Linguistics and English Language Honours Handbook

2013-14

Honours Convenor:
Professor Heinz Giegerich (heinz.giegerich@ed.ac.uk)

Honours Secretary:
Ms Frankie Anderson (frankie.anderson@ed.ac.uk)

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Department of Linguistics and English Language
School of Philosophy, Psychology and Language Sciences
University of Edinburgh
1. General Information

This booklet is intended to augment the University’s online Degree Regulations and Programmes of Study (DRPS), which contain authoritative descriptions of all courses and degree structures; it does not fully reflect all the regulations contained in DRPS and is therefore not a substitute for that set of online documents.

For personal advice regarding your study at Honours level you should as always turn to your Personal Tutor in the first instance, especially if s/he is a member of this department. In addition, the LEL Honours Convener (Professor Heinz Giegerich, heinz.giegerich@ed.ac.uk), will be happy to give advice and to answer questions about courses and curricula.

Welcome to Honours Meeting

A Welcome to Honours meeting will be held on Monday 16th September, at 1 pm (3rd year students) and 1.30 pm (4th year), in room 3.10/3.11 Dugald Stewart Building. All students intending to take one or more 3rd or 4th level courses in English Language or Linguistics must attend this meeting. Semester 1 Honours courses begin on Monday 16th September (i.e. in some cases in the morning before the Welcome Meeting!).

Innovative Learning Week:
There will be an extra week of teaching in Semester 2: Innovative Learning Week, 17th – 21st February 2014. Normal teaching slots will be suspended and in their place will be a range of other activities such as master classes and research days.

More information will follow nearer the time so please check the School website where details will be available:

2. Honours Courses in Linguistics and English Language

Within the department of Linguistics and English Language there are a number of Honours degree programmes: for example Honours in English Language, Honours in Linguistics, and Honours in English Language and Linguistics. In addition we have a number of Combined Honours degrees involving Linguistics or English Language and another subject. Such degrees are always run by the first-named subject area; e.g. ‘Honours in French and Linguistics’ is run by French (within LLC).

Accordingly the list of Honours courses offered by the department can be roughly divided into English Language courses and Linguistics courses, although obviously many courses will figure in both sections. Some Honours courses may have the completion of others as prerequisites: such prerequisites are indicated in the detailed course descriptions below. Note that we do not distinguish between third and fourth year courses: any course can in principle be taken by third and fourth year students alike. Note also that the Core courses stipulated for individual curricula do not all have to be taken in year 3: you may spread them over the two Honours years in any way you like.

The tables below list the courses currently offered at Honours level in Linguistics and English Language. Courses offered in 2013-14 are in the first table. Courses which we hope – but cannot in any way guarantee – to offer in 2014-15 are in the second table. Note that a number of our courses are offered in alternate years, such that for example First Language Acquisition normally alternates with Second Language Acquisition. When choosing your courses for your third year of study you should therefore carefully consider whether 2014-15 will give you another chance to take a given course that might interest you: this course may not be available in your fourth year.

All courses are weighted at 20 credits. Students take 120 credits in any one academic year. (In fourth year, 40 of these 120 credits are taken up by the Dissertation.)
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<tr>
<th>ENGLISH LANGUAGE</th>
<th>LINGUISTICS</th>
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<td><strong>English Language Core: Structure</strong></td>
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<td>1 Phonological Theory &amp; English Phonology</td>
<td>1 Honours Foundation: Phonology and Phonetics</td>
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<td>1 Syntactic Theory and English Syntax</td>
<td>1 Lexical Semantics</td>
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<td>2 English Word-Formation</td>
<td>1 Syntax: Theory &amp; Practice</td>
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<td><strong>English Language Core: History</strong></td>
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<td>1 Middle English</td>
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<td>1 Reading Old English</td>
<td>1 Sociolinguistics</td>
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<td>2 Early Germanic Dialects</td>
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<td><strong>English Language Options</strong></td>
<td><strong>Linguistics Options</strong></td>
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<td>1 English Grammar: A Cognitive Account</td>
<td>1 Computer Programming for Speech and Language Processing</td>
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<td>1 Global Englishes</td>
<td>1 Origins and Evolution of Language</td>
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<td>1 Lexical Semantics</td>
<td>1 Speech Processing</td>
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<td>1 Scots and Scottish English</td>
<td>1 Statistics and Experimental Design</td>
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<td>2 Advanced Topics in Phonetics: Speech Production &amp; Speech Perception</td>
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<td>2 Corpus Linguistics</td>
<td>2 Child Bilingualism: Language and Cognition</td>
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<td>2 Current Issues in Morphology</td>
<td>2 Computational Phonology</td>
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<td>2 Corpus Linguistics</td>
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<td>2 Dialects of English in Britain and Ireland</td>
<td>2 Current Issues in Morphology</td>
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<td>2 Figurative Language</td>
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<td>2 Simulating Language</td>
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<td>2 Sociolinguistics of Bilingualism</td>
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1 and 2 = semester the course will run in
Honours courses planned for 2014-15

We hope to offer the courses listed below in 2014-15 but please note that we are unable to guarantee this. On the other hand we may be able to offer courses not here listed. Therefore treat this table as a rough planning guide only.

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3. Honours Degrees in Linguistics and English Language

The department offers the Honours degree programmes described below. The entry qualifications for these degree programmes are as follows.

Entry into Honours in any of LEL’s degrees requires (1) an *average* of 50% across all obligatory LEL2 courses, achieved at the first attempt, (2) a minimum of 40% in each obligatory LEL2 course, achieved at the first or second attempt.

Obligatory LEL2 courses are, for example, LEL2 A, B, C, D for Honours in Linguistics, in English Language, and in Linguistics and English Language; LEL2 A, C for Honours in English Language and Literature; LEL2 A, D for Honours in Philosophy and Linguistics. For details refer to the Programme Table of the degree in question:
http://www.drps.ed.ac.uk/13-14/dpt/drps_ppl.htm
The regulations regarding Core and Option course choices in different Honours degrees, stated below in this section, have been simplified and differ slightly from those in place last year. Students entering 3rd year must follow the new regulations. Students entering 4th year should also follow the new regulations, but are free to follow the old version if they so wish.

**Single Honours in Linguistics**
Over the two Honours years, you take ten courses (six in year 3 and four in year 4) and write a Dissertation in year 4. Of these ten courses, two must be taken from **Linguistics Core: Structure** and two from **Linguistics Core: Other**. Five more courses may be chosen from anywhere in the Linguistics column, core or options; and one more course may be chosen from anywhere in the Linguistics and English Language columns.

**Single Honours in English Language**
Over the two Honours years, you take ten courses (six in year 3 and four in year 4) and write a Dissertation in year 4. Of these ten courses, two must be taken from **English Language Core: Structure** and two from **English Language Core: History**. Five more courses may be chosen from anywhere in the English Language column, core or options; and one more course may be chosen from anywhere in the English Language or Linguistics columns.

**Single Honours in English Language and Linguistics OR Linguistics and English Language**
Over the two Honours years, you take ten courses (six in year 3 and four in year 4) and write a Dissertation in year 4. Of the ten courses, one each must be from **‘Linguistics Core: Structure’**, **‘English Language Core: Structure’**, **‘Linguistics Core: Other’** and **‘English Language Core: History’**. The remaining six courses are chosen from anywhere in the English Language and Linguistics columns.

**Combined Honours involving a Modern Language and Linguistics**
In these degrees, the two Honours years are treated separately. You will be abroad during year 3, and during that time you will need to complete 40 credits of work for Linguistics which will count towards your final degree classification (see the ‘Year 3 work’ section below for details of this). In year 4, you must take three courses in Linguistics. They may be chosen from anywhere in the Linguistics column.

If you are studying a Modern European Language and Linguistics, you can choose to write a dissertation for Linguistics, but the regulations for this are quite precise; they are explained in the ‘Year 3 work’ section below. If you are considering writing a dissertation for Linguistics, you will need to make this decision around the Easter break of your second year, and inform the LEL International Coordinator and the LEL UG office (you will be given details about this at the appropriate time). If you do not inform us that you will be writing a dissertation for LEL at this point then we will assume that you will not write a LEL dissertation. If you are studying Japanese or Chinese and Linguistics, it is not possible to write a dissertation for LEL.

**Combined Honours involving a Modern Language and English Language**
In these degrees, the two Honours years are treated separately. You will be abroad during year 3, and during that time you will need to complete 40 credits of work for English Language which will count towards your final degree classification (see the ‘Year 3 work’ section below for details of this). In year 4, you must take three courses in English Language. These may be chosen from anywhere in the English Language column.

If you are studying a Modern European Language and English Language, you can choose to write a dissertation for English Language, but the regulations for this are quite precise; they are explained in the ‘Year 3 work’ section below. If you are considering writing a dissertation for English Language, you will need to make this decision around the Easter break of your second year, and inform the LEL International Coordinator and the LEL UG office (you will be given details about this at the appropriate time). If you do not inform us that you will be writing a dissertation for LEL at this point then we will assume that you will not write LEL dissertation. If you are studying Japanese or Chinese and English Language, it is not possible to write a dissertation for LEL.

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**Year 3 work for students taking a Modern Language and Linguistics or English Language**
If you need to go abroad as an obligatory part of your degree programme, you will need to complete 40 credits’ worth of work for LEL while you are abroad, and the marks for this work will count towards your final degree classification, like all Honours marks. You will also need to do work for your other subject while abroad (and you should check with your other subject area about this). The regulations are not the same for all Language and LEL degrees, so you should check with your Personal Tutor or the LEL International Coordinator to make sure that you are aware of the regulations which apply to you. The following is a brief summary of the regulations which will be applicable to most students who go abroad as an obligatory part of their degree:

- If you are combining Linguistics or English Language with a Modern European Language (apart from Russian), the normal expectation is that you will go to a university and will study appropriate courses in Linguistics or English Language during your year abroad. Your place abroad may be arranged by the Division of European Languages and Cultures or by LEL (we both have exchange schemes), but you must discuss your choice of place with the LEL International Coordinator (and with your other subject area). You must also agree the courses that you study while abroad with the LEL International Coordinator before you register for them (see the section below on ‘which courses should you take while abroad’ for some advice on this). Course selection is normally done before you go abroad, but it is also possible to do it by email when you are abroad. The marks for these courses will be converted into Edinburgh marks using the Edinburgh marking scheme once you have returned and will be credited to you during your fourth year. LEL uses the scheme described in the DELC handbook to convert marks. In you are combining Linguistics or English Language with Russian, you will need to write a Long Essay on an appropriate topic for LEL instead of studying for credit while abroad; this will also be possible for those combining LEL with another European Language if no suitable courses are available to you, or you need to take a job while abroad, rather than study (see below for details of the Long Essay).

- If you are studying Chinese and Linguistics or Japanese and Linguistics, your placement abroad will be arranged by the Department of Asian Studies. You will be required to write a Long Essay on an appropriate linguistic topic (see below for details of the Long Essay).

**Which courses should you take while abroad?**

If you study abroad as part of a degree which combines Linguistics or English Language with a Modern European Language, you should consider these points when choosing courses for LEL:

- you can study courses taught either in the language of the country in which you are studying or in English (NB: courses taught in English will not fulfil the requirements for DELC)
- you should take some courses which deal with linguistic structure (syntax, phonology, morphology, semantics, etc) and some courses which deal with other areas of language study (language history, language acquisition, sociolinguistics etc)
- students sometimes take courses which are labelled as ‘Masters’ level – although these can have quite a high intellectual level, students typically prosper on them, so don’t be afraid of taking at least some courses at this level
- you may need to be quite inventive about which courses to take while abroad, and you should make sure that you consider all the options available to you – this might mean taking courses in a Linguistics department, in an English department, in a foreign language department, or even in other departments (or sometimes even at a different university in the same city)
- if you find a course which you would like to be able to take but are told (by your host university) that you are not able to take it, don’t give up! – it is often possible to persuade the host university to allow you to take it; if this occurs, contact the LEL International Coordinator immediately
Writing a dissertation for LEL

If you are studying Combined Honours in a Modern European Language (taught in the Division of European Languages and Cultures) and either Linguistics or English Language, you can normally choose to write a dissertation for LEL. You must make this choice around the Easter break of your second year (you will be notified of the precise time by email). If you do not inform us that you will be writing a dissertation for LEL at this point then we will assume that you will not write a LEL dissertation. If you choose to write a dissertation for LEL, this will allow you to weight your degree slightly more towards Linguistics or English Language. The following points should be noted about this option:

- you can only write a dissertation for LEL if you study at a European university during your year abroad and return marks for credit
- if you write a LEL dissertation, your degree will be classified, at the end of your 4th year, on the basis of 120 credits from DELC and 120 credits from LEL
- if you do not write a LEL dissertation, your degree will be classified, at the end of your 4th year, on the basis of 140 credits from DELC and 100 credits from LEL
- if you write a dissertation for LEL, it will be worth 40 credits, like all LEL dissertations; most of the work on the dissertation will be carried during your 4th year, but the marks for it will be spread over your 3rd and 4th year
- if you write a dissertation for LEL, 20 of the 40 credits' work that you need to complete for your 3rd year will come from courses that you take at an overseas university, and the other 20 credits will come from the work that you do for your dissertation (the dissertation will not be marked until the end of your 4th year, however); the other 20 credits for the dissertation will be attributed to your 4th year work
- if you do not write a dissertation for LEL, the marks for all 40 credits that you need to return for LEL will come from courses that you take at an overseas university (or, in some cases, from the mark for a Long Essay)

Writing a Long Essay while abroad

If you are required to write a Long Essay while you are abroad, you must discuss a topic before you go abroad, at the end of your second year. You will be assigned a supervisor to help you with your Long Essay and you must keep in touch with them (most likely by email) while you are abroad. Your supervisor will offer advice and guidance on how to approach your topic and on suitable reading. They will be able to read and comment on draft sections of the essay, but will require reasonable time to do this. They will not proof-read your essay for you, however. NB: It is your responsibility to stay in touch with your supervisor - supervisors will not chase you up if you fail to keep in touch.

The word limit for the Long Essay is **8,000 words**. The deadline for submission is 4pm on the Monday of Week 3 of the first semester of your fourth year of study.

You must follow this procedure if you are writing a Long Essay while abroad:

1. Attend the meetings about going abroad around the Easter break of your second year, as advertised by email.
2. Submit a preliminary discussion of a topic for your Long Essay (around 100 words) during May.
3. Cooperate in fixing the topic and arranging a supervisor (LEL’s International Coordinator will help you with this), and then make sure you get any necessary reading before you leave Edinburgh.
4. Around the start of semester 1 of 3rd year (deadline: 15th October or first working day afterwards) – submit a draft title and draft table of contents for the Long Essay. If you miss this deadline, 5 marks will be deducted from the final mark for the essay.
5. At the end of semester 1 of 3rd year (deadline 15th December or first working day afterwards) – submit a draft section/chapter outlining the approach that you are taking in the essay and your current table of contents. If you miss this deadline, 5 marks will be deducted from the final mark for the essay.
6. At end of semester 2 of 3rd year (deadline 15th March or first working day afterwards) – submit a further draft section/chapter. If you miss this deadline, 5 marks will be deducted from the final mark for the essay.
7. Submit the final version of your essay by the deadline (4pm on the Monday of Week 3 of the first semester of your fourth year of study). If you miss this deadline, the normal LEL mark-deduction policy will apply.

This is the minimum that you must do: you can work faster than this! However, you must stay in touch with your supervisor to make sure they know how you are proceeding. You should expect to be in touch with your supervisor at least once each month that you are abroad. You are expected to be working on your Long Essay throughout your third year. Your supervisor will be available for consultation during the two semesters of your third year, but will not be available for considerable consultation during the summer months (June, July, August). You should expect to have finished most of the work on your essay before June.

Remember: It is your responsibility to stay in touch with your supervisor.

Other Combined Honours degrees involving Linguistics
These degrees require that one course is chosen from Linguistics Core: Structure, one course from Linguistics Core: Other, two further courses from anywhere in the Linguistics column, and typically one further course (although most degrees allow variation here) from anywhere in the Linguistics or English Language columns. The Dissertation is written in year 4. Consult the relevant online regulations and your Personal Tutor for further details.

Other Combined Honours degrees involving English Language
Over the two Honours years, these degrees require that one course is chosen from English Language Core: Structure, one course from English Language Core: History, two further courses from anywhere in the English Language column, and typically one further course (although most degrees allow variation here) from anywhere in the Linguistics or English Language columns. The Dissertation is written in year 4. Consult the relevant online regulations and your Personal Tutor for further details.

Important Notes:
- The brief descriptions given here merely summarise, and occasionally simplify, the principal features of the Honours degrees involving English Language and Linguistics. They do not fully reflect all the regulations as set out in DRPS and are therefore not binding. Furthermore, these descriptions are based on the current (2013-14) DRPS entry, and are therefore for guidance only: students must consult their Personal Tutors on specific curricular matters when enrolling for next session.
- It is the responsibility of the student and the Personal Tutor to ensure that the correct number of English Language and/or Linguistics courses is taken in each of the Honours years, and that the required number of Core courses is taken.
- Students expecting to choose an experimental or survey-based topic for their Dissertation are normally required to take Statistics and Experimental Design.

4. Dissertation
All Single Honours students in English Language and/or Linguistics (as well as some students on Combined Honours degrees), write a 40-credit Dissertation of 7,000 - 10,000 words within English Language and Linguistics.

Choices of possible dissertation topics, allocation of supervisors etc. are discussed in a meeting of all 3rd year Honours students towards the end of 3rd year. It is expected that most topic and supervisor allocation will be completed by the end of 3rd year. During the summer students will wish to read much of the literature relating to their research topic; and formal work on the dissertation commences in semester 1 of 4th year. In the first half of Semester 1 of 4th year, there is also a taught course on research methods. Details of this will be announced nearer the time.

Dissertations are submitted in person – in two bound copies – to the PPLS Teaching Office by 12 pm on Wednesday of Week 11 of Semester 2 (Wednesday 2nd April 2014). Soon after that date the department will hold a Dissertation Conference, where students will give oral presentations of their research. Again, details will be announced nearer the time.

5. Studying abroad on an optional International Exchange
Spending a year abroad as part of your studies can be a fantastic part of your education (and your life), and we very much encourage our students to take advantage of the opportunities to do this. There are two ways in which LEL students can spend a year abroad:

- if you combine Linguistics or English Language with a modern foreign language at Honours, you will be required to go abroad during the third year of your studies as part of your degree; the regulations for this are explained in section 3 above
- if you study Single Honours Linguistics or Single Honours English Language, or Combined Honours English Language and Linguistics (or sometimes even if you combine Linguistics or English Language with another subject) you may be able to study abroad on one of the exchange programmes that the university runs; the regulations for this are explained below

Some further details are available here:  
http://www.lel.ed.ac.uk/study/undergrad/international/

All LEL students who study abroad do this in their third year, and all must do some work which is relevant to their LEL degree programme while abroad. The regulations for the different methods of studying abroad are different, and it is important that you are sure which regulations apply to you. If you are in any doubt, contact the department’s International Coordinator. The information given here does not include all the regulations that you need to know about, and it does not replace or revise any university-wide regulations or guidance. Please note: you will need to make your choices for your fourth year, including a choice of dissertation topic, while you are abroad. The department will contact you, using your Edinburgh email address, about this at the appropriate time.

The Erasmus Exchange Scheme offers students the chance to study at a number of universities in continental Europe. The International Exchange Scheme offers students the chance to study at a number of universities in North America and Australasia. The application processes for these two schemes run during your second year of study, and if you are offered a place, you will be going abroad during your third year. On both of these schemes you spend a whole academic year abroad; returning after only part of a year is possible only in exceptional circumstances. You must pass your courses while abroad, but your marks will not count towards your final degree result. You must agree which courses you take while abroad with LEL; you do not have a completely free choice of anything offered at the university that you are attending, and you should try to take courses which allow you to fulfil the standard Honours requirements for your degree, as explained in this booklet. You should discuss your course choices with the LEL International Coordinator.

Which courses should you take while abroad? Consider these points when making your course choices...

- consult the sections ‘Honours courses in Linguistics and English Language’ and ‘Honours degrees in Linguistics and English Language’ in this booklet
- ideally, you would take courses which are equivalent to the courses which are required for your degree if you were staying at Edinburgh
- no two universities teach exactly the same courses, however, so it’s unlikely that you will be able to do exactly this, but you can normally try to take courses which are broadly equivalent to some of those offered at Edinburgh
- if you take courses which are equivalent to those which are prescribed for your degree while abroad, you will not need to take their equivalents during your fourth year: this means that students can normally fulfil some of the Honours requirements for their degrees while abroad (and thus have more choice of courses during the fourth year)
- sometimes you will need to be quite inventive about which courses to take while abroad, however, and you should make sure that you consider all the options available to you – this might mean taking courses in a Linguistics department, in an English department, in a foreign language department, or even in other departments (or sometimes even at a different university in the same city)
- students going abroad through the Erasmus scheme often end up taking courses which are labelled as ‘Masters’ level – although these can have quite a high intellectual level, students typically prosper on them, so don’t be afraid of taking at least some courses at this level
- it is also fine to take an ‘outside’ course while you are abroad; this might be a course on the language or culture of the country that you are living in, or even something which is entirely
unconnected to Linguistics or English Language; it is sometimes necessary to take an outside course of this type if you are limited by the number of courses which are taught in English.

- if you find a course which you would like to be able to take but are told (by your host university) that you are not able to take it, **don't give up!** – it is often possible to persuade the host university to allow you to take it; if this occurs, email the LEL International Coordinator immediately.

6. Course and Assessment Information

Below is a list of the Honours courses that are offered in the department of Linguistics and English Language in the academic year 2013-14.

Points to note:

- Not all LEL Honours courses run every year: some courses not offered in 2013-14 (and therefore not mentioned below) will probably be on offer again in 2014-2015; others listed here for 2013-14 will not be offered in 2014-15. (See the course overview in section 2 above).
- Some Honours courses have other Honours courses as prerequisites.
- Some Honours courses have LEL2B as a prerequisite.
- **Click on the links to obtain full course descriptions.**

**Courses offered in Semester 1**

**LASC10079 – Computer Programming for Speech and Language Processing**

http://www.drps.ed.ac.uk/13-14/dpt/cxlasc10079.htm

Convenor: Dr Hannah Rohde

**Brief description:**
This course introduces the concept of computer programming and the python programming language. It focuses on how to think about solving problems in ways that can be addressed algorithmically, with examples relevant to speech and language.

**Course work and assessment:**
50% Coursework assignment
50% 2 hour Exam

**Deadline:**
12 noon Thursday 12th December 2013

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**LASC10024 - Dissertation**

http://www.drps.ed.ac.uk/13-14/dpt/cxlasc10024.htm

Convenor: Prof Bettelou Los

**Brief description:**
Independent research on a topic approved by the department, accompanied by a brief research training course

**Course work and assessment:**
Written dissertation (100%)

**Deadline**
12 noon Wednesday 2nd April 2014
LASC10045 – English Grammar: A Cognitive Account

Convenor: Dr Graeme Trousdale
http://www.drps.ed.ac.uk/13-14/dpt/cxlasc10045.htm

Brief description:
This course provides an introduction to aspects of English grammar from the perspective of cognitive linguistics. After a general introduction to principles of cognitive linguistics (particularly, cognitive construction grammar), the first part of the course concentrates on the following topics: categorization, the relationship between syntax and the lexicon, argument structure and clause structure. The second part of the course considers how constructions emerge over time (a process known as constructionalization). Throughout, the focus is on explaining patterns of structure and use in standard and non-standard varieties of spoken and written English, both now and in the past.

Course work and assessment:
Two 1,000 word assignments (each 25%)
2,500 word essay (50%)

Deadlines
Assignment 1 – 12 noon Thursday 17th October 2013
Assignment 2 – 12 noon Thursday 31st October 2013
Essay – 12 noon Thursday 5th December 2013

LASC10029 – First Language Acquisition
http://www.drps.ed.ac.uk/13-14/dpt/cxlasc10029.htm

Convenor: Dr Mits Ota

Brief description:
The aim of this course is to introduce students to the principal findings, concepts and models in the field of first language acquisition. The central question addressed is: How is it that all healthy children acquire language in a relatively short space of time and seemingly without extensive external assistance? Concentrating primarily on phonetics, phonology, morphology and syntax, the course surveys and examines theories that have been proposed to explain the observed developmental phenomena in these domains.

PREREQUISITE:
Student MUST have passed (LEL2A (LASC08017) AND LEL2B (LASC08018)) OR (LEL2A (LASC08017) AND LEL2D (LASC08020)).

Course work and assessment:
Coursework (50%)
Exam (50%)
LASC10056 – Global Englishes

http://www.drps.ed.ac.uk/13-14/dpt/cxlasc10056.htm

Convenor: Dr Claire Cowie

Brief description:
This course provides a description of varieties of English which emerge from multilingual settings. In these contexts English has become a second or additional language, either through histories of colonisation, or slavery/indentured labour. We look at how processes of mass acquisition can produce identifiable non-native or "World" Englishes such as East African English, Indian English, and Singaporean English in the territories of the former British empire, and pidgin and creole Englishes in the former plantation economies or slave-trading bases of the Caribbean or Pacific. In addition to modelling the evolution of these varieties, we learn to describe their phonology and syntax, and explore the cultural role that English plays in the respective countries today. Finally we turn to contexts in which English is learnt as a foreign language, such as China, Japan, Russia. For learners of English in these countries or anyone who must use English in international exchanges, the form, level of proficiency and teaching of "English as a lingua franca" are all key questions in an increasingly heated global debate.

PRE-REQUISITE:
Student MUST have passed (LEL2A (LASC08017) and LEL2B (LASC08018)) OR (LEL2A (LASC08017) and LEL2C (LASC08019))

Course work and assessment:
Assessment 1 is a short essay of 1500 words chosen from a list of topics covered in the first half of the semester. The first assessment counts 30% and allows the student to review literature in preparation for the second assessment.
Assessment 2 is a more in-depth essay of 2500 words which should contain data analysis. The second assessment counts 70%.

Deadlines:
Assessment 1 – 12 noon Thursday 31st October 2013
Assessment 2 – 12 noon Thursday 12th December 2013

LASC10041 - Honours Foundation: Phonology and Phonetics

http://www.drps.ed.ac.uk/13-14/dpt/cxlasc10041.htm

Convenor: Professor Alice Turk

Brief description:
This course covers two general areas:
1) Morphophonology: ways in which phonological processes (final devoicing, vowel harmony, assimilation, and so on) affect the shapes of morphemes in particular languages.
2) Laboratory Phonology: how phonetic evidence can be used to answer theoretical phonological questions.

Course work and assessment:
Morphophonology assignment (1/3)
Laboratory Phonology project and assigned exercises (1/3), Exam (1/3)

Deadlines:
Morphophonology – 11am Monday 4th November 2013
Lab project – 12 noon Thursday 28th November 2013
LASC10011 – Lexical Semantics
http://www.drps.ed.ac.uk/13-14/dpt/cxlasc10011.htm

Convenor: Professor Ronnie Cann

Brief description:
This course looks at a range of issues that have to do with the meanings of words. We explore the nature of sense relations and whether they can furnish us with as theory of word meaning; the differences in meanings expressed by content words and grammatical words; the count/mass distinction in common nouns; the nature of events described by words; argument alternations; decompositional approaches to lexical meaning; anomaly; homonymy, polysemy and vagueness; and the influence of content on the interpretation of words. The course also provides a basic introduction to predicate logic and natural deduction.

Course work and assessment:
A 1500 word project (40%) plus a 3000 word essay (60%)

Deadlines:
Project – 12 noon Thursday 31st October 2013
Essay – 12 noon Thursday 12th December 2013

LASC10009 – Middle English
http://www.drps.ed.ac.uk/13-14/dpt/cxlasc10009.htm

Convenor: Dr Linda van Bergen

Brief description:
This course involves study of aspects of English in the period 1100-1500. Topics will be variably selected from the following: study of selected texts from the early and late Middle English periods; a history of ME orthography; major aspects of vowel and consonant phonology; inflectional morphology; aspects of syntax; regional variation in ME scribal texts.

Course work and assessment:
Coursework (100%) comprising of 2 items of assessment (essays or assignments each contributing 50% toward the final mark for the course).

Deadline:
12 noon Monday 4th November 2013
12 noon Thursday 12th December 2013
LASC10031 – Origins and Evolution of Language

http://www.drps.ed.ac.uk/13-14/dpt/cxlasc10031.htm

Convenor: Prof Simon Kirby

Brief description:
A survey of the main issues in the evolution and origins of the human language faculty and of actual human languages. The course sets out a basis of relevant facts accumulated from a range of disciplines within and out with Linguistics, including animal behaviour, evolutionary theory, computer modelling, genetics, language acquisition, palaeontology, archaeology.

Coursework and assessment:
A 2000-word essay project (50%)
Final exam (50%)

Deadline
Essay – 12 noon Thursday 5th December 2013

LASC10083 – Phonological Theory and English Phonology

http://www.drps.ed.ac.uk/13-14/dpt/cxlasc10083.htm

Convenor: Dr Patrick Honeybone

Brief description: What is the phonology of English? Should we even talk of 'the phonology of English', or should we talk of 'the phonologies of Englishes'? This course considers and reconsiders many of the major phonological phenomena found in varieties of English (segmental inventories, syllabic structure, realisational processes, stress and foot-based generalisations) in order to better understand them. In doing this, we will always have an eye on (i) the issues that arise when we deal with the variation that exists between the 'varieties' of a 'language', and (ii) general issues in theoretical phonology. We will thus investigate both a number of characteristics of the accents considered (mainly from Scotland, England and North America) and also a number of crucial concepts from phonological theory (opacity and rule ordering, featural phonology, extreme phonotactics, foot-structure).

Coursework and assessment:
Assignment (40%)
Essay (60%)

Deadline:
Assignment – 12 noon Monday 28th October 2013
Essay – 12 noon Monday 9th December 2013

LASC10049 – Reading Old English

http://www.drps.ed.ac.uk/13-14/dpt/cxlasc10049.htm

Convenor: Dr Linda van Bergen

Brief description
This course focuses on the acquisition of the skills necessary to work with Old English text, both in edited and in unedited form. It provides students with an opportunity to acquire a reading knowledge of Old English, together with a command of central aspects of its grammar. In addition, they will learn to transcribe passages from facsimiles of Old English manuscripts and they will prepare a 'student edition' of one such short passage.

The course will start by concentrating on the rapid acquisition of essential basic grammar, consolidated through exercises, and on the translation of short passages of simple Old English
prose. Once the basics are in place, the level of difficulty and length of the passages will increase. Less central aspects of the grammar will be dealt with gradually, over the course of the semester. At this stage, we will also begin with work on transcribing and analysing Old English from facsimiles of manuscripts, which will alternate with the translation work using printed texts.

Course work and assessment:
Assignment (50%)
Exam (50%)

Deadline:
12 noon Thursday 12th December 2013

LASC10072 – Scots and Scottish English
http://www.drps.ed.ac.uk/13-14/dpt/cxlassc10072.htm

Convenor: Dr Warren Maguire

Brief description:
This course provides an account of the structure of Modern Scots dialects and Scottish English by examining variation in phonology, morphology, syntax and lexis from diachronic, synchronic and geographical perspectives.

Coursework and assessment:
1000 word assessment (25%)
3000 word assessment (75%)

Deadlines:
12 noon Wednesday 30th October
12 noon Thursday 12th December

LASC10002 – Sociolinguistics
http://www.drps.ed.ac.uk/13-14/dpt/cxlassc10002.htm

Convenor: Dr Lauren Hall-Lew

Brief description:
Building on introductory work in sociolinguistics in pre-Honours courses, this course focuses on developing practical, hands-on skills for analysing variation in language use. Participants in this course will deepen their own experience as researchers through the development of a corpus-based analysis of linguistic variation that they will complete for their final project. In addition, the course explores aspects of theories of sociolinguistic in more detail, such as:

- change over time in a community,
- change across an individual's lifespan,
- variation due to context and audience,
- variation due to social identity and social meaning.

There is an emphasis on collaborative learning strategies in this course. Students are expected to participate fully in discussions in class and to present new material. Lectures are supplemented with in-class exercises and discussions, and course participants are encouraged to work on their final project in a small group. Readings, lectures and in-class exercises are supported by two, non-marked writing exercises in which students are encouraged to relate academic work to their direct observations and experiences in the world.
The empirical foundation laid down in LEL2B or Linguistics 2B is essential preparation for this course (see Course Prerequisites).

Assessment is by combination of a take-home exam and a final project.

This course has a quota of 25 students.

**PREREQUISITE:** (Linguistics 2B AND Linguistics 2A) OR (LEL2A AND LEL2B)

**Coursework and assessment:**
Take-home Exam (40%)
Final project (60%)

**Deadlines:**
Take-home midterm made available: 12 noon on Monday 7 October 2013
Deadline for take-home midterm: 12 noon on Monday 14 October 2013
Final project made available: 12 noon Monday 16 September 2013
Final project due: 12 noon Thursday 12th December 2013

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### LASC10061 – Speech Processing
[http://www.drps.ed.ac.uk/13-14/dpt/cxlasc10061.htm](http://www.drps.ed.ac.uk/13-14/dpt/cxlasc10061.htm)

**Convenor:** Professor Alice Turk

**Brief description:**
Fundamentals of speech processing (familiarity with waveforms, spectra, spectrograms, resonance, formants, human speech production and perception, perceptually-motivated frequency scales, time vs. frequency representations; conversion between the two, the Fourier transform, source-filter model of speech, hands on experience), speech recognition (components of a typical recogniser, parameterisation of the speech signal, dynamic time warping, distance measures, the Hidden Markov Model, the generative model paradigm, simple probability theory, conditional and joint probabilities, Bayes theorem, Gaussian probability density function, continuous density HMMs, monophone models with Gaussian observation densities, Viterbi algorithm for recognition, training from fully labelled data, Viterbi training, bigram language models), speech synthesis (components of a typical text-to-speech synthesiser, text analysis, phonology, finite-state automata, POS tagging, lexicon, phrasing, accents, F0, learning from data, CART models, waveform generation, concatenative methods - TD-PSOLA and linear prediction, F0 and duration modification).

**Coursework and assessment:**
Exam (50%)
Two written assignments based on laboratory work (25% each)

**Deadlines:**
12 noon Thursday 24th October 2013
12 noon Thursday 28th November 2013

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### LASC10033 – Statistics and Experimental Design
[http://www.drps.ed.ac.uk/13-14/dpt/cxlasc10033.htm](http://www.drps.ed.ac.uk/13-14/dpt/cxlasc10033.htm)

**Convenor:** Dr Ellen Bard

**Brief description**
An introduction to good design and analysis of scientific studies of behaviour, the course covers issues in experimental design, descriptive statistics, and inferential statistics.

Note: This course is heavily quantitative. You do not need recent experience with maths but the concepts taught in this course are mathematical and equations as summary statements to appear. Greek letters are used as symbols and graphical representations and manipulation of data are critical.

Coursework and assessment:
Project (50%). Prepared in two parts. Part A (5% of course mark) will be prepared independently. Part B (45% of course mark) will be based on contributions to a group submission.
Final examination (50%)

Deadlines:
Project Part A – 12 noon Thursday 31st October 2013
Project Part B – 12 noon Thursday 28th November 2013

LASC10065 – Syntactic Theory and English Syntax
http://www.drps.ed.ac.uk/13-14/dpt/cxlasc10065.htm

Convenor: Professor Nik Gisborne

Brief description:
This course offers an integrated approach to the theoretical and descriptive study of the English language. It deals mostly with syntax, touching on morphological and semantic issues as necessary. The course combines a descriptive survey of some of the core constructions of Standard English with an exploration of current syntactic theory both in order to analyse these phenomena and to understand the processes of syntactic theorizing. The course is intended both to provide students with the background necessary to approach the primary literature and to give them experience in developing skills in data analysis and syntactic argumentation.

Coursework and assessment:
Coursework (30%)
Exam (70%)

Deadline
12 noon Thursday 10th October 2013

LASC10084 – Syntax: Theory and Practice
http://www.drps.ed.ac.uk/13-14/dpt/cxlasc10084.htm

Convenor: Professor Caroline Heycock

Brief description:
The course will situate the work that students have already done in syntax in years 1 and 2 with respect to basic issues in syntactic theory: the domain of syntax, the nature of syntactic systems. It will develop a systematic overview of the properties of a generative grammar, working through some of the most basic syntactic constructions that have been studied, and focussing on reasoning and argumentation in developing a syntactic analysis.

Coursework and assessment:
Coursework 1 (20%)
Coursework 2 (20%)
Exam (60%)
Courses offered in Semester 2

LASC10058 – Advanced Topics in Phonetics: Speech Production and Perception
http://www.drps.ed.ac.uk/13-14/dpt/cxlasc10058.htm

Convenor: Professor Alice Turk

Brief description:
This course will introduce students to theories of representations and processes in speech production and perception, along with supporting experimental evidence from classic and more recent journal articles. Some of the questions addressed are the nature of phonological representations used in speech production planning and perception, how articulations are controlled and coordinated, how articulatory patterns map onto acoustics, and how the acoustic signal is decoded into mental representations.

PREREQUISITE: HONOURS FOUNDATION: PHONOLOGY AND PHONETICS OR EQUIVALENT

Course work and assessment:
Completion of weekly reading reports (5%)
Assignment 1 (25%)
Assignment 2 (25%)
Project or Exam: (45%)

Deadline:
Assignment 1: 11am, Friday 28 March
Assignment 2: 12 noon, Monday 14th April
Project: 12 noon, Friday 25th April

LASC10077 – Child Bilingualism: Language and Cognition
http://www.drps.ed.ac.uk/13-14/dpt/cxlasc10077.htm

Convenor: Professor Antonella Sorace

Brief description:
This course provides an overview of current research on child bilingualism from the perspectives of linguistics and cognitive psychology. It focuses on language separation, bilingual lexical and grammatical development, code-switching, and the effects of early bilingualism on general cognition. It also provides elements of methodology and data analysis that will enable students to carry out research with bilingual children.

Course work and assessment:
Essay (50%)
2 hour Exam (50%)

Deadline:
12 noon Thursday 17th April 2014
**LASC10081 – Computational Phonology**  
http://www.drps.ed.ac.uk/13-14/dpt/cxlasc10081.htm

**Convenor:** Dr James Kirby

**Brief description:**  
This course provides an introduction to formal and computational phonology. We will consider how fundamental problems in phonological theory, such as rule ordering, syllabification, and constraint induction, can be addressed through rigorous formal and statistical methods. In addition to methods and implementations, we will also consider the properties of formal frameworks in which phonological theories can be expressed.

The course is aimed both at students from computational backgrounds interested in linguistic problems, and at students of linguistics (such as Speech and Language Processing MScs, or MA students who enjoyed Honours Foundation: Phonology and Phonetics) who wish to find out more about the application of finite-state and probabilistic methods to phonological analysis. No previous programming experience is strictly necessary, but some familiarity with Higher/A-level mathematics will be helpful.

Assessment will consist of coursework (homeworks and tutorial exercises), weekly reading summaries, and a final take-home project. In addition, students will be responsible for leading discussion on at least one paper over the course of the semester.

**Course work and assessment:**  
Coursework (50%)  
Project (50%)

**Deadline:**  
Coursework TBC  
Project 12 noon Thursday 17th April 2014

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**LASC10055 – Corpus Linguistics**  
http://www.drps.ed.ac.uk/13-14/dpt/cxlasc10055.htm

**Convenor:** Dr Brona Murphy

**Brief description:**  
This course covers the ways in which corpora can be used to do research in linguistics and language studies. Corpora can show the distribution of a word or construction, which can tell us about the structure or function of that item, and/or the way it patterns stylistically, socially, regionally, or historically.

Students will be exposed to a range of different corpora (spoken, written, historically and socially differentiated, single genre and multi-genre), and encouraged also to think of the internet as a corpus. We will look at the ways in which electronic texts are adapted for linguistic research through tagging and mark-up. Most sessions will be held in the lab where students will learn to use concordancing software to extract and manipulate data.

We will not only make use of collocational data but also word frequency lists and keyword analyses. The course will also highlight the benefit of corpora in examining syntax, discourse, pragmatics, as well as sociolinguistic variation and change.

The course assumes that students have not worked with electronic corpora before, and provides a basic introduction to corpora and how to use them. It builds on knowledge that students could be expected to have of, for example, syntax or discourse, and demonstrates how they can pursue research in this area with a new methodology.
Course work and assessment:
Presentation x 2 (20%) and One 4,000 word essay (80%)

Presentation Part A: submission of a hard copy Powerpoint presentation and brief commentary
Part A Assignment Deadline: Monday 10th April 2014
Presentation Part B: presentation of the Powerpoint to be made in class during week 9.
Part A & B Feedback Returned: the week immediately following the in-class presentations

Deadline:
Essay - 12 noon, Tuesday 22nd April 2014

LASC10070 – Current Issues in Morphology
http://www.drps.ed.ac.uk/13-14/dpt/cxlass10070.htm

Convenor: Dr Peter Ackema

Brief description:
The relation of morphology to syntax is a topic of central interest in modern linguistics. It comprises several subtopics, such as the following.
• There seem to be many connections between the inflectional make-up of a language and its syntactic behaviour. Languages with rich verbal inflection tend to be able to drop subjects from sentences, while languages with poorer inflection tend not to do this. Languages with rich nominal inflection tend to have more word order possibilities than languages with poorer inflection. The question is to what extent such apparent connections hold up empirically, and why they would hold.
• The phenomenon of 'agreement', in which a relationship between two different elements in the sentence is expressed morphologically by adding a particular inflectional affix to one of the elements. Agreement seems to be conditioned by syntactic factors such as the relative position in the syntactic structure of the two elements and whether or not other particular elements intervene between the two. The question then is how morphological agreement inflection can be conditioned by syntax.
• There are indications that syntactic rules and principles cannot see inside complex words. Syntax will treat a complex verb like 'apolog-ize' just like it treats a simplex verb; it is claimed there are no syntactic rules that are sensitive to whether a word is complex or simplex, or that can manipulate the parts of a complex word separately. Exceptions of various sorts to this phenomenon of 'lexical integrity' have been claimed to occur however. The question is to what extent the phenomenon holds true, and why natural languages should show this behaviour.
The above are just a subset of the many ways in which morphology and syntax interact. The exact topics that will be discussed in the course can differ somewhat from year to year, but they will be related to this general topic.

Course work and assessment:
Project work (approximately 3,000 words) on an approved topic (100%)

Deadline: 12 noon Monday 21st April
LASC10069 – Current Issues in Semantics & Pragmatics

Convenor: Professor Ronnie Cann

Brief description:
The course provides a detailed exploration of current issues in current semantics and pragmatics. Topics covered may be drawn from the following:
- philosophical foundations of semantics and pragmatics;
- formal theories of semantics;
- quantification and plurality;
- anaphora and definiteness;
- tense, aspect and event theory;
- intensionality and possible worlds;
- Grice and Relevance Theory;
- presupposition;
- information structure.

Course work and assessment:
Coursework 40%
Exam 60%

Deadline: 12 noon Thursday 6\textsuperscript{th} March 2014

LASC10085 – Dialects of English in Britain and Ireland

Convenor: Dr Warren Maquire

Brief description:
This course provides a detailed account of dialects of English in Britain and Ireland. Beginning with an overview of variation and change in dialects of English, the course proceeds to examine how they differ in terms of their phonetics, phonology, morphology, syntax and lexis, and investigates key linguistic features in detail. Having covered key parameters of variation, the course then focusses on specific dialects, examining their linguistic features, historical origins, relations to other dialects, and the current forces which are shaping their development. These are examined from dialectological, sociolinguistic, perceptual and theoretical linguistic perspectives, and issues that are investigated include dialect and language contact, dialect levelling and new dialect formation, and the interaction of language and physical and human geography. Central concerns throughout the course are: why dialects of English in Britain and Ireland are the way they are; what the linguistic similarities and differences between them are; and what local and general trends are affecting them. Specific areas covered in detail may vary from year to year, but could include, for example, Northern Ireland (including the importance of the ethno-religious dimension), peripheral areas of Scotland such as the Hebrides, the Northern Isles, and the Scottish-English Border (including contact and the sociolinguistics of peripheral varieties), Northern England (including the status of 'Northern English' and the linguistic and perceptual border with the Midlands and South), Liverpool (including changing perceptions of a stigmatised urban variety), Northeast England (including dialect levelling and the transition from traditional dialects to modern accents of English), and Southern British English (including 'Estuary English', koinéization, and London Multicultural English).

Course work and assessment:
Coursework (50%)
Exam (50%)

Deadline: 12 noon Monday 21\textsuperscript{st} April
LASC10080 – Early Germanic Dialects
http://www.drps.ed.ac.uk/13-14/dpt/cxlasc10080.htm

Convenor: Dr Bettelou Los

Brief description: The course offers a comparative survey of the early Germanic languages: Gothic (East Germanic), Old Norse (North Germanic), Old Saxon, Old English, Old Frisian, Old Low Franconian and Old High German (West-Germanic), in the context of the historical background of the Germanic tribes and the Migration Period. These linguistic data will be reviewed in the light of on recent insights into modelling dialect continuums, and into the effects of language or dialect contact.

Course work and assessment:
Assignment (50%)
Exam (50%)

Deadline :
12 noon Thursday 13th March 2014

LASC10007 – English Word- Formation
http://www.drps.ed.ac.uk/13-14/dpt/cxlasc10007.htm

Convenor: Professor Heinz Giegerich

Brief description:
This course gives students the opportunity to investigate, in the light of current morphological theory, the word-formation processes of Modern English. The approach throughout will be mainly synchronic, with occasional reference to diachrony. The first half of the course will survey the major word formation processes of English (as well as some of the minor ones), combining this survey with a thorough discussion of key concepts such as 'morpheme', 'word', productivity' etc. The second half will focus on current morphological theory, and in particular on the architecture of the grammar: how do we model productivity differentials in a formal grammar? Is there a separate morphological module? How does the morphology interact with the syntax and with the phonology?

Course work and assessment:
Coursework (50%)
Exam (50%)

Deadline :
12 noon Thursday 20th March 2014

LASC10066 – Figurative Language
http://www.drps.ed.ac.uk/13-14/dpt/cxlasc10066.htm

Convenor: Dr Graeme Trousdale

Brief description:
This course seeks to develop knowledge of figurative language, particularly as it is manifest in texts of various kinds in the history of English. The course will provide an overview of classical rhetoric, and show how many of the practices identified by early philosophers are characteristic of the language of various types of discourse in the present day. The course has a further objective of introducing students to the place of figurativeness - particularly, though not exclusively, the place of metaphor and metonymy - in the field of cognitive linguistics.
Course work and assessment:
Coursework (50%)
Exam (50%)

Deadline:
12 noon Thursday 6th March 2014

LASC10021 – Historical Linguistics
http://www.drps.ed.ac.uk/13-14/dpt/cxlasc10021.htm

Convenor: Dr Bettelou Los

Brief description:
Detailed introduction to descriptive and theoretical aspects of historical linguistics, covering phonetic, phonological, morphological and syntactic change from a cross-linguistic perspective. The course also looks at sociolinguistic influences on language change and the consequences of language contact including language convergence, creolisation and language death.

Course work and assessment:
One Take Home Written Exercise (25%)
Exam (75%)

Deadline:
12 noon Thursday 20th March 2014

LASC10035 – Psycholinguistics
http://www.drps.ed.ac.uk/13-14/dpt/cxlasc10035.htm

Convenor: Dr Chris Cummins

Brief description:
This course introduces the intellectual discipline of experimental psycholinguistics. Surveying central topics in normal adult language behaviour, the course shows how models and experimental methods are used to explore those swift, invisible processes which make us fluent users of language. The course also involves group practical work and classroom participation.

Course work and assessment:
Experimental proposal (25%)
Group Reading Report (25%)
Exam (50%)
Deadline:
Experiment proposal – 12 noon Thursday 27th March 2014
Group Reading Report – 12 noon Thursday 17th April 2014

LASC10018 – Simulating Language
http://www.drps.ed.ac.uk/13-14/dpt/cxlasc10018.htm

Convenor: Professor Simon Kirby

Brief description:
The study of the origins and evolution of language and communication has seen a resurgence of interest in recent years. Part of the reason for this has been the application of new techniques from computer modelling to test out different hypotheses about how language evolved. This allows researchers to run experiments on populations of simulated individuals, essentially rerunning competing proposed scenarios for the evolution of language.
In this course, we will build and run experiments with very simple models that nevertheless cast light on a wide range of puzzles - from the origins of animal communication all the way to the emergence of patterns of regularity and irregularity in language structure. Each of these models will build on the previous ones and at each step we will relate the practical work we are doing with the existing literature on simulating language, as well as broader issues in the scientific understanding of the origins and ongoing evolution of language.

This course will be suitable for anyone interested in the dynamic processes underpinning language, including individual learning, cultural transmission, and biological evolution. It will involve a mix of practical lab work, lectures and discussions.

Experience of programming (using any language) would be an advantage, but is not a prerequisite.

Course work and assessment:
Two take-home assignments (50% each)

Deadline:
Assignment 1 - 12 noon Monday 3rd March 2014
Assignment 2 – 12 noon Monday 7th April 2014

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LASC10078 – The Sociolinguistics of Bilingualism
http://www.drps.ed.ac.uk/13-14/dpt/cxlasc10078.htm

Convener: Dr Joseph Gafaranga

Brief description:
It is relatively uncontroversial that there are more bilingual / multilingual speakers than there are monolingual speakers in the world. Likewise, there are more bilingual / multilingual communities than there are monolingual ones. Extrapolating from this, we may safely assume that more conversations are conducted in two or more languages than they are in one language. This course examines issues in Bilingualism/multilingualism as a sociolinguistic and interactional phenomenon. The course covers issues such as language socialisation in bilingual settings, functional language distribution in bilingual/multilingual communities, language choice in bilingual / multilingual conversation, sociolinguistic consequences of bilingualism / multilingualism (e.g. language shift) and potential applications of the sociolinguistic and discourse analytic study of bilingualism / multilingual.

Course work and assessment:
Coursework 50%
Exam 50%

Deadline:
12 noon Thursday 27th March 2014
# 7. Lecture Times and Locations

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<td>LASC100084 Syntax: Theory &amp; Practice</td>
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<td>10.00 - 10.50</td>
<td>LASC10045 Reading Old English OR Thurs 11 – 12 AT, Rm 3.02 LEL2B</td>
<td>LASC10056 Global Englishes LEL1 LEL2B</td>
<td>LASC10045 Reading Old English LEL1 LEL2B</td>
<td>LASC10056 Global Englishes LASC10061 Speech Processing LEL1 LEL2B</td>
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<td>11.10 - 12.00</td>
<td>LASC10041 Honours Foundation: Phonology &amp; Phonetics</td>
<td>LASC10084 Syntax: Theory &amp; Practice</td>
<td>LASC10011 Lexical Semantics LASC10002 Sociolinguistics</td>
<td>LASC10072 Scots and Scottish English LASC10011 Lexical Semantics</td>
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<td>13.10 - 14.00</td>
<td>LASC10031 Origins &amp; Evolution of Language LASC10065 Syntactic Theory &amp; English Syntax LASC10009 Middle English</td>
<td>LASC10029 First Language Acquisition LASC100065 Syntactic Theory &amp; English Syntax LEL1</td>
<td>LASC10079 Computer Programming for Speech &amp; Language Processing</td>
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<td>16.10 - 17.00</td>
<td>LASC10002 Sociolinguistics LAB</td>
<td>LASC100033 Statistics and Experimental Design LAB</td>
<td>Linguistic Circle Rm 3.10/3.11 DSB</td>
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<td>LASC10066 Figurative Language</td>
<td>LASC10021 Historical Linguistics</td>
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<td>LASC10007 English Word-Formation</td>
<td>LASC10077 Child Bilingualism: Language &amp; Cognition</td>
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<td>LASC10077 Child Bilingualism: Language &amp; Cognition</td>
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<td>LASC100081 Early Germanic Dialects</td>
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<td>14.10 – 16.00</td>
<td>LASC10055 Corpus Linguistics</td>
<td>LASC10085 Dialects of English in Britain &amp; Ireland</td>
<td>LASC10081 Computational Phonology</td>
<td>LASC10070 Current Issues in Morphology</td>
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For LASC10018 Simulating Language – Please refer to timetable on Learn and MyEd
8. PPLS Undergraduate Student Handbook
The PPLS Undergraduate Student Handbook has more information on Student Support and academic guidance; late coursework and plagiarism; illness and disability adjustments, and useful sources of advice.

The Handbook can be found here:

http://www.ppls.ed.ac.uk/students/undergraduate/documents/PPLS_Student_Handbook_FINAL.pdf

9. Learn
Learn is the University's new virtual learning environment. It allows us to make available electronic course materials to you. It is used for many courses at this university. You are encouraged to make use of Learn. It is very easy to use, and you can access it from home as well as on the University campus, through MyEd: Learn is located under the Courses tab in MyEd.

Information Services will shortly be making help and support for student users of Learn available online at http://www.ed.ac.uk/schools-departments/information-services/services/learning-technology/virtual-environments/learn/students/student-help.

10. Useful Information

Information for visiting students
Visiting students spending time at Edinburgh University are welcome to attend courses in the Department of Linguistics and English Language. Linguistics and English Language 1, Linguistics and English Language 2A, 2B, 2C, 2D and 2E, and the Honours courses listed in this booklet are open for enrolment; but there may occasionally be limits on student numbers in individual Honours courses; and Honours courses may have specific prerequisites.

Students should take care to avoid choosing courses for which they are insufficiently qualified. The Honours courses listed in this booklet are not introductory courses; enrolment is recommended only to those students whose background knowledge in general, and especially of the Honours subject(s) to be studied, is broadly equivalent to the contents of LEL’s first and second year curricula. Individual course organisers, listed below in this booklet, will be pleased to explain in detail the content and level of their courses, as well as the background knowledge which students of their courses are expected to have. Similarly, the Honours Convener (Professor Heinz Giegerich) will be happy to advise on course choices. Thorough consultation with the Honours Convener and individual course organisers has in the past always proved beneficial and is therefore strongly encouraged.

Application for admission to individual courses should be made through your Personal Tutor. In addition, all non-graduating students must confirm enrolment with the English Language Honours Convener on arrival and attend the Welcome to Honours meeting on Monday 17th September (1 pm, Rooms 3.10/3.11 Dugald Stewart Building). Different courses have different kinds of assessment. This is specified in the individual course’s description above in this booklet. Non-graduating students are expected to participate in all the assessment associated with the courses they take. This includes exams (which take place at the end of the semester in which the course is taught) and written course work.
Arrangements for ‘attendance only’ are available under certain circumstances; in such a case the student must enrol for the course in the normal way and make appropriate arrangements with the course organiser as well as his/her Personal Tutor. The ‘credit weighting’ of every course in English Language and Linguistics is 20, but credit will be given only on the grounds of regular attendance and satisfactory completion of all relevant assessment. Attendance alone does not qualify for credit, nor does completion of work without regular attendance.

Notes on the writing, presentation and submission of essays and dissertations

Honours essays are set by the course organiser in consultation with the staff who teach the course, and marked by the staff who have taught the relevant elements of the course. In assessing and marking essays, members of staff have several factors significantly in mind (and these are matters which students, in writing essays, need to pay careful attention to). These factors are: the overall structure and organisation of the essay, its content, its argument, its style and presentation, and its scholarly quality.

Structure and organisation have to do with the relevance and appropriacy of material to the topic set, the depth and detail of coverage, and the overall shape (introduction, development, and conclusion) of the discussion.

Content has to do with evidence, facts, and data cited, the use and deployment of those, and the incorporation of significant and cited material from reading.

Argument has to do with how far the set question is broached, including the degree to which facets of the question are dealt with in a logical and persuasive manner and, where relevant, the degree of convincingly fresh thought and insightful ideas brought to bear on the question.

Style and presentation have to do with the standards, fluency, lucidity, economy, orderliness and grace of the writing, the care with which readability and clarity are established on the page, and the attention given to length, to the highlighting of examples, and to all other factors affecting the readability and straightforwardness of the essay as a piece of discursive writing.

Scholarly quality has to do with the acknowledgement of sources, and references (and the adoption of standard conventions for those), the use of figures, tables and quotations, and the adoption of standard grammar, spelling and punctuation.

Essays and especially Dissertations must be typed. Always use single sides of A4 paper, with double line-spacing and margins of 40mm (left), 30 mm (right, top, and bottom). Pages should be numbered throughout and stapled together. The cover sheet should give the student’s name, the title of the work, the name of the Honours course (for essays), the name of the supervisor (for Dissertations) and the date of submission. The text of the work begins on the next page.

In the text, linguistic examples should be underlined or italicised when given in standard spelling. Glosses are put in single inverted commas, e.g. OE se cyning (‘that king’). Use pointed brackets when citing a written (historical) source or when an orthographic form is specifically at issue, e.g. OE <cyning>; and of course use morphemic, phonemic and phonetic brackets as appropriate. Note that appropriate and consistent use of linguistic notation forms part of the assessment.

Footnotes, numbered throughout, should appear either at the bottom of the page or at the end of the essay/dissertation. Needless footnotes, giving for example bibliographical reference only, should be avoided.

The following system of bibliographical reference should be used. Refer to sources in the text as Kurath (1969), Burton-Roberts (1997: 34) etc., where the year of publication and, if necessary, the page referred to is given in brackets after the name. Quotations should occur in double inverted commas, with author, work and page reference identified like this: "Any phrase that can function as a subject is a Noun Phrase." (Burton-Roberts 1997: 34). Brief quotations may be
incorporated in the running text; quotations involving more than one sentence should be indented and should begin and end on a line of their own. Longer linguistic examples, or text passages under discussion, should be treated in the same way.

Particular care should be taken with the full documentation of sources, as well as with the consistent use of the appropriate reference style. This part of your work forms part of the assessment. At the end of the essay or dissertation, give full references (under the heading References) in the alphabetical order of authors’ surnames. There are three main types of bibliographical reference: (1) reference to a book, (2) reference to an article in a periodical, (3) reference to an article in an anthology. These are exemplified below.


Warning on plagiarism:
Plagiarism (the use of material taken from another writer’s published or unpublished work without proper acknowledgement) is a crime which is taken very seriously by the University. The full text of the University’s policy on plagiarism is set out in the Examination Regulations and Guidelines, at the following URL: http://www.ed.ac.uk/schools-departments/academic-services/students/undergraduate/discipline/plagiarism

Collaboration on written work
It is likely that students will confer with each other during the early stages of their written work and its preparation. This can be all to the good. But every care should be taken that such exchange and discussion does not become collaboration. This means that:

(i) All pieces of written work must be an individual student’s own work; and
(ii) Whenever students have collaborated at all closely on a piece of written work, each student should attach to what they submit a statement indicating the nature and extent of any collaboration.

Submission of written work
All written work must be submitted with the appropriate Course Cover Sheet as well as the Honours Own Work Declaration. Hard copies must be submitted by the deadline given and electronic copies must be submitted within 48 hours of the hard copy submission. All deadlines set for the submission of written work are binding. For all course-work forming part of the final assessment (including dissertations), the department follows the University’s current guidelines in imposing penalties for late submission without valid (e.g. medical) reasons. The guidelines are set out below.

For a period of one week after the deadline for submission of any given piece of course-work, five marks are deducted for every working day by which the submission of the work is delayed. After a week of delay, a mark of zero is recorded for any work received. Markers will ensure that the mark relating to the academic quality of the work and any deductions from this mark due to late submission are separately identified in the work.

Some courses, including of course the dissertation, are graded entirely on the basis of coursework alone, so it is very important that you do not submit work late.
Feedback

You will get many feedback or feedforward opportunities in your courses. Feedback could be in the form of an essay, a draft write-up, self-generated or peer feedback, small group discussions or quizzes within lectures etc. Feedforward might include a discussion of how to write an essay, or prepare for an exam.

Feedback is essential to learning and it takes many forms. We strongly encourage you to use all forms of feedback, including:

* Asking and answering questions in lectures or classes
* Asking questions of your Course Organiser or lecturer in their office hours
* Actively participating in your tutorials (pre-Honours students)
* Talking about your ideas outside class with fellow LEL students
* Participating in LangSoc discussion groups and study-skills events
* Participating in LangSoc debates and talks: http://langsoc.eusa.ed.ac.uk/

If you have any suggestions on how to improve feedback further, please contact either:

* Your Tutor (pre-Honours students)
* Your Course Organiser
* Your Personal Tutor
* Tamsin Welch, PPLS Student Support Officer (tamsin.welch@ed.ac.uk)
* Prof Ronnie Cann, Pre-Honours Director (r.cann@ed.ac.uk), or Prof Heinz Giegerich, Honours Director (heinz.giegerich@ed.ac.uk)

It is the department’s policy to return coursework, and to give feedback, within three working weeks of the submission deadline.

Feedback to students is provided in a number of ways:

* Verbal feedback is provided by lecturers in class discussions.
* Verbal feedback is also available through individual discussion of your work with your lecturer, for example during consultation hours.
* Written feedback is provided by the marker(s) of your work: this feedback is provided on the cover sheet as well as in the work’s margins.
* The University's common marking scheme can be used in conjunction with formal feedback to identify further strengths and weaknesses.

The department’s procedures relating to examinations

Students will find it useful to consult relevant ‘past papers’ in the University Library; but it should be noted that not only individual questions within a examination paper but also the overall structure of the paper is likely to change from one year to the next. Course organisers will normally point out any such changes in structure.

Exam registration and timetable

During the semester, the relevant exam timetable will be available via the Registry website at http://www.registry.ed.ac.uk/Examinations/examdet.htm following the links to Examination Timetable which will be updated on a regular basis. It is the responsibility of the individual student to ascertain times and locations of all relevant examinations.

Notification of results

Fourth-year Finalists receive European Diploma supplements (transcripts) from Registry in June sent to their home address. Unofficially, degree classifications will be posted on the Honours
notice board following the relevant Board of Examiners meeting. Results for both Junior and Senior Honours students are also accessible via MyEd.

11. Common Marking Scheme

http://www.ed.ac.uk/schools-departments/registry/exams/regulations/common-marking-scheme

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<th>Grade</th>
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| A1    | 90-100  | Excellent
Outstanding in every respect, the work is well beyond the level expected of a competent student at their level of study. |
| A2    | 80-89   | Excellent
Outstanding in some respects, the work is often beyond what is expected of a competent student at their level of study. |
| A3    | 70-79   | Excellent
Very good or excellent in most respects, the work is what might be expected of a very competent student. |
| B     | 60-69   | Very Good
Good or very good in most respects, the work displays thorough mastery of the relevant learning outcomes. |
| C     | 50-59   | Good
The work clearly meets requirements for demonstrating the relevant learning outcomes. |
| D     | 40-49   | Pass
The work meets minimum requirements for demonstrating the relevant learning outcomes. |
| E     | 30-39   | Marginal fail
The work fails to meet minimum requirements for demonstrating the relevant learning outcomes. |
| F     | 20-29   | Clear fail
The work is very weak or shows a decided lack of effort. |
| G     | 10-19   | Bad fail
The work is extremely weak. |
| H     | 0-9     | Bad fail
The work is of very little consequence, if any, to the area in question. |

The marking scheme used for all coursework and for degree and resit examinations is the University Common Marking Scheme. The principal grades and descriptors, as approved by the School of PPLS, of the University’s Extended Common Marking Scheme, are as follows.

A1 90-100 Excellent
Outstanding in every respect, the work is well beyond the level expected of a competent student at their level of study. It
• Shows creative, subtle, and/or original independent thinking
• Demonstrates breadth of knowledge and deep understanding of the subject matter
• Draws on a wide, relevant literature base
• Demonstrates an excellent standard of synthesis and evaluation and a critical and insightful analysis of the literature
• Is well focused, with concentration on the main issues to be addressed
• Presents a compelling case by means of clear logically structured argument or debate, well supported with evidence
• Is written with flair
• Has, where appropriate, complete and correct referencing
• Is flawless in grammar and spelling

A2 80-89 Excellent
Outstanding in some respects, the work is often beyond what is expected of a competent student at their level of study. It
• Shows original, sophisticated independent thinking
• Demonstrates a thorough understanding of the subject matter
• Draws on a wide, relevant literature base
• Demonstrates critical and insightful analysis of the literature
• Is well focused, with concentration on the main issues to be addressed
• Presents a strong case by means of clear, logically structured argument or debate, supported with evidence
• Shows a good standard of academic writing
• Has, where appropriate, complete and correct referencing
• Shows a high standard of grammar and spelling

A3 70-79 Excellent
Very good or excellent in most respects, the work is what might be expected of a very competent student. It
• Explores the topic under discussion fully
• Shows some complex and/or sensitive independent thinking Complexity and or sensitivity is reflected in the argument
• Demonstrates a sound understanding of the subject matter
• Draws in a wide relevant literature base
• Demonstrates critical analysis of the literature
• Is well focused, with concentration on the main issues to be addressed
• Presents a good case by means of clear logically structured argument or debate, supported by evidence
• Shows a competent standard of fluent academic writing
• Has, where appropriate, complete and correct referencing
• Shows a good standard of grammar and spelling

B 60-69 Very Good
Good or very good in most respects, the work displays thorough mastery of the relevant learning outcomes. It
• Demonstrates a good understanding of the area in question
• Draws on adequate references
• Demonstrates good synthesis, analysis, reflection and evaluation of the literature
• Concentrates on the main issues to be addressed
• Presents an adequate case by means of clear, well structured, logical argument supported with evidence.
• Has, where appropriate, complete and correct referencing of sources
• Shows a good standard of grammar and spelling

C 50-59 Good
The work clearly meets requirements for demonstrating the relevant learning outcomes. It
• Shows evidence of sufficient knowledge and understanding of the material
• Uses references appropriately to support the argument, though they may be limited in number or reflect restricted reading.
• Demonstrates limited critical analysis and evaluation of sources of evidence.
• Addresses the area in question clearly and coherently
• Has satisfactory structure, presentation, and expression
• Has, where appropriate, complete referencing of sources, though there may be minor flaws in referencing technique

D 40-49 Pass
The work meets minimum requirements for demonstrating the relevant learning outcomes. It
• Demonstrates a sufficient level of knowledge and understanding but at a basic level, and there may be minor inaccuracies
• Lacks detail, elaboration or explanation of concepts and ideas.
• Displays limited synthesis and analysis of the literature
• Presents a highly descriptive account of the topic with no real critical analysis
• Presents a weak argument which is not logically structured or which lacks clarity or is based on unsubstantiated statements
• Has, where appropriate, complete referencing of sources, though there may be flaws in referencing technique.
• Has largely satisfactory expression, though there may be minor spelling or grammatical errors

E 30-39 Marginal fail
The work fails to meet minimum requirements for demonstrating the relevant learning outcomes. It
• Does not demonstrate a sufficient level of knowledge and understanding
• Utilises only limited reference sources and offers poor analysis of them
• May not adequately address the area in question, because its content is too limited or because there are some inaccuracies
• Presents a poorly structured, poorly developed, or incoherent argument, or no argument at all
• Has an awkward writing style or poor expression of concepts
• Has incomplete or inadequately presented references
• Shows a lack of attention to spelling and grammar.

F 20-29 Clear fail
The work is very weak or shows a decided lack of effort. It
• Displays very poor or confused knowledge and understanding
• Does not address the area in question.
• Presents no argument or one based on irrelevant and erroneous content
• Displays an unacceptable academic writing style and/or presentation
• Has incomplete or inadequately presented references, if any

G 10-19 Bad fail
The work is extremely weak. It
• Displays no knowledge or understanding of the area in question
• Presents incomplete, muddled, and/or irrelevant material
• Provides no coherent discussion of the area in question
• Has incomplete or inadequately presented references, if any

H 0-9 Bad fail
The work is of very little consequence, if any, to the area in question. It
• Is incomplete in every respect.