

8.9 Papers E1 and E2 ('Bridge' Papers) – History and Structure of the language

For details relating to specific languages, consult the relevant Modern Languages FHS Handbook for that language: https://weblearn.ox.ac.uk/portal/site/:humdiv:modlang

History of a Modern European language

The history of the language is studied. In some languages this includes close study of specific periods. Students study the methodology available for reconstructing earlier stages of their language, and apply this to investigate the pattern of development in its sound and grammatical systems. Teaching is predominantly done through tutorials, although there are also a small number of specific lectures each year.

In Medieval and Modern Greek there is an alternative option in the modern dialects of Greece.

Structure of a Modern European language

This paper involves the study of the linguistic analysis of the contemporary language. Students are expected to be familiar with ways of analysing and describing the phonetics, phonology, morphology, syntax and semantics of the language in question.

There will also be the opportunity to look at language variation both in terms of context (pragmatics) and social factors (sociolinguistics). The precise balance of these elements varies from one language to another, and in some cases there may also be scope to study stylistics and discourse analysis. Although this paper is not primarily concerned with historical changes, these may also be studied when they throw particular light on a specific synchronic issue. Teaching is through both lectures and tutorials, with additional classes in phonetic transcription in some languages (French). In German, an alternative syllabus is concerned with the description of Old High German, while in Russian there is an alternative option in Old Church Slavonic.

8.10 Papers F – Special Subjects in Linguistics

A number of other papers (which are listed under 'Special Subjects' and published by ML on Weblearn) are also available. The list is reviewed and published each year on Friday of week 5 of the Trinity Term of the preceding academic year (i.e., in TT 19 for 2019-20, and so on) and can be found here:

https://weblearn.ox.ac.uk/access/content/group/modlang/general/exams/special%20subjects/Paper%20XII%20Special%20Subjects%20for%202017%20by%20language.pdf

Among these, the following have been available in recent years: Morphology, Romance Philology and Linguistics.

Morphology

Morphology explores the matches, and sometimes very surprising mismatches, between the internal structure of words and the grammatical and lexical meanings that words express. The course pays particular attention to what language change can tell us about the organization of morphology.

Paper Convenor: please consult the FHS page, which is updated before the start of each academic year: http://www.ling-phil.ox.ac.uk/fhs_linguistic_papers

Prerequisites: Attendance at the four Morphology lectures given in the second half of Hilary Term as a part of the Grammar lecture series is desirable but not essential.

Lectures and tutorials: This option is taught through a combination of lectures and tutorials. FHS Morphology lectures are held in Hilary Term. Attendance at FHS lectures is a mandatory requirement before/during tutorials for this paper. All tutorials for the option must be taken in the same year, either the second year or the final year.

Method of Assessment: three-hour unseen written paper (Modern Languages method of assessment A).

Romance Philology and Linguistics

Romance Philology and Linguistics explores the history and diversification of the family of languages into which Latin developed. These will include comparison of the grammar (morphology, phonology, and syntax) and lexicon of different Romance languages, exploration of their historical development, and examination of some lesser-known Romance varieties, as well as discussions of classification and typology of the Romance languages.

Paper Convenor: please consult the FHS page, which is updated before the start of each academic year: http://www.ling-phil.ox.ac.uk/fhs_linguistic_papers

Prerequisites: Knowledge of at least one Romance language (e.g., French, Spanish, Portuguese, Italian) and a willingness to acquire some familiarity with at least one other. A knowledge of Latin is useful but not indispensable.

Lectures and tutorials: This option is taught through a combination of lectures and tutorials. The main body of FHS Romance Linguistics and Philology lectures are held in Michaelmas and Hilary Terms, and tutorials are usually held in Hilary Term. Attendance at all FHS lectures in the subject is a mandatory requirement before/during tutorials for this paper.

Method of Assessment: three-hour unseen written paper (Modern Languages method of assessment A).

8.11 Choosing FHS papers

Lectures for linguistics subjects are spread throughout the academic year, and some of them are regularly spread across two or even three terms. Where possible, students should attend relevant lectures for their options from the very first term of the course, even if they will not be having tutorials until later in the year or even in their final year. Students are advised not to assume that they will have time to attend all the lectures in their final year! The College LOT will be able to advise on which lectures to attend at what stage in the course, depending on the choice of options: however, it is the students' responsibility to ask for that advice.

Though the Faculty endeavours to provide tuition for all options every year, the availability of some options depends on staff availability, and cannot be guaranteed. Students are advised to include fallback options in their tutorial planning in case any of the planned options are not available in that year.

The combination of papers that students wish to take needs to be decided in consultation with the College LOT. Once students have received their LOT's approval, they can sign up to given tutorials. The name of the convenor for each paper is given with the information about that paper. Official contact with the convenor concerning teaching should be made through the College LOT. To sign up for (i.e. register their wish for) tuition in any of these papers, students can use the on-line sign up system, which can be accessed from the Faculty's webpage (listed in the left hand side column 'FHS tutorial sign up system') http://www.ling-phil.ox.ac.uk/ugrad_intro

It is often more efficient for everyone concerned than a chain of individual emails, but please be advised that the tutorial sign-up system is meant as a way of assessing demand for tutorials and as one mechanism for putting students in touch with the relevant tutor. It does *not* constitute "enrolment" in a tutorial and some tutors eschew its use entirely.

8.12 Offering feedback on teaching

The Faculty of Linguistics, Philology and Phonetics greatly values the feedback that students offer on the teaching they receive. Lecture and Class/Tutorial feedback forms are available online on Weblearn (at the top of the page, immediately under the 'Undergraduate' banner):
https://weblearn.ox.ac.uk/portal/site/:humdiv:linguist

It is important that students take the time to offer their reflections on aspects of the teaching that were problematic, but also on those that worked. A possibility to fill these forms in arises at the end of each term, when the series of lectures and tutorials can be evaluated as a whole. Students should make sure that whenever a lecture series is delivered by more than one person one feedback form is filled in per lecturer.

However, if students have any issues with teaching or supervision, they need to raise these as soon as possible so that they can be addressed promptly. Details of who to contact are provided below in section 10.

Students on full-time and part-time 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: www.ox.ac.uk/students/life/feedback

8.13 Reading Lists

The reading list for Paper A is, as mentioned in section 8.1, available on Weblearn, together with a digital version of all the readings.

For each of the other FHS options, required and suggested readings are made available on Weblearn together with all teaching materials related to that paper. Students are referred to the individual entries for each paper on Weblearn.

9. Assessment

9.1 Introduction

All FHS papers (except for the Linguistic Project) are assessed via exams. The exams take place in the second half of Trinity Term: the dates are set by the end of Hilary Term and posted in the Examination Schools, in Colleges, and in the Taylor Institution. Students also receive two letters from the Chair of FHS Examiners in Hilary Term, with detailed instructions on both content of exams and conduct. These are also published on Weblearn, and can be found here: https://weblearn.ox.ac.uk/portal/site/:humdiv:modlang

For further information on exam timetable, students are referred to the Oxford Students website: https://www.ox.ac.uk/students/academic/exams/timetables?wssl=1
The tutorial system ensures continuous opportunities for feedback throughout the year. It is therefore of the utmost importance that students make the most of their tutorials or classes by doing all the work that is set for them. Preparation for classes and tutorials is crucial, as is all the background work for essays (e.g. doing all the relevant readings, planning and structuring the content of the essay, and ensuring that enough time is set aside to write the essay by the given deadline). Likewise, students need to engage closely with exercises and allow enough time to think about possible ways of interpreting and analysing the data.
Tutors mark essays and exercises and offer feedback both at the individual and collective levels, making suggestions for areas needing improvement. The feedback offered on written work and during the tutorials and classes make up the formative assessment, which supports students in their progress. Furthermore Colleges may choose to have

Collections, i.e. trial exams that offer students the opportunity to familiarise themselves with the structure and format of the final exams. Their function is purely formative, and the marks obtained serve as an indication of the extent of students' progress. Collections are purely a College decision and responsibility, and each College may make different decisions: College LOTs will be able to offer advice on this matter.

9.2 Examination conventions

Examination conventions are the formal record of the specific assessment standards for the course or courses to which they apply. They 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, scaling of marks, progression, resits, use of viva voce examinations, penalties for late submission, and penalties for over-length work.
Examination regulations and conventions can be found here:

https://weblearn.ox.ac.uk/portal/site/:humdiv:modlang

These are updated yearly, usually after the beginning of each academic year. It is therefore advisable to check for the current set at the beginning of Hilary Term of the final year.

Duplication of material in examinations: Students are also reminded that they are forbidden to repeat or reuse material in answering more than one examination question, either within the same examination or in two different examinations. However, it is likely, indeed expected, that there will often be overlap between material studied for different papers, for example the FHS General Linguistics paper (Paper A) and the various Linguistics Option Papers and the Linguistic Project, as well as papers in the history and structure of particular languages (Papers E) and the extended essay. In light of this, students are reminded that they may make use of any relevant material in answering questions on these papers, but can only use the material once. In particular, students *may* choose to answer questions within the same area of linguistics in more than one paper: for example, a student is permitted to answer questions on Phonetics or Phonology in the General Linguistics paper, even if the student has also chosen the Phonetics and Phonology Special Option paper, as long as no material is reused. To provide a concrete example: a candidate who answers a question on the analysis of French nasal vowels by reference to an autosegmental phonological framework could not also answer a question on autosegmental phonology by reference to French nasal vowels in the same or any other paper. However, such a candidate would be free to answer about other areas of phonology or other data in the same or other papers.

9.3 Marking descriptors

The criteria used when marking exams are also found on the same page: https://weblearn.ox.ac.uk/portal/site/:humdiv:modlang (under 'Marking Descriptors for the FHS of Modern Languages'; to see those specific to Linguistics, please scroll down to the page entitled 'Answers in Linguistics Papers'). It is a good idea for students to familiarise themselves with the contents of this document and ask their Linguistics tutors for any clarification that may be needed. There is a set of descriptors specific to the

Linguistic Project, and it can be accessed here, scrolling at the very end of the page: http://www.ling-phil.ox.ac.uk/ling_project

9.4 Good academic practice and avoiding 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.

Some guidance on plagiarism can be found on the Oxford Student's website:

www.ox.ac.uk/students/academic/guidance/skills/plagiarism

as well as on the Education Committee's pages:

http://www.admin.ox.ac.uk/edc/policiesandguidance/pgexaminers/annexef/

Further guidance on study skills and training can be found here:

https://www.ox.ac.uk/students/academic/guidance/skills?wssl=1

A wide range of information and training materials are available to help you develop your academic skills – including time management, research and library skills, referencing, revision skills and academic writing - through the Oxford Students website http://www.ox.ac.uk/students/academic/guidance/skills

9.5 Entering for University Examinations

Students need to register for their examinations, and this is done via their College. Students are referred to the Oxford Students website for examination entry and alternative examination arrangements:

https://www.ox.ac.uk/students/academic/exams?wssl=1

Information on (a) the standards of conduct expected in examinations and (b) what to do if you would like examiners to be aware of any factors that may have affected your performance before or during an examination (such as illness, accident or bereavement) are available on the Oxford Students website:

www.ox.ac.uk/students/academic/exams/guidance

9.6 Examiners' report

Each year at the end of the examinations, examiners compile reports with details of the performance in each paper, with reference to, among other things, the spread of answers, the elements that marked a 'good answer', possible mistakes that were made reading the instructions or the rubric, etc. These are then published on Weblearn. A comprehensive list, including previous years' reports, can be found on Weblearn:

https://weblearn.ox.ac.uk/portal/site/:humdiv:modlang/page/3c48ae50-9def-4e2f-8f77-7f70fe7581ce?sakai.state.reset=true

10. Complaints and academic appeals

The University, the Humanities Division and the Faculty of Linguistics, Philology and Phonetics 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, you are strongly advised to communicate it as soon as possible so that it can be addressed promptly. 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 (once elected their names will be published on the Linguistics Weblearn homepage, under 'Prelims: General Information').

10.1 Complaints: how to proceed

If your concern or complaint relates to teaching or other provision made by the faculty/department, then you should raise it with Director of Undergraduate Studies (check on the Faculty's website for contact details http://www.ling-phil.ox.ac.uk/ugrad_intro). Complaints about departmental facilities should be made to the Faculty Administrator (Mrs Jane Cunning). If you feel unable to approach one of those individuals, you may contact the Chair of the Faculty. 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 one of the college officers, or Senior Tutor. Your college will also be able to explain how to take your complaint further if you are dissatisfied with the outcome of its consideration.

10.2 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.

If you have any concerns about your assessment process or outcome it is advisable to discuss these first informally with your subject or college tutor, Senior Tutor, course director, director of studies, supervisor or college or faculty administrator as appropriate. They will be able to explain the assessment process that was undertaken

and may be able to address your concerns. Queries must not be raised directly with the examiners.

If you still have concerns you can make a formal appeal to the Proctors who will consider appeals under the University Academic Appeals Procedure (https://www.ox.ac.uk/students/academic/complaints).

11. Student Welfare

It is essential that, should the need arise, students know who they can turn to for support. Colleges have a very strong network of pastoral and academic support, and are usually the students' first port of call. Every college has their own systems of support for students, so students are referred to their College handbook or website for more information on who to contact and what support is available.

In case of illness or if students are unable to attend lectures, classes and/or tutorials, they need to let the relevant lecturer and/or tutor know. This is especially important for classes and tutorials: the tutors will be able to offer advice on the best way to catch up on missed work and/or content of the classes/tutorials.

There is also a wide range of sources of support available more widely in the University: details of these are available from the Oxford Students website (www.ox.ac.uk/students/welfare), including in relation to mental and physical health and disability.

The University has a wide range of policies and regulations that apply to students. These are easily accessible through the A-Z of University regulations, codes of conduct and policies available on the Oxford Students website
www.ox.ac.uk/students/academic/regulations/a-z

11.1 Committees

A further way for students to make their views and opinions known to the Faculty is through their student representatives. These are elected at the very beginning of the year, and have the chance to have regular meetings with the DUS, as well as attend both Faculty Board and Faculty meetings.

The meeting with the DUS is held jointly by all student representatives (i.e. both Prelims and FHS), who form the Undergraduate Joint Consultative Committee (JCC), and happens once a term, usually on Thursday afternoon in week 3. Its remit is the detailed discussion of any student-related matters that are raised by the students themselves. The minutes of the JCC meeting are reviewed at Faculty meeting, where a further opportunity for discussion may arise.

There is a further meeting, the Undergraduate Studies Committee (USC), in which student representatives can contribute to the detailed discussion of issues relating to undergraduate policy and administration. As well as the DUS the meeting includes the coordinators for the three Prelims papers, and it takes place once per term, usually on Thursday afternoon in week 1. The minutes of the USC meeting are reviewed by Faculty Board.

11.2 Facilities
11.2.1 Libraries
Oxford meets the needs of its students, academics and the international research community with a wide range of library services provided by more than 100 libraries, making it the largest library system in the UK.

For Modern Languages and Linguistics, the main lending library is the Taylor Institution Library, on St Giles. For general information and opening hours see here: http://www.bodleian.ox.ac.uk/subjects-and-libraries/libraries?id=43

For specific information and directions on finding resources, see here: http://www.bodleian.ox.ac.uk/taylor

Guidance on specifically Linguistics resources is available here: http://libguides.bodleian.ox.ac.uk/linguistics

Additionally, each College has their own library, and students are referred to their College handbooks for further details.

11.2.2 Laboratories
The Faculty has two laboratories, *The Language and Brain Laboratory* and *The Phonetics Laboratory*.

The Language and Brain Laboratory was established in 2008 as part of the Faculty of Linguistics, Philology and Phonetics. It is an active research laboratory covering all aspects of linguistics, including phonology, morphology, syntax and semantics. Research members in this laboratory are engaged in theoretical as well as experimental research covering psycholinguistic and neurolinguistic methodology. Information on its current and past members, research being carried out and news and events can be found here: http://brainlab.clp.ox.ac.uk/

The Phonetics Laboratory was established as an independent department of the University in 1980, and has been considerably expanded since. In 2008, the Laboratory was one of the units that contributed to the formation of a new Faculty of Linguistics, Philology, and Phonetics, of which it is now a constituent part. It occupies the basement of 41 Wellington Square. The experimental area consists of a small recording studio, an acoustics and perception laboratory, a physiology laboratory, and a speech processing laboratory. Information on its current and past members, research being carried out and news and events can be found here: http://www.phon.ox.ac.uk/about

11.2.3 IT services
The University offers centralised IT services to help with anything IT-related. Students can find a comprehensive list of activities and details here: http://www.it.ox.ac.uk/

Furthermore, each College has their own IT Department, who can offer immediate help and assistance in College. Once again students are referred to their own College handbook.

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NB: WHEN DRAWING UP THIS HANDBOOK WE HAVE TRIED TO BE AS ACCURATE AND CLEAR AS POSSIBLE, BUT REMEMBER THAT IT IS ONLY AN INFORMAL GUIDE. THE REVISED EDITION OF THE UNIVERSITY'S *EXAMINATION DECREES AND REGULATIONS* WILL BE THE OFFICIAL AUTHORITATIVE SOURCE OF INFORMATION AND YOU SHOULD CHECK ALL DETAILS IN YOUR COPY OF THAT PUBLICATION. SEE THE RELEVANT ENTRY UNDER 'LINGUISTICS IN ALL HONOUR SCHOOLS INCLUDING LINGUISTICS':

http://www.admin.ox.ac.uk/examregs/searchresults/?search%5Btype%5D=subject&search%5Bstudent_type%5D=undergraduate&search%5Bcourse%5D=Linguistics+in+all+Honour+Schools+including+Linguistics&search%5Bstart_date%5D=&search%5Bend_date%5D=&search%5Btopic%5D=-

COURSES AND REGULATIONS ARE CONSTANTLY UNDER REVIEW, SO ALWAYS CHECK ALSO WITH YOUR COLLEGE TUTOR TO CONFIRM WHAT IS WRITTEN HERE. IN ADDITION, DO NOT HESITATE TO ASK FOR CLARIFICATION ABOUT THE COURSE FROM ANY MEMBER OF THE FACULTY WHO IS LECTURING TO YOU OR TUTORING YOU; WE WILL ALWAYS DO OUR BEST TO HELP.

Sandra Paoli, Director of Undergraduate Studies, October 2016