



***University College Dublin
School of Languages, Cultures and Linguistics
Scoil na dTeangacha, na gCultúr agus na Teangeolaíochta***

MA in Applied Linguistics

Handbook 2019-2020

Programme Directors:

Associate Professor Rosario Hernández
charo.hernandez@ucd.ie
Prof Vera Regan
vera.regan@ucd.ie

Overview of the MA in Applied Linguistic Programme

The MA in Applied Linguistics is an interdisciplinary programme aimed at students who wish to develop their understanding of a broad range of language-related issues which play a pivotal role in our globalised, multilingual world. Second language acquisition and foreign language learning are among the most central of these issues. The programme provides relevant qualifications for students who seek employment in a broad range of language-related jobs.

The programme stresses the importance of critical thinking and reflection and draws on a wide range of theoretical and methodological approaches to develop enquiry-based learning about language and communication. We value interdisciplinarity, a problem solving approach to real life issues, and the potential to make a difference in peoples' lives.

We aim to provide a learning environment that encourages students to investigate theoretical and practical aspects of language acquisition and use, at individual as well as societal levels. Students will also learn to formulate research proposals and to undertake independent research. Modules are taught in small groups by academics who are leaders in their fields.

Learning is facilitated mainly through alternating lectures and seminars, underpinned by strong student active participation in oral presentations and the facilitation of class discussion. As a result of this approach, learning activities and assessment approaches include written essays and critical reviews, oral presentations, and reflective learning.

Programme outcomes

On successful completion of this programme students should be able to...

- Demonstrate an in-depth knowledge of selected areas of Applied Linguistics depending on their choice of modules (language variation, language development, language learning).
- Critical analysed both psychological and social factors associated with second language acquisition and development.
- Show awareness of the role of language within the broader field of communication, including its role in constructing individual and group identities, and its role in a variety of public contexts such as education, politics and the media.
- Demonstrate an advanced ability to think and reason critically, to evaluate evidence and argumentation, and to form a critical judgement of one's own work as well as the work of others.
- Conduct targeted research using the methodologies employed in Applied Linguistics.
- Demonstrate a high level of personal autonomy and accountability in the acquisition or application of knowledge or skills.
- Synthesise and evaluate case studies from the literature review on Second Language Acquisition and Learning.

Programme Structure

This Masters programme includes **taught modules** (60 credits) and a **minor thesis** (30 credits), and can also be the basis for a structured PhD programme. Modules are 10 credits worth unless otherwise indicated.

Core modules (30 credits)

Autumn Trimester

MODULE	DAY & TIME	ROOM
SLL40180 Second Language Teaching & Learning	Tuesday 2-4pm	D301
SLL40290 Second Language Acquisition	Wednesday 11-1pm	D301

Spring Trimester

MODULE	DAY & TIME	ROOM
SLL40110 Research Methods*	Thursday 2-4pm	D301
LING40350 Translation AL*	Tuesday 11 Thursday 12	L107 (Library) G-09 AG

*5 credit modules

Summer Trimester

MODULE
SLL40090 Minor Thesis (30 credits)

Options (students have to take 30 credits) – check timetable with module coordinators

Autumn Trimester

MODULE	DAY & TIME	ROOM
GER40040 Translation Theory	Tuesday 5-7pm	G102
LANG40590 The English language for TESOL	Wednesday 2-4pm	Rm 2 DAE
LING40220 Minority Languages	Monday 11-12noon	G107
	Wednesday 12-1pm	G109
LING40290 Sociolinguistics for AL	Wednesday 9-11am	
LING40310 Phonology for AL	Wednesday 2-4pm	D301

Spring Trimester

MODULE	DAY & TIME	ROOM
EDUC43280 Languages & Learning in Schools	Tuesday 10-12noon	TBC
LING30140 Corpus Linguistics	Tuesday 2-3pm Thursday 2-3pm	L247 SUTH G6 DAE
LING40260 Global English	Tuesday 10-11am Thursday 10-11am	L143 SUTH Th. R

- Please use your UCD email address only to contact us.
- Learning materials and tasks associated with the course are published on Brightspace. You are expected to engage with Brightspace.
- Supervision guidelines. In semester 2, your supervision meetings will take place within standard working hours and within UCD grounds (or via Skype). Please ensure that your summer schedule allows for this. Further information about supervision will be available on a separate document.

Academic Year Dates

Autumn Trimester

Teaching Term Monday, 9 September – Friday, 29 November 2019

Study week Monday, 28 October – Friday, 1 November 2019

Spring Trimester

Teaching Term Monday, 20 January – Friday, 6 March 2020

Study Period Monday, 9 March – Friday, 20 March 2020

Teaching Term Monday, 23 March – Friday, 24 April 2020

Summer Trimester

Supervision* Monday, 18 May – Sunday, 30 August 2020

See full details by opening the link below

https://www.ucd.ie/graduatestudies/t4media/academic_calendar_2019.pdf

Thesis submission deadline: Friday, 14 August 2020 (TBC)

Submission of assignments

- Assignments/projects should be submitted electronically on Brightspace by 5pm on the due date and a hard copy in the School Office.
- Assignments/projects may of course be submitted in advance of the due date.

N.B. Check submission dates with module coordinators

Late submission of assignments

- Assignments/projects received at any time within two weeks of the due date will be graded, but a penalty may apply.
- Submission dates may be extended in exceptional circumstances; students must apply for an extension in writing to the School using the standard University pro-forma and stating the reasons for seeking the extension.
- Where assignments/projects are submitted late due to unanticipated exceptional or extenuating circumstances, students must present an explanation to the School, using the standard University pro-forma. The School may, at their discretion, retrospectively award an extension in such cases.

Failure & reassessment

- Students can resit modules through in-semester assessment.
- If you fail any of your modules, you may repeat or resit them.

Assignment guidelines

- Assignments need to have a cover sheet.
<https://www.ucd.ie/slcl/t4media/Assignment%20submission%20form%20.pdf>
- Use APA style, or another style agreed with the module coordinators, in all assignments (see here <https://www.ucd.ie/t4cms/Guide67.pdf>).
- They should be one and a half spaced, and written in 12 point Times Roman font.
- MA thesis guidelines: see here
https://sisweb.ucd.ie/isis!/W_HU_MENU.P_PUBLISH?p_tag=GD-DOCLAND&ID=121

Grade descriptors

The table below shows the different bands for marking. This is a guide only as assignments for each modules would have their specific marking criteria.

Module Grade	Description
A+	Excellent: A comprehensive, highly structured, focused and concise response to the assessment task, consistently demonstrating
A	<ul style="list-style-type: none">• An extensive and detailed knowledge of the subject matter• A highly developed ability to apply this knowledge to the task set
A-	<ul style="list-style-type: none">• Excellent presentation with minimal or no presentation errors (spelling, grammar, graphical and visual)

B+	<p>Very Good: A thorough and well-organised response to the assessment task, demonstrating:</p> <ul style="list-style-type: none"> • A broad knowledge of the subject matter • Considerable strength in applying that knowledge to the task set • Quality presentation with few presentation errors (spelling, grammar, graphical and visual)
B	
B-	
C+	<p>Good: An adequate and competent response to the assessment task, demonstrating</p> <ul style="list-style-type: none"> • Adequate but not complete knowledge of the subject matter or the appearance of several minor errors • Capacity to apply knowledge appropriately to the task albeit with some errors • Clear expression with few areas of confusion • Ability to convey meaning but some lack of clarity and command of vocabulary • Good presentation with some presentation errors (spelling, grammar, graphical and visual)
C	
C-	
D+	<p>Satisfactory: An acceptable response to the assessment task with</p> <ul style="list-style-type: none"> • Basic grasp of subject matter, but somewhat lacking in focus and structure • Main points covered but insufficient detail • Some effort to apply knowledge but only basic understanding displayed • Several minor or one major error • Satisfactory presentation with an acceptable level of presentation errors (spelling, grammar, graphical and visual)
D	
D-	<p>Acceptable: The minimum acceptable standard of response to the assessment task showing a basic grasp of subject matter but poorly focused or badly structured or containing irrelevant material.</p> <ul style="list-style-type: none"> • Having one major error and some minor errors • Demonstrating the capacity to complete only moderately difficult tasks related to the subject material • Displaying minimum acceptable standard of presentation (spelling, grammar, graphical and visual)
E+	<p>Fail (marginal): The assessment fails to meet the minimum acceptable standards yet</p> <ul style="list-style-type: none"> • Engages with the subject matter or problem set, despite major deficiencies in structure, relevance or focus • Has two major errors and some minor errors • Demonstrates the capacity to complete only part of, or the simpler elements of the task with a minimum standard of presentation (spelling, grammar, graphical and visual) • An incomplete or rushed answer e.g. the use of bullet points through part/all of answer
E	
E-	
F	Fail (unacceptable, cannot be compensated)

G	Fail (wholly unacceptable, cannot be compensated)
NG	No grade (No work was submitted by the student or student was absent from the assessment, or work submitted did not merit a grade).

Marking criteria for written assessments

You will be given separate criteria for each of your oral assignments (presentations). This section clarifies the criteria based on which your written work is assessed, which will be different for each individual assignment. The marking is based on a set of criteria. Together with a mark for your coursework, you will receive formal and written feedback on how you have performed in your writing. You are also encouraged to see your lecturer to discuss the feedback in more detail during their office hours.

The criteria are as follows:

- a Organisation and Structure
This category requires that all the sections in your writing are coherent, and that they fit together in a logical way. The reader should be guided through with your writing and be made clearly aware of its overall structure.
- b Relevance and content
The content of the writing should be focussed on the topic or question set for the particular piece of coursework and relevant to it at all times. You should demonstrate your understanding of the relevant theories and principles in your writing, and support what you say with relevant examples drawn from your reading or experience.
- c Style and references
You are expected to write in an academic manner, obeying rules about referencing, bibliographies and avoiding plagiarism (see below). You must always acknowledge the source of other people's ideas. Try to avoid informal and colloquial expressions, but use clear and not unnecessarily flowery or opaque language to express your ideas. Always bear your reader in mind when writing. Try to explain difficult terminology and concepts whenever necessary.
- d Critical thinking
Demonstrate your ability to assess the strengths and weaknesses of other people's ideas and arguments, as well as your own. Make sure you give evidence to show that you have thought things through and come to your own conclusions.

Research ethics

You should familiarise yourself with UCD's research ethics website. It contains information on how to submit ethical applications online, UCD's Code of Practice in Research, information for researchers/participants and deadlines for submission of ethical applications. You must do this before you can proceed with your minor thesis.
www.ucd.ie/researchethics/

Plagiarism

UCD upholds the principle of academic integrity, whereby appropriate acknowledgement is given to the contributions of others in any work. Plagiarism is a form of academic dishonesty, where ideas are presented falsely, either implicitly or explicitly, as being the original thought of the author's. Plagiarism is a serious academic offence and while it may be easy to commit unintentionally, it is defined by the fact not the intention. All students are responsible for being familiar with the University's policy statement on plagiarism.

Extenuating circumstances

Students are expected to meet the academic demands of their chosen programme. However, they may experience a range of serious and unanticipated difficulties, which adversely affect their ability to study, complete assessments or attend their required classes and other learning activities. The Policy on Extenuating Circumstances provides a framework through which Boards of Examiners may take these difficulties into account in a fair and equitable manner, establishing key principles and outlining the process to be followed.

Please familiarise yourself with relevant UCD Academic Policies
<http://www.ucd.ie/students/guide/academicregs.html>

UCD services

IT Services – Graduate Taught

Your UCD Connect account gives you access to 30GB email and Google Drive combined storage, an integrated Google calendar, Google+, eLearning resources, software and much more. If you have a smart phone you can download the free app "UCD Mobile" from the App store with a campus map, library catalogue search, Brightspace Mobile Learn, UCD news and more. See www.ucd.ie/mobile for key services you can access via your smartphone. For an overview of the IT services available and solutions to common queries visit: <http://www.ucd.ie/itservices/> or drop into one of the [IT Centres](#) on campus. You can also contact the IT Support Helpdesk, email: ithelpdesk@ucd.ie, tel: +353 (0)1 716 2700.

UCD Library

Graduates will find the services and collections of UCD Library the perfect place to start their research and study. There is a deep research collection available in five different libraries as well as thousands of high impact journals to support all disciplines of the university. There are over 3,000 quiet study places in the Library, individual study rooms which can be booked in advance by postgraduates, group study rooms and a dedicated centre for postgraduates in the Arts and Social Sciences.

There is have a dedicated Special Collection Library and a Research Service unit which provides a research repository, digital library, bibliometric support, data management, mapping and more. The Library also offers a range of classes including literature searching, using social media for research, mapping, managing your data,

using metrics on your CV, using technologies in the humanities to facilitate research insights and using reference management software tools to help you manage your references.

Useful links

Graduate Studies - www.ucd.ie/graduatestudies

International Office - www.ucd.ie/international

Campus Map - <http://www.ucd.ie/students/newstudents/maps.html>

IT Services – www.ucd.ie/it

Library - www.ucd.ie/library

Student Advisers - <http://www.ucd.ie/studentadvisers/>

Writing Centre - <http://www.ucd.ie/writingcentre/>

School of Languages, Cultures and Linguistics - <http://www.ucd.ie/slcl/>