

BA Psychology and Linguistics **For students entering Part 1 in 2004**

UCAS code: CQ81

Awarding Institution:	The University of Reading
Teaching Institution:	The University of Reading
Relevant QAA subject benchmarking group(s):	Psychology, Linguistics
Faculty of Life Sciences	Programme length: 3 years
Date of specification: Mar 2006	
Programme Director:	
Programme Adviser: Dr Jane Setter (Linguistics)	
Board of Studies: BA Joint degrees with Psychology	
Accreditation: British Psychological Society Graduate Basis of Registration	

Summary of programme aims

The programme in Psychology and Linguistics aims to give a thorough and broadly based training in modern Psychology and Linguistics. It aims to introduce students to the wide range of approaches that constitute modern Psychology, and to concepts and evidence within the domains of the subject required for British Psychological Society accreditation. Students have the opportunity to apply their knowledge to chosen areas of interest. They are made aware of current research – its methods, applications and unresolved issues – and learn how to evaluate research and carry it out themselves. In Linguistics, the programme aims to enable students to achieve their full intellectual potential by means of the rigorous and critical study of language; to provide students with the foundation skills for further independent study and research; and to equip them with a range of transferable skills of potential value to future employers.

Transferable skills

The University's Strategy for Teaching and Learning has identified a number of generic transferable skills which all students are expected to have developed by the end of their degree programme. In following this programme, students will have had the opportunity to enhance their skills relating to career management, communication (both written and oral), information handling, numeracy, problem-solving, team working and use of information technology.

On completion of this programme, students are expected to have gained experience in, and show competence in, the following: uses of IT, including information search, spreadsheet, database and statistical software, and the application of IT to language studies; presentation and analysis of quantitative data. They should also have an appreciation of the principles of the scientific study of language; a knowledge of the nature of language, and an understanding of the role and significance of language in the individual and society; practical skills in the analysis of language; a range of transferable intellectual skills including the ability to synthesise, analyse and evaluate information and theoretical claims and to communicate effectively through written and oral reports to varied audiences; the ability to work independently and co-operatively. Additionally they will show competence in time management, project management, and career planning.

Programme content

The following profile states which modules must be taken (the compulsory part), together with lists of modules in any Part from which students must make a selection

(the option modules). Students must choose such additional modules as they wish, in consultation with their programme adviser, to make 120 credits in each Part. The number of credits for each module is shown after its title.

Part 1 (three terms) Certificate Level	<i>Credits</i>	<i>Level</i>
<i>Compulsory modules</i>		
PY11A <i>Psychological Research 1</i>	10	C
PY11B <i>Perception and Learning</i>	10	C
PY11C <i>Introduction to Neuroscience</i>	10	C
PY12D <i>Psychological Research 2</i>	10	C
PY12E <i>Cognition and Applied Psychology</i>	10	C
PY12F <i>Developmental & Social Psychology</i>	10	C
LS1SG <i>Sounds, Grammar and Meaning</i>	20	C
LS1IS <i>Language in the Individual & in Society</i>	20	C

Optional module:

LS1IA <i>Introduction to Applied English Language Studies</i>	20	C
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If only 40 credits of Linguistics are taken, the remaining credits may be made up of any combination of 10- and 20-credit modules offered in the University, subject to the requirement for Part 1 examination.

Part 2 (three terms) Intermediate Level

In Psychology, students must follow the three compulsory modules (30 credits) and at least one of the optional modules from group (i) and one from group (ii) plus other optional modules to make a total of 60 credits in Psychology. In Linguistics, students must follow the compulsory module (20 credits) and choose from the list of optional modules (40 credits). Not all optional Linguistics modules will necessarily be available in any year and admission to optional modules will be at the discretion of the Programme Director.

Compulsory modules:

PY24A <i>Research Methods and Data Analysis</i>	10	I
PY24B <i>Development & Social Psychology 1</i>	10	I
PY25K <i>Project & Careers Skills</i>	10	I
LS2LG <i>Core Linguistics</i>	20	I
<i>(i) At least one of:</i>		
PY24C <i>Neuroscience 1</i>	10	I
PY25I <i>Neuroscience 2</i>	10	I
<i>(ii) At least one of:</i>		
PY24D <i>Cognition 1</i>	10	I
PY25J <i>Cognition 3</i>	10	I

Optional modules in Psychology:

(iii) Modules chosen from the following, if necessary, to make an overall total of 60 credits in Psychology:

PY24E <i>Cognition 2</i>	10	I
PY24F <i>Applied Psychology</i>	10	I
PY25G <i>Research Methods & Data Analysis 2</i>	10	I

PY25H	<i>Developmental & Social Psychology 2</i>	10	I
PY25L	<i>Clinical Psychology</i>	10	I

British Psychological Society Graduate Basis of Registration. Psychology Part 2 modules PY24A + PY24B + *either* PY24C *or* PY25I + *either* PY24D *or* PY25J are the minimum required for BPS accreditation. *See also Part 3 Project.*

Optional modules totalling 40 credits in Linguistics:

Autumn or Spring term:

LS2ASD	<i>Approaches to Spoken Discourse</i>	10	I
LS2AWD	<i>Approaches to Written Discourse</i>	10	I
LS2CB	<i>Corpus-Based Approaches to Language Description</i>	10	I
LS2CL	<i>Child Language Development</i>	10	I
LS2EG	<i>English Grammar</i>	10	I
LS2EP	<i>English Phonology</i>	10	I
LS2EW	<i>English in the World</i>	10	I
LS2FD	<i>Field Linguistics</i>	10	I
LS2PP	<i>Principles of Phonetics & Phonology</i>	20	I
LS2PS	<i>Principles of Syntax & Semantics</i>	20	I
LS2SL	<i>Sociolinguistics</i>	10	I

Part 3 (three terms) Honours Level

Credits Level

Students must follow the compulsory Project module and the Contemporary Issues module (50 credits) and choose from the list of optional modules (30 credits of Psychology and 40 credits of Linguistics). Not all optional modules will necessarily be available in any year. Admission to optional modules will be at the discretion of the Programme Director.

Compulsory modules:

PY3PLS**	<i>Project for Psychology & Linguistics</i>	40	H
PY3C	<i>Contemporary Issues</i>	10	H

****British Psychological Society Graduate Basis of Registration.** To qualify for BPS accreditation, the Project must be passed with at least 40%, and the topic chosen must be suitable to be examined by a Psychology External Examiner. It is normally expected that the topic will be of some relevance to both Psychology and Linguistics, but this requirement may be waived by agreement with the Programme Director.

Optional modules:

(i) *Modules to the value of 30 credits chosen from a list of Psychology options such as the following:*

PY3LD	<i>Language Development</i>	10	H
PY3DN	<i>Developmental Neuroscience</i>	10	H
PY3FP2	<i>Forensic Psychology 2: Clinical Applications of Forensic Psychology</i>	10	H
PY3CNV	<i>Cognitive Neuroscience of Vision</i>	10	H
PY3OS	<i>Occupational Stress</i>	10	H
PY3VSD	<i>Visual & Spatial Development</i>	10	H
PY3CPA	<i>Clinical Psychology of Adulthood</i>	10	H
PY3LPA	<i>Language Processing & Aphasia</i>	10	H
PY3IR	<i>Issues in Rationality</i>	10	H

PY3WMC	<i>Working Memory & Cognition</i>	10	H
PY3ASD	<i>Autistic Spectrum Disorders</i>	10	H
PY3NCP	<i>Nature & Aetiology of Childhood Psychopathology</i>	10	H
PY3EDP	<i>Early Experience & Developmental Psychopathology</i>	10	H
PY3CDC	<i>Co-ordination Disorders in Children</i>	10	H
PY3AP	<i>Auditory Perception</i>	10	H
PY3CLM	<i>Clinical Aspects of Learning and Memory</i>	10	H
PY3ACP	<i>Cognitive Perspectives of Adult Clinical Psychology</i>	10	H
PY3SC	<i>Social Cognition</i>	10	H
PY3AV	<i>Active Vision</i>	10	H
PY3RA	<i>Risk & Accidents</i>	10	H
PY3NFD	<i>Neuropsychology of Frontostriatal Disorders</i>	10	H
PY3NP	<i>Neuropsychiatry</i>	10	H
PY3HP	<i>Health Psychology</i>	10	H
PY3CA	<i>Cognitive Neuropsychology of Ageing</i>	10	H
PY3IC	<i>Implicit Cognition</i>	10	H
PY3PCD	<i>Psychopharmacology of Clinical Disorders</i>	10	H
PY3MSC	<i>Multiple Social Categorization</i>	10	H

ii) *Optional modules totalling 40 credits in Linguistics, chosen from:*

Autumn or Spring term:

PL3LAA	<i>Linguistic Aspects of Aphasia</i>	10	H
LS3AP	<i>Advanced Phonetics & Phonology</i>	20	H
LS3AS	<i>Advanced Syntax & Semantics</i>	20	H
LS3ASD	<i>Approaches to Spoken Discourse</i>	10	H
LS3AWD	<i>Approaches to Written Discourse</i>	10	H
LS3CB	<i>Corpus-Based Approaches to Language Description</i>	10	H
LS3CL	<i>Child Language Development</i>	10	H
LS3GL	<i>English Grammar & Lexis</i>	10	H
LS3EP	<i>English Phonology</i>	10	H
LS3EW	<i>English in the World</i>	10	H
LS3FL	<i>First Language Acquisition</i>	10	H
PL3LPT	<i>Language Pathology</i>	10	H
LS3SLT	<i>Second Language Learning & Teaching</i>	10	H
LS3PL	<i>Psycholinguistics</i>	10	H
LS3RT	<i>Research Topics in English Grammar</i>	10	H
LS3SL	<i>Sociolinguistics</i>	10	H
LS3LSE	<i>Literacy in Society and Education</i>	10	H

Progression requirements

Part 1. To gain a threshold performance at Part 1 a student shall normally be required to achieve an overall average of 40% over 120 credits taken in Part 1, and a mark of at least 30% in individual modules amounting to not less than 100 credits. **In order to progress from Part 1 to Part 2 in Psychology and Linguistics**, a student shall normally be required to achieve a threshold performance at Part 1 and to have obtained at least 40% in the Psychology modules PY11A, PY11B, PY11C, PY12D, PY12E and PY12F averaged together, with at least 30% in 5 or more of those 6 modules; and to have obtained at least 40% in the compulsory Linguistics modules averaged together.

Part 2. To gain a threshold performance at Part 2 a student shall normally be required to achieve: an overall average of 40% over 120 credits taken in Part 2, and a mark of at least 30% in individual modules amounting to not less than 100 credits.

In order to progress from Part 2 to Part 3 in Psychology and Linguistics, a student should normally be required to achieve a threshold performance at Part 2. **To be eligible for Honours** students must pass the Project module.

Summary of teaching and assessment

Modules are taught by lectures, seminars, large group and small group practical work. The Project/Dissertation module additionally is supported by individual supervision. Some modules are assessed wholly by coursework, some wholly by examination, and others by a mixture of the two: details are given in the module descriptions.

The conventions for classification are included in the Programme Handbook but you should note that weighting between Part 2 and Part 3 for classification purposes is 33% and 67%.

The University's honours classification is as follows:

<u>Mark:</u>	<u>Interpretation</u>
70%-100%	First class
60%-69%	Upper Second class
50%-59%	Lower Second class
40%-49%	Third class
35%-39%	Below Honours standard
0%-34%	Fail

Admission requirements

Entrants to this programme are normally required to have obtained:

GCSE English: Grade C and

GCSE Maths: Grade C and

A Levels at AAB; or

International Baccalaureat: Pass with 34 points including 5 in Ordinary Mathematics;
or

Irish Leaving Certificate: AAABB; or

Access: credits at levels 3 and 2 to be confirmed

European Baccalaureat: 75% overall; or

German Abitur: Pass with average of 2.2; or

Greek Apolytirion 18/20 + UCAS Tariff as above

IELTS Band 7 (or equivalent) will be required for those whose education has not been conducted in English.

Mature and international applicants. It will be appreciated from the extensive list of qualification routes above that we welcome applications from candidates with a range of backgrounds, including mature candidates and those from other countries. While the list above is indicative, it is not intended to be exhaustive, and all such candidates can be sure that their applications will be considered individually and by taking account of particular circumstances. International candidates who are not offering one of the listed set of qualifications are advised to contact either the EU or the international admissions tutor first, to discuss the suitability of their qualifications.

Admissions Tutor: Dr Patricia Riddell (Psychology).

Admissions Officer: Mrs Teresa Young (Psychology).

Support for students and their learning

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses the Student Access to Independent Learning (S@IL) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided through the University's Personal Academic Record (PAR) Scheme, in which students meet their Personal Tutors regularly to review their progress, and through the Careers Advisory Service, the University's Disability Officer, Study Advisers, Hall Wardens and the Students' Union.

There are Programme Advisers to offer advice on choice of modules within the programme. In Psychology, each Part of the programme has a Year Tutor, whose role is to provide information to students in that year, monitor their progress (liaising with the Course Administrator) and advise those who fall behind in their academic work. Staff with relevant expertise, e.g. in dyslexia, support the departmental Disability Representative. Staff's specialised laboratories are available for use in student research projects.

In Linguistics at Part 1, students receive an induction course in Academic Writing. Each student is provided with a course handbook which contains full details of the degree programme, the staff and facilities in the School of Linguistics and Applied Language Studies, and a range of useful information including advice on note-taking in lectures, preparation of written work especially the dissertation, and dates of terms and examinations, and the University's procedure for assessment. Each Part of the programme has a Course Tutor to advise students on selection of modules, learning and assessment. Learning on core modules is supported by small group seminars. Learning is also supported by dedicated facilities in the School. The Corpus Facility has 6 networked PCs that are intended in the first instance for students researching corpora and databases, such as the British National Corpus and CoBUILD. We also have our own research corpora and databases, and these can be accessed from these machines. The facility uses the very latest software in language and speech analysis. Also available for students are word-processing and statistics, e-mail, and Internet access. Further PCs are located in the student common room for student use. The Speech Research Laboratory is well equipped with a wide range of instrumentation for the investigation of many aspects of speech, and the technical staff and phonetics lecturers are available to advise and help with its setting up and use. The Communication Disorders Centre includes a speech and language therapy clinic in the local NHS Trust, and provides students with opportunities for learning and research. There is also a Language Acquisition Laboratory, which provides an essential testing ground for linguistic theories.

Career prospects

Because the degree is accredited by the British Psychological Society, graduates are qualified to enter training as, for example, clinical or educational psychologists.

Psychology graduates move into an extremely wide range of careers with some bias towards health and education, but extending to many other professional roles. Students graduating in Linguistics are equipped to enter a range of professions that obviously concern themselves with written or spoken language: for example, publishing, broadcasting, advertising and translating, as well as academic Linguistics. In some cases, further study and qualifications will be necessary, for which the programme forms an excellent foundation, as in teaching, including second and foreign language teaching, and speech and language therapy. More broadly, employers have come to recognise that graduates in Linguistics have the ability to organise complex data and to work in IT environments, and these are skills that are in demand in many types of employment that are not directly concerned with language.

Opportunities for study abroad or for placements

The School of Psychology currently has exchange schemes under ERASMUS/SOCRATES with the following universities: Barcelona (Autonoma and Central), Liege, Lisboa, Nijmegen, Padova, Trondheim, Thessaloniki. The School of Linguistics & Applied Language Studies has exchange schemes under ERASMUS/SOCRATES with the following universities: Bergen, Groningen, Leuven, Siena, Toulouse le Mirail and Tuingen, and also has close academic links with universities in Barcelona, Padua, Venice, Oslo, Lund and Tromso.

Educational aims of the programme

The programme aims to give a thorough and broadly based training in modern Psychology and Linguistics. It aims to introduce students to the wide range of approaches that constitute modern Psychology, and to concepts and evidence within the domains of the subject required for British Psychological Society accreditation. Students have the opportunity to apply their knowledge to chosen areas of interest, increasing their degree of choice and independence as they move through the programme. They are made aware of current research its methods, applications and unresolved issues – and learn how to evaluate research and carry it out themselves, with staff research expertise providing stimulation, guidance and high-quality laboratory facilities. The programme in Linguistics aims to enable students to achieve their full intellectual potential by means of the rigorous and critical study of language; to develop students' skills in core areas of linguistics including phonetics, phonology, syntax and semantics; to allow students to develop their own interests in the applications of linguistics in a variety of areas; to provide students with the foundation skills for further independent study and research; and, by exposing students to a variety of learning experiences, to equip them with a range of transferable skills of potential value to future employers.

Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

Knowledge and Understanding

A. Knowledge and understanding of:

- B. 1. Concepts, theories and evidence in six core domains: research methods, individual differences, biological, cognitive, developmental and social psychology
- concepts, theories and evidence in at least five out of six core domains of Psychology: research methods, individual differences, biological, cognitive, developmental and social psychology;
2. linguistic core areas, represented in (a)-(f):
- (a) the systems for the production and perception of human speech sounds
 - (b) the principles of phonological contrast and organisation of linguistic sound systems
 - (c) the principles of derivational and inflectional morphology
 - (d) the principles for determining syntactic constituents and their inter-relations
 - (e) the principles of semantic contrast, and the role of sense, reference and denotation
 - (f) the principles of pragmatics, including speech acts, entailment and presupposition
3. a broad variety of methods and approaches used in psychological and linguistic research
4. practical applications of psychological and linguistic theory and research
5. ethical issues in research, and appropriate conduct by researchers
6. a selection of more specialised optional topics.

Teaching/learning methods and strategies

The knowledge required for 1-5 is delineated in lectures and seminars. More specifically, 2 is achieved through the Part 1 module *Sounds, Grammar and Meaning* and the Part 2 module *Core Linguistics*. Additionally, small group phonetics practical sessions focus on 2(a). Further knowledge and understanding in areas 2(a)-2(f) are offered in option modules at Parts 2 and 3, by lectures, small group seminars and guided assignments. 3 is further supported by practical classes and exercises, miniprojects and the Part 3 project or dissertation. 4 is achieved through Part 1 module *Language in the Individual & Society*, by lectures and small group seminars, and through further Part 2 and 3 option modules, by lectures and guided assignments. Students also learn about 5 from participating in research studies in which the principles are made explicit, and while planning the Part 3 project. Part 3 optional modules cover 6 and extend earlier work to a more advanced level.

Assessment

Most knowledge is assessed by unseen or open-book examinations, coursework essays and other exercises, and reports on empirical work. 2(a) is additionally assessed by oral examination. Dissertation and oral presentations also contribute in core and applied areas. The Part 3 project or dissertation assesses 3 and 4 in the planning and final report, and through the rationale for the choice of methods.

Skills and other attributes

B. Intellectual skills – able to:

1. think logically
2. analyse and solve problems
3. organise tasks into a structured form
4. transfer appropriate knowledge and methods from one area within a subject to another, and across disciplines when appropriate
5. operationalise abstract concepts for testing hypotheses
6. use evidence-based reasoning to argue or to evaluate a claim
7. apply multiple perspectives and levels of explanation to understand behaviour
8. assimilate rapidly-evolving concepts and models of language
9. critically evaluate the design and conduct of psychological or linguistic research
10. plan, carry out and present an extended independent investigation of a research topic
11. write well-structured and well-argued essays

Teaching/learning methods and strategies

1-3 are explicated in lectures, tutorials or feedback on exercises in both Psychology and Linguistics. 6,7,9 are covered in Psychology lectures and option seminars. 4 is not formally taught but is illustrated and encouraged particularly in Part 3 modules, and is intrinsic to high-level performance in all parts of the programme. Essays with formative feedback throughout the programme provide practice in 11. 1-2 are achieved additionally through language practicals at Parts 1 and 2, and the Part 2 module *Research Methods*, and through the *Dissertation* at Part 3. 5 is achieved mainly through the Part 2 module *Research Methods*, and through the *Dissertation* at Part 3. 8 is achieved through the progression of concepts particularly in the modules *Sounds, Grammar and Meaning* at Part 1 and *Core Linguistics* at Part 2; further opportunities are offered through option modules, especially those in core and applied areas at Part 3. 10 is achieved through the Part 2 module *Research Methods*, and through the *Project/Dissertation* at Part 3.

Assessment

1-11 are assessed via all forms of coursework and written examinations throughout the programme. 4 is emphasised in formative and summative assessment as an indicator of the most successful work in both subjects.

C. Practical skills – able to:

1. use statistical software in an appropriate manner
2. choose and apply appropriate data-analytic techniques to psychological and linguistic data
3. search for information, using suitable sources, about a specific topic
4. plan and carry out empirical studies with guidance and supervision
5. write reports on empirical studies
6. perceive, produce and transcribe a full range of sounds produced by the human vocal tract
7. analyse an unknown language at all levels of linguistic organisation
8. identify patterns in complex linguistic data and account for them in terms of appropriate levels of representation and generative rules
9. address and assemble the information contained in modern electronic linguistic corpora

Teaching/learning methods and strategies

Practical work and assignments are designed to enhance skill 1, including some practicals on software especially relevant to Psychology and Linguistics. Dedicated modules in both departments, using lectures, practical classes and exercises cover 2, 3 and the principles underlying 4. Further learning takes place through Psychology practical classes, miniprojects and the Part 3 project/dissertation. 6 is achieved through small group phonetics practical sessions, based on general information provided in the main core lectures on the sounds of language. 7-8 are achieved through small group language practical sessions at Parts 2 and 3 which exercise field linguistic techniques, based on lectures on the core areas of language structure and function; also, through the Part 2 module *Research Methods*, and through the *Dissertation* at Part 3. 9 is achieved through introductory sessions and assignment in the module *Research Methods*, and through the option module *Computer-Based Corpus Studies*.

Assessment

Skill 2 is tested both formatively in coursework and summatively in examinations, and 1 in coursework that involves computer-based analysis. 1, 2, 4 and 5 are assessed in reports on practical classes and miniproject reports; all the skills are assessed to varying degrees in the Part 3 project/dissertation. 6 is assessed by oral examination. 7-9 are assessed by assignment; 8-9 are additionally assessable by written examination.

D. Transferable skills – able to:

1. use IT to write, to present information visually, for statistical analyses and computation, to manage and analyse data, to communicate and to find information (especially via the internet)
2. communicate information concisely or at length in writing
3. give oral presentations
4. work with a group
5. plan and implement a project
6. solve practical problems
7. manage time
8. start planning a career

Teaching/learning methods and strategies

The use of IT is embedded throughout the programme (e.g. in such packages as Excel, SPSS, NUDIST, etc.). 2 and 3 are reinforced in several Psychology and Linguistics modules, and 4 in miniprojects in Psychology. Competence at 5 and 6 are progressively developed through miniprojects and the Part 3 project/dissertation. 7 is encouraged by staged deadlines and is essential for the timely and effective completion of the programme. Students work on 8 within Personal Development (Psychology), but their planning should reflect both fields. 3 is additionally achieved in a number of option modules, and in the *Second Year Conference Assessment*. 1 is required for most coursework in both subjects, 2 for most Psychology and Linguistics coursework and examinations. 3 is assessed by staff observation and contributes to coursework on some Linguistics modules. 5-7 are necessary for the successful completion of Psychology miniprojects and the project/dissertation. 8 is assessed within Personal Development (Psychology) via three equally weighted assignments

Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.