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

FACULTY of MEDIEVAL AND MODERN LANGUAGES
http://www.mod-langs.ox.ac.uk

UNDERGRADUATE STUDIES HANDBOOK

DEGREE IN MODERN LANGUAGES AND LINGUISTICS
2019-2023
This handbook applies to all Modern Language and Linguistics students who are starting their degree in Michaelmas Term 2019 and are expected, under usual circumstances, to take their final examinations in June 2023. The information in this handbook may be different for students starting in other years. If you started your course before Michaelmas Term 2019, please consult the handbook for your year.

The Examination Regulations relating to the Prelims part of this course are available at [http://www.admin.ox.ac.uk/examregs/2019-20/peinmodelang/studentview](http://www.admin.ox.ac.uk/examregs/2019-20/peinmodelang/studentview). 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 either Linguistics (email: [dus@ling.ox.ac.uk](mailto:dus@ling.ox.ac.uk)) or Modern Languages (email: [dus@mod-ling.ox.ac.uk](mailto:dus@mod-ling.ox.ac.uk)).

**Version 1, October 2019**

The information in this handbook is accurate as at October 2019, however it may be necessary for changes to be made in certain circumstances, as explained at [www.ox.ac.uk/coursechanges](http://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.

**Full Title of Award:** Bachelor of Arts in Modern Languages and Linguistics  
**Course Length:** 4 years (including compulsory year abroad)  
**FHEQ Level:** 6  
**Quality Assurance Agency Subject Benchmarking Statements:**  
Languages, Cultures and Societies:  
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  9.6 Examiners’ report

10. Complaints and academic appeals
  10.1 Complaints: how to proceed
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11. Student welfare
  11.1 Committees
  11.2 Facilities
    11.2.1 Libraries
    11.2.2 Laboratories
    11.2.3 IT-Services

Disclaimer
Foreword

A warm welcome to Oxford and to the Faculty of Linguistics, Philology and Phonetics and to the Faculty of Medieval and Modern Languages! These years ahead of you will be an extraordinary journey, discovering the beauty and intellectual challenges of Language, Linguistics and Literature. By the end of your degree you will have acquired, as well as a wealth of factual knowledge, a great deal in terms of analytical and critical skills, along with the ability to present your ideas in a coherent and articulate manner and develop cogent arguments to support them. Throughout your studies, your progress will be closely monitored in various ways, and you will be able to rely on support from both your College and the Faculties (LPP and ML).

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 (a.k.a. LOT) or Modern Languages Tutor at your earliest opportunity.

We wish you well and every success in your studies here and we look forward to accompanying you on this academic journey.

Elinor Payne
Director of Undergraduate Studies in Linguistics

Helen Swift
Director of Undergraduate Studies in Modern Languages

October 2019

You will want to consult this handbook in relation to the more detailed course information available on WebLearn for both faculties. For Modern Languages, you will want both the overall Undergraduate Handbook and the relevant language-specific handbook. Material published on WebLearn can be accessed via Single Sign On (i.e. username and password are required).
Aims and Objectives of Modern Languages and Linguistics

1. To build and encourage intellectual confidence in students, enabling them to work independently but in a well-guided framework.
2. To provide for students a sustained, carefully-designed and progressively-structured course which requires effort and rigour from them and which yields consistent intellectual reward and satisfaction.
3. To train and encourage students in appropriate linguistic, analytical, research and presentational skills to the highest possible standards.
4. To equip students to approach major issues in their own as well as other cultures with a thoughtful and critical attitude.
5. To produce graduates who are able to deal with challenging intellectual problems systematically, analytically, and efficiently, and who are suitable for a wide range of demanding occupations and professions, including teaching our subject in schools and higher education.

Objectives

1. To provide expert guidance over a very wide range of options in challenging fields of study within Linguistics and in the modern European languages and literatures.
2. To help students to acquire the ability to read accurately and critically texts and documents in a modern European language.
3. To help students to acquire the ability to write and speak a modern European language with a high degree of accuracy and fluency.
4. To help students to acquire the skills to assess considerable amounts of material of diverse types, and to select, summarise and evaluate key aspects.
5. To foster in students both the skills of clear and effective communication in written and oral discourse, and the organisational skills needed to plan work and meet demanding deadlines.
6. To provide a teaching environment in which the key features are close and regular personal attention to students, constructive criticism and evaluation (whether written or oral) of their work, and continuous monitoring of their academic progress.
7. To maintain and enhance the broadest possible base for student recruitment, and to maintain the highest intellectual standards at admission.
8. To provide effective mechanisms through which able students of different levels of experience can rapidly acquire the linguistic and other skills needed to achieve their potential in the subject.
9. To make full and effective use of the very wide range of research expertise in our Faculties and the excellent specialist resources and collections available in the University.
10. To offer courses which are kept under continuous review and scrutiny.
1. Introduction

1.1 Some basic Oxford terminology

- There are three terms in each academic year in Oxford. In each term, you will take a number of papers, i.e. a set of tutorials/classes, often with lectures to accompany it.

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michaelmas Term (MT)</td>
<td>from October to December</td>
</tr>
<tr>
<td>Hilary Term (HT)</td>
<td>from January to March</td>
</tr>
<tr>
<td>Trinity Term (TT)</td>
<td>from April to June</td>
</tr>
</tbody>
</table>

- Throughout this handbook you will find the following terms:

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Linguistics Organising Tutor (LOT)</td>
<td>Normally your first point of reference (in College) for questions about the Linguistics side of your course, and also the person who advises you about organising your Linguistics tutorials/classes and choosing your papers, and organises your College ‘collections’ in Linguistics. For the Modern Languages side of your course, your point of reference in College will be your College Modern Languages Tutor.</td>
</tr>
<tr>
<td>Director of Undergraduate Studies (DUS)</td>
<td>The person in each Faculty who oversees the structure and running of the undergraduate degree. You can contact the relevant DUS using the dedicated email address: <a href="mailto:dus@ling-phil.ox.ac.uk">dus@ling-phil.ox.ac.uk</a> or <a href="mailto:dus@mod-lang.ox.ac.uk">dus@mod-lang.ox.ac.uk</a></td>
</tr>
<tr>
<td>Preliminary Examination (Prelims)</td>
<td>The first-year course and also the exams taken at the end of your first year</td>
</tr>
<tr>
<td>Final Honour School (FHS)</td>
<td>The second and final years of your degree, either side of your Year Abroad</td>
</tr>
<tr>
<td>Prelims General Coordinator</td>
<td>Your point of reference in the LPP Faculty for questions about the Linguistics Prelims</td>
</tr>
<tr>
<td>Prelims Paper Coordinators</td>
<td>The people in the LPP Faculty who oversee the running of each of the three Linguistics Prelims papers</td>
</tr>
<tr>
<td>FHS Paper Convenors</td>
<td>The people in the LPP Faculty who oversee the running of each of the FHS papers in Linguistics</td>
</tr>
<tr>
<td>Undergraduate Studies Administrator</td>
<td>Provides administrative support to the DUS and Prelims Co-ordinator regarding undergraduate matters</td>
</tr>
<tr>
<td>Chair of Faculty Board</td>
<td>In each Faculty, this person chairs the committee (Faculty Board) that oversees the running of each whole Faculty</td>
</tr>
</tbody>
</table>
Your College LOT is the best person to contact in the first place if you have any questions about the Linguistics side of course. They will also play an important role in organising your Linguistics classes and tutorials.

The members of the Faculty covering the above administrative roles change regularly, and usually every year. For a current list, please refer to the relevant entries as listed on WebLearn (https://weblearn.ox.ac.uk/portal/site/humdiv:linguist) and in the Modern Languages Undergraduate Handbook (https://weblearn.ox.ac.uk/portal/site/humdiv:modlang). WebLearn is where you will also find all teaching resources. More general information about being a student in Oxford can be found at https://www.ox.ac.uk/students

1.2 College Linguistics Organising Tutors (LOTs)

The College LOT is a very important figure, as they are the first point of reference for issues relating to the Linguistics side of things of this degree. They can offer advice on start-of-year arrangements, choice of courses and any academic difficulty that may arise. Students are advised to meet with their College LOT regularly, especially at the beginning of each term. You will find a list of LOTs for the current year at https://weblearn.ox.ac.uk/portal/site/humdiv:linguist

Part I

Preliminary Examination (Prelims)

2. Prelims: overview

At Prelims, Modern Languages and Linguistics is included in the Examination Regulations for Modern Languages; it does not have a separate entry: http://www.admin.ox.ac.uk/examregs/2019-20/peinmodelang/studentview/

In summary, the examination structure for the Preliminary Examination for students taking one modern language plus Linguistics is:

I. Language paper I in the modern language (three hours).
II. Language paper II in the modern language (in two parts of 90 minutes each).
III. Literature paper I in the modern language (three hours).
IV. Literature paper II in the modern language (three hours).
V. General Linguistics (three hours).
VI. Phonetics and Phonology (three hours).
 VII. Grammatical Analysis (three hours).

For further detail about each ML paper, see the pages of the Preliminary Examination in Modern Languages in the Examination Regulations and the relevant language-specific Prelims course handbook on WebLearn:
https://weblearn.ox.ac.uk/access/content/group/modlang/general/handbooks/index.html
For further detail about each Linguistics paper, see the following sections in this handbook.

3. Teaching

For information about Prelims teaching for your Modern Language papers, including Recommended Patterns of Teaching, see the Undergraduate Handbook and the relevant language-specific Prelims handbook. The Lecture List can be found at https://weblearn.ox.ac.uk/portal/site/humdiv/modlang

The Linguistics Prelims course for MLL consists of three separate papers: General Linguistics, Phonetics and Phonology, and Grammatical Analysis. These provide a solid foundation in Linguistic theory, and are taught through a series of lectures and classes or tutorials. All lectures and classes are compulsory. An outline of each part is given below, and further details are given in the Linguistics Undergraduate Handbook. The teaching for the Linguistics Prelims is currently centrally organized by the Faculty. It is essential that you attend the organizational meeting for Linguistics in week 0 (Thursday, 2-3, Taylor Institution Main Hall), where you will be assigned a tutor for each paper, who will fix the time for your classes or tutorials.

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Linguistics</td>
<td>Mondays 2-3 pm</td>
</tr>
<tr>
<td>Phonetics and Phonology</td>
<td>Tuesdays 2-3 pm</td>
</tr>
<tr>
<td>Grammatical Analysis</td>
<td>Tuesdays 3-4 pm</td>
</tr>
</tbody>
</table>

3.1 The three Linguistics Prelims papers

3.1.1 General Linguistics (MLL Paper VIII)
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.
Lectures are weekly in MT (weeks 1-8), HT (weeks 1-8) and TT (weeks 1-4).

Fortnightly tutorials: 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 Paper IX)

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. There are modules in Articulatory Phonetics and Practical Phonetic Transcription; Introduction to Phonological Theory and Analysis; Acoustic Phonetics; and Dynamic Phonetics.

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

Weekly classes: MLL candidates attend classes throughout MT and HT, and for weeks 1-4 in TT (20 classes in total).

3.1.3 Grammatical Analysis (MLL Paper X)

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, and Morphological Theory.

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

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

Teaching materials, information discussed at organizational meetings and some reading lists are 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 relevant to examinations. The Weblearn page for the Faculty of Linguistics, Philology and Phonetics can be found at https://weblearn.ox.ac.uk/portal/site/:humdiv:linguist, and for the Faculty of Medieval and Modern Languages at https://weblearn.ox.ac.uk/portal/site/:humdiv:modlang.

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 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.

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>9-10</td>
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<td>10-11</td>
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<td></td>
<td></td>
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<tr>
<td>11-12</td>
<td></td>
<td>Grammar Class weeks 2,4,6,8</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>12-1</td>
<td></td>
<td></td>
<td>Phonetics &amp; Phonology Class weeks 1-8</td>
<td></td>
<td></td>
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<tr>
<td>1-2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-3</td>
<td>LECTURE General Linguistics (Paper VIII)</td>
<td>LECTURE Phonetics &amp; Phonology (Paper IX)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3-4</td>
<td></td>
<td>LECTURE Grammatical Analysis (Paper X)</td>
<td></td>
<td>General Linguistics Tutorial weeks 1,3,5,7</td>
<td></td>
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<tr>
<td>4-5</td>
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</tr>
</tbody>
</table>
The first year at a glance:

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

3.3 Offering feedback on teaching

The two faculties greatly value the feedback that students offer on the teaching they receive. For Linguistics, 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](https://weblearn.ox.ac.uk/portal/site/humdiv.linguist). For Modern Languages, see sections 3.6 and 5 of the Undergraduate Course Handbook on WebLearn.

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 well. A possibility to fill in these forms 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 whom to contact are provided below in section 5.

At the national level, all 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 here.

3.4 Reading Lists
Up-to-date reading lists for Linguistics can be found on the Faculty’s webpage: http://www.ling-phil.ox.ac.uk/reading_prelims. Further reading material may be provided by tutors and/or posted on WebLearn. For Modern Languages, consult the relevant language-specific Prelims handbook and information supplied by your tutors and/or posted on WebLearn.

4. Assessment

4.1 Introduction
Nearly all your Prelims papers are all examined via a three-hour written exam. The exams usually take place in weeks 8 and 9 of Trinity Term: the timetable will be made available by the middle of that term at www.ox.ac.uk/students/academic/exams/timetables. Students also receive a letter from the Chair of Prelims Examiners in May. Other important information about exams can be found at https://www.ox.ac.uk/students/academic/exams.

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 close feedback on progress 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. Tutors typically do not give specific marks or grades to tutorial work since progress is understood to be cumulative, and giving a specific mark at an early stage may be misleading. However, their feedback is designed to point out strengths and weaknesses, or any errors, and recommend areas for further study and
consideration. In addition to preparing you for your exams, the goal of tutorials is to
develop your intellectual abilities and understanding of the subject, rather than merely
transferring ‘packages’ of knowledge. As exams approach, more time will be given to
consolidating what you have learnt, revision and exam advice.

Your college may provide the opportunity (or indeed require you) to sit Collections, i.e.
mock 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 and Modern Language tutors 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 for Linguistics can be found at
https://weblearn.ox.ac.uk/portal/site/humdiv:linguist:ug_admin, and for Modern
Languages at
https://weblearn.ox.ac.uk/access/content/group/modlang/general/exams/examination_r
egulations_and_conventions.html. For Modern Languages, see also section 4.3 of the
Undergraduate Handbook.

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 via the links immediately above (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 LOTs
or Modern Language tutors for any clarification that may be needed.

4.4 Good academic practice and avoiding plagiarism
Plagiarism means 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](https://www.ox.ac.uk). Further guidance on study skills and training can be found [here](https://www.ox.ac.uk).

### 4.5 Entering for University Examinations

Students need to register for their examinations. Students are referred to the Oxford Student’s website for examination entry and alternative examination arrangements.

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](https://www.ox.ac.uk) for sitting your exams.

### 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 list of prizes awarded by Modern Languages can be found at [https://weblearn.ox.ac.uk/portal/site/humdiv:modlang:ug_prizes](https://weblearn.ox.ac.uk/portal/site/humdiv:modlang:ug_prizes), together with the list of Gibbs Prizes at [http://www.ox.ac.uk/students/fees-funding/prizes-and-awards/gibbs](http://www.ox.ac.uk/students/fees-funding/prizes-and-awards/gibbs). A prize 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 Faculties of Linguistics, Philology and Phonetics and of Medieval and Modern Languages 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 Oxford SU 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 via student representation on the relevant faculty’s committees, including the Joint Consultative Committees, or the Joint Standing Committee for Modern Languages and Linguistics (once elected, the names of the student reps will be published on the Linguistics Weblearn homepage, under ‘Prelims: General Information’).

5.1 Complaints: how to proceed
If your concern or complaint relates to teaching or other provision made by one of the two faculties, then you should raise it with the relevant Prelims Co-ordinator and/or the Director of Undergraduate Studies (dus@ling-phil.ox.ac.uk or dus@mod-langs.ox.ac.uk). If your concern relates to the overall joint degree course, your first point of contact should be the Chair of the Joint Standing Committee (which for 2019-2020 is the Modern Languages DUS: dus@mod-langs.ox.ac.uk). Complaints about Faculty facilities should be made to the Faculty Undergraduate Studies Administrator in question (see list on weblearn). If you feel unable to approach one of those individuals, you may contact the relevant Chair of the Faculty Board (see list on weblearn). 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 LOT/Modern Languages tutor or with one of the college officers, or the 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 College LOT/Modern Languages tutor or the Senior Tutor, or the Faculty course director (Prelims Co-ordinator), the Faculty Director of Studies, your supervisor or a 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 subject tutor know as soon as possible. This is especially important for classes and tutorials, as their 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 both faculties 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.

Meetings with the DUS are held jointly by all student representatives (i.e. both Prelims and FHS), who form the Undergraduate Joint Consultative Committee (JCC), and may happen once a term, usually on Thursday afternoon in week 3 (Linguistics) and Monday afternoon in Week 5 (Modern Languages). Their remit is the detailed discussion of any student-related matters which are raised by the students themselves. The minutes of any JCC meeting are reviewed at USC/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 Linguistics USC meeting includes the Prelims Co-ordinator and the coordinators for the three Prelims papers. It takes place once per term, usually on Thursday afternoon in week 5. The minutes of the USC meeting are reviewed by Faculty Board.

For the Joint Schools of Modern Languages and Linguistics specifically, there is a Joint Standing Committee of Senior Members responsible for supervising the
course. The committee is composed of four members (two from Modern Languages and two from Linguistics) and also includes a Junior Member representing the undergraduate student body. The current membership is:

- Dr Elinor Payne, Director of Undergraduate Studies, Linguistics
- Dr Helen Swift, Director of Undergraduate Studies, Modern Languages
- Dr Hanne Eckhoff, Linguistics/Modern Languages, Sub-Faculty of Russian
- Dr Sam Wolfe, Linguistics/Modern Languages, Sub-Faculty of French
- Dong Hyun Kang, Balliol College, JCC representative

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: http://www.bodleian.ox.ac.uk/subjects-and-libraries/libraries?id=43
For specific information and directions on finding resources, see: 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, 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 of Michaelmas Term.

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

See also section 3.9 of the Modern Languages Undergraduate Handbook.

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)

Students matriculating prior to October 2018
Prior to 2018-2019, the Modern Languages and Linguistics degree course has been run as a degree in Modern Languages (with Linguistics offered much like another language). Students who began the MLL degree (i.e. started Prelims) before October 2018 will continue with this course, and thus follow these Examination Regulations for FHS. Such students should also consult the earlier handbook for their course.

Students matriculating October 2018 (and after)
Those students starting their degree programme (i.e. starting Prelims) from October 2018 onwards are following the new Joint School programme. The name of the degree is the same (Modern Languages and Linguistics, or MLL), and there are no changes to the Prelims Course. There are, however, some slight changes to the FHS course. The first students to start the FHS in the new Joint Degree programme are doing so in October 2019; the Examination Regulations for the FHS part of the new Joint Schools programme are available at: http://www.admin.ox.ac.uk/examregs/2019-20/hsomlangandling/studentview/

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 talk to your College LOT or Modern Language tutor, or contact the Director of Undergraduate Studies (DUS) in Linguistics (dus@ling-phil.ox.ac.uk) or Modern Languages (dus@mod-lang.ox.ac.uk).

Version 1, October 2019

The information in this handbook is accurate as at October 2019, 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.
7. FHS: overview

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 language, literature and linguistics papers, according to the Examination Regulations (see B2): http://www.admin.ox.ac.uk/examregs/2019-20/hsomlangandling/studentview. At FHS, teaching is organised by your College (more precisely, by your College LOT and your College Tutor for Modern Languages).

Under section B2, you will see points 1-8 detail different kinds of paper, from different parts of your Joint Schools degree.

- Points 1-3: these set out requirements for language and literature papers from the Modern Languages side;
- Points 4-5: these set out requirements for linguistics papers from the Linguistics side (Paper A and Paper Bs);
- Points 6-7 set out requirements for papers belonging to both Modern Languages and Linguistics (Papers IV/E1 and Paper V/E2);
- Point 8: sets out the options available for the additional paper (which may come from Modern Languages, or from Linguistics – Papers C, D, F or a second Paper B)

For papers from Modern Languages and their teaching arrangements (including Recommended patterns of teaching) you should consult sections 2 and 3 of the Modern Languages Undergraduate Handbook, together with the relevant language-specific FHS handbook on WebLearn: https://weblearn.ox.ac.uk/portal/site/:humdiv:modlang

On the Linguistics side, in sum, MLL students are required to take the core Linguistic Theory paper (Paper A), at least one other core ‘B’ linguistics paper (Papers B1-6), and two papers in the specific language they are studying (IV/E1 ‘The History’ and V/E2 ‘The Structure’ of their chosen language). In addition, MLL students can optionally take a further linguistics paper. This can be either another ‘B’ paper, or the Linguistics Project (Paper C), the Linguistics Thesis (Paper D), or a Special Subject in Linguistics (Paper F). The availability of Special Subjects in Linguistics varies, and those Special Subjects available for your examination year will be published by Modern Languages 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/E1 and V/E2 are given in the relevant language-specific FHS handbook. A complete list is available here: https://weblearn.ox.ac.uk/portal/site/:humdiv:modlang
Sections 7.1 to 8.6 below in this handbook provide an overview of the remaining Linguistics papers and how the teaching of these is organised. More details about each paper are provided in the Linguistics Undergraduate Handbook. Please note that papers belonging to the Linguistics side of the paper have ‘letter’ names (A, B, C, D, F), while those belonging to the Modern Languages side have numbers. The papers in the history or structure of a specific language carry both letters and numbers because they belong to both sides (IV/E1 and V/E2):

<table>
<thead>
<tr>
<th>LINGUISTICS PAPERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PAPER A</strong></td>
<td>Linguistic Theory</td>
</tr>
<tr>
<td><strong>PAPER B</strong></td>
<td>B1</td>
</tr>
<tr>
<td></td>
<td>Phonetics and Phonology</td>
</tr>
<tr>
<td></td>
<td>B2</td>
</tr>
<tr>
<td></td>
<td>Syntax</td>
</tr>
<tr>
<td></td>
<td>B3</td>
</tr>
<tr>
<td></td>
<td>Semantics and Pragmatics</td>
</tr>
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<td></td>
<td>B4</td>
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<tr>
<td></td>
<td>Psycholinguistics</td>
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<tr>
<td></td>
<td>B5</td>
</tr>
<tr>
<td></td>
<td>Sociolinguistics</td>
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<tr>
<td></td>
<td>B6</td>
</tr>
<tr>
<td></td>
<td>Historical Linguistics</td>
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</tbody>
</table>

| **PAPER C** | Linguistics Project |
| **PAPER D** | Linguistics Thesis |

**PAPER F**

These papers are marked with ‘L’ in the Modern Languages Special Subjects list

<table>
<thead>
<tr>
<th>MODERN LANGUAGES / LINGUISTICS ‘BRIDGE’ PAPERS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PAPER IV or V in a language/PAPERS E</strong></td>
<td>The history (IV/E1) or structure (V/E2) of a language</td>
</tr>
</tbody>
</table>

These are the paper choices for an MLL student:

<table>
<thead>
<tr>
<th>LINGUISTICS PAPERS</th>
<th>‘BRIDGE’ PAPERS</th>
<th>MODERN LANGUAGES PAPERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper A</td>
<td>one of Papers B1-B6</td>
<td>one of B1-B6, C, D or F</td>
</tr>
<tr>
<td>Compulsory</td>
<td>Compulsory</td>
<td>Optional</td>
</tr>
<tr>
<td>Paper IV/E1</td>
<td>Paper V/E2</td>
<td>See the Undergraduate Handbook on WebLearn</td>
</tr>
<tr>
<td>Paper V/E2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Only one paper F (i.e. drawn from the Special Subjects and marked as ‘L’) can be taken.
Note that the Linguistics Theory Paper A is also available to Modern Languages students reading a sole language (as ML Paper XIII).

**7.1 Choosing your papers and arranging tutorials**
How and when to choose your FHS options

In choosing which subjects to take at FHS, you should first familiarise yourself with the options available to you, and the specific requirements of your particular degree course. You may have some idea from subjects you studied at Prelims, but some options may be completely new to you. You should discuss your interests with your College Linguistics Organising Tutor (LOT), who will also make sure you cover all requirements and that you have a balanced programme of study. Achieving this requires some thought: it will be important not to overload work in a single term, and subject tutors are not always available in a particular term. Thus, careful and timely planning with your LOT is essential. If you would like to know more about a specific option, you can also contact the convenor for that option. You are also encouraged to attend lectures in options you are potentially interested in (remember, you are free to attend any undergraduate lectures at all).

Ideally your LOT should contact the convenor before the start of Michaelmas Term in the year in which you want to have your tutorials. **We therefore recommend that you discuss your options carefully with your College LOT during the previous Trinity Term** (either straight after Prelims exams if you want to start tutorials in your second year, or towards the end of your second year, before you go on your year abroad, if you want tutorials in your final year).

Though the Faculty endeavours to provide tuition for all options every year, the availability of some options depends on staff availability, and, with the exception of the core Paper Bs, cannot be guaranteed. You are advised to include fall-back options in your tutorial planning in case any of your planned options are not available in your year of examination.

FHS Lectures

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, you should attend relevant lectures for your options from the very first term of the course, even if you will not be having tutorials until later in the year or even in your final year. Do not assume that you will have time to attend all the lectures in your final year! Your College Linguistic Organising Tutor (LOT) will be able to advise you on which lectures to attend at which stage in your course, depending on your choice of options: **however, it is your responsibility to ask for that advice.**

Arranging FHS tutorials

Once you have decided on the options you wish to take, and discussed these with your College LOT, she or he will contact the relevant paper convenors (see the list on weblearn) in order to register your interest and arrange your tutorials. The paper convenor will then assign a subject tutor, who will get in touch with you directly to agree a schedule for tutorials and provide reading lists and essay topics. As noted
above, ideally **your LOT should contact the convenor before the start of Michaelmas Term in the year in which you want to have your tutorials.** We therefore recommend discussing your options carefully with your College LOT during the previous Trinity Term (either straight after Prelims exams if you want to start tutorials in your second year, or towards the end of your second year, before you go on your year abroad, if you want tutorials in your final year). For Paper A, the procedure is different, as outlined below, because typically tutorials for this paper are with your College LOT.

**8. Teaching**

What follows is a brief outline of the papers available for the Linguistics side of FHS. For further important detail about each paper, including pre-requisites, structure and method of assessment, please see the Linguistics Undergraduate Handbook. Students are also encouraged to look at the teaching outlines and materials for individual papers, as provided on [Weblearn, under FHS MLL](#).

**8.1 Paper A – Linguistic Theory**

This paper aims at exploring key ideas that have had a profound impact on the field and have shaped the way linguistics has developed, and developing students’ skills to think critically and comparatively. Your first point of contact for this paper should always be your College LOT.

**8.2 Papers B**

These papers are core linguistics papers and are available every year. Each one covers a core area of linguistic theory (B1-3 deal with form, meaning and grammar) or specific aspect of language (B4-6 deal with language and the brain, language and society and how language changes over time).

**Registering interest and arranging tutorials:** You should discuss the available options with your College LOT, who should then register your intention to take this paper with the paper convenor (as listed on weblearn).

**8.2.1 Paper B1 – Phonetics and Phonology**

This course is aimed at those who wish to study in greater depth how sound is structured and used in language, and are interested in speech (spoken language, from a wide perspective), knowledge of speech in the mind, and cross-linguistic patterns.

**8.2.2 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 a range of syntactic phenomena and how these are analysed in the framework of Lexical-Functional Grammar.

8.2.3 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.

8.2.4 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.

8.2.5 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).

8.2.6 Paper B6 – Historical Linguistics
Historical Linguistics is the diachronic study of language, encompassing phonological, morphological, syntactic, and semantic change. 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.

8.3 Paper C – Linguistic Project
The Linguistic Project option is available to those taking a further paper in Linguistics, and allows a candidate to undertake a descriptive project using the analytic tools acquired in other core areas of Linguistics. The project report, of 8000-10000 words, should document a piece of original research conducted by the student into some aspect of a particular dialect, language, or variety. Planning should begin in your 2nd year, and prior Faculty approval of your project topic is required.

8.4 Paper D - Linguistics Thesis
The Linguistic Thesis is available to those taking a further paper in Linguistics, and allows a candidate to undertake a research project using the analytic tools acquired in the core areas of Linguistics. The thesis, of 10000-12000 words, need not be on original data collected by the students themselves, but should contain points of
theoretical interest/reflection. Planning should begin in your 2nd year, and prior Faculty approval of your research topic is required.

8.5 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
You should consult your College LOT and ML Tutor about arranging tutorials in these papers. E1 Papers cover the history of a modern European language, while E2 papers cover the linguistic analysis of a contemporary structure of a modern European language.

8.6 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 often available to those taking a further paper in Linguistics. 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/. Among these, the following have been available in recent years: Morphology, Romance Philology and Linguistics.

8.7 Offering feedback on teaching

The two faculties greatly value the feedback that students offer on the teaching they receive. Lecture and Class/Tutorial feedback forms for Linguistics 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. For Modern Languages, see sections 3.6 and 5 of the Undergraduate Course Handbook on WebLearn.

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.

At the national level, all 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 here.
8.8 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 Linguistics options, there is a preliminary reading list on the Linguistics website, and additional 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. For Modern Languages, consult the relevant language-specific Prelims handbook and information supplied by your tutors and/or posted on WebLearn.

9. Assessment

9.1 Introduction

Most FHS papers (except, for Linguistics, the Linguistic Project, Linguistics Thesis and the Lab Report component of Paper B1 Phonetics and Phonology, and, for Modern Languages, Paper XII and the optional Paper XIV, as well as the oral) are assessed via exams. The written exams normally begin in Week 5 of Trinity Term, with the Modern Languages oral exam taking place earlier, in Week 0 of that term. The timetable will be made available at https://www.ox.ac.uk/students/academic/exams/timetables. 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 important information about exams, students are referred to the Oxford Students website: https://www.ox.ac.uk/students/academic/exams

The tutorial system ensures continuous opportunities for close feedback on progress 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. Tutors typically do not give specific marks or grades to tutorial work since progress is understood to be cumulative, and giving a specific mark at an early stage may be misleading. However, their feedback is designed to point out strengths and weaknesses, or any errors, and recommend areas for further study and consideration. In addition to preparing you for your exams, the goal of tutorials is to develop your intellectual abilities and understanding of the subject, rather than merely
transferring ‘packages’ of knowledge. As exams approach, more time will be given to consolidating what you have learnt, revision and exam advice.

Your college may provide the opportunity (or indeed require you) to sit Collections, i.e. mock 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/Modern Languages tutors 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 for Linguistics can be found at https://weblearn.ox.ac.uk/portal/site/humdiv:linguist:ug_admin, and for Modern Languages at https://weblearn.ox.ac.uk/access/content/group/modlang/general/exams/examination_regulations_and_conventions.html. For Modern Languages, see also section 4.3 of the Undergraduate Handbook.

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 (with certain exceptions in ML) 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 Linguistics Theory paper (Paper A) and the various Linguistics Option Papers and the Linguistic Project and Thesis, 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 Linguistics Theory 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/access/content/group/modlang/general/exams/examination_regulations_and_conventions.html (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 or Modern Languages 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 website.

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

9.5 Entering for University Examinations
Students need to register for their examinations. Students are referred to the Oxford Students website for examination entry and alternative examination arrangements. 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 for sitting your exams.

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.

10. Complaints and academic appeals
The University, the Humanities Division and the Faculties of Linguistics, Philology and Phonetics and of Medieval and Modern Languages 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 Oxford SU 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 (dus@ling-phil.ox.ac.uk or dus@mod-langs.ox.ac.uk). Complaints about Faculty facilities should be made to the Faculty Undergraduate Studies Administrator (see list on weblearn). If you feel unable to approach one of those individuals, you may contact the Chair of the Faculty Board (see list on weblearn). The officer concerned will attempt to resolve your concern/complaint informally. If your concern relates to the overall joint degree course, your first point of contact should be the Chair of the Joint Standing Committee (for 2019-2020 email: dus@mod-langs.ox.ac.uk).

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 LOT/ML Tutor or with one of the college officers, or the 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 College LOT/ML Tutor or the Senior Tutor, or the Faculty course director (Prelims Co-ordinator), the Faculty Director of Undergraduate Studies, your supervisor or a 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 its 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 both faculties 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 can
happen once a term, as necessary, usually on Thursday afternoon in week 3 (Linguistics)
and Monday afternoon in Week 5 (Modern Languages). 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 Linguistics meeting
includes the coordinators for the three Prelims papers, and it takes place once per term, usually on Thursday afternoon in week 5. The minutes of the USC meeting are reviewed by Faculty Board.

For the Joint Schools of Modern Languages and Linguistics specifically, there is a Joint Standing Committee of Senior Members responsible for supervising the course. The committee is composed of four members (two from Modern Languages and two from Linguistics) and also includes a Junior Member representing the undergraduate student body. The current membership is:

- Dr Elinor Payne, Director of Undergraduate Studies, Linguistics
- Dr Helen Swift, Director of Undergraduate Studies, Modern Languages
- Prof Martin Maiden, Statutory Professor of the Romance Languages (LPP and ML)
- Prof Hanne Eckhoff, Modern Languages, Sub-Faculty of Russian
- Prof Sam Wolfe, Modern Languages, Sub-Faculty of French

### 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](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](http://www.bodleian.ox.ac.uk/taylor)

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

See also section 3.9 of the Modern Languages Undergraduate Handbook.

#### 11.2.2 Laboratories

The Linguistics 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/](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.
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 THAT PUBLICATION. SEE THE RELEVANT YEAR 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+Schoo+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.

Elinor Payne, Director of Undergraduate Studies, LPP
Helen Swift, Director of Undergraduate Studies, ML
October 2019