MA English Language
by Distance (MAELD)

Course Guidebook

Director of Studies - Professor Jonathan Culpeper
Programme Coordinator – Mrs Elaine Heron

1. Welcome to the Department of Linguistics and English Language

Lancaster University first opened its doors to students in 1964. The first intake of students was just 330, but this figure has now risen to approximately 11,000, 3,000 of which are postgraduate students actively engaged in research or taught Masters courses like your own. The university buildings are set in 250 acres of parkland a few miles from Lancaster city centre. Lancaster University counts among the top ten research universities in the UK.

The Department of Linguistics and English Language, founded in 1974, has an international reputation for its research and development work in a wide range of fields associated with linguistics and the English language. We rank 19th in the world (International QS rankings 2017), 5th in the UK according to the Times Good University Guide 2017 and 8th in according to the Complete University Guide 2018. Seven staff members have won national or university teaching awards. Our main areas of study include Corpus Linguistics; Discourse Studies; Language Teaching, Learning and Assessment, Literacy Studies and many others. Being one of the largest (if not the largest) Linguistics department in the UK means we can offer students an unparalleled range of experts.

If you would like to learn more about us, we invite you to look at the following web-sites:

> For the University: http://www.lancs.ac.uk
> For the Department: http://www.ling.lancs.ac.uk
> For the programme: http://www.lancaster.ac.uk/linguistics/study/masters/courses/english-language-by-distance-ma/

If you are interested in knowing more about the kind of English language work we do, you could explore our departmental textbook: Culpeper, J. et al. (2009) *English Language: Description, Variation and Context*. Palgrave (see: http://www.palgrave.com/products/title.aspx?pid=270269). (A second edition will appear at the end of 2017).

2. Welcome to MA English Language

The Department of Linguistics and English Language at Lancaster is well known for its advanced study and research in English language. Our staff members have produced major descriptions of English grammar and phonetics, as well as studies in areas such as critical discourse analysis, sociolinguistics, literary stylistics, English language teaching and much more. The MA English Language by distance (MAELD), launched 10 years ago, harnesses this expertise and, taking a broad view of what constitutes 'English Language Studies', focuses on the description of English in terms of its structure, functions and social contexts of use. We hope you enjoy the programme, and look forward to working with you over the next three years.

3. How does the programme work?

Your programme is equivalent in terms of standards and coverage of its field to all of the other MA programmes we offer. The main difference is that, whereas other MA degrees last over one or two years, MAELD is spread over three years. This is to make it easier for the majority of our students who are simultaneously juggling with full-time jobs. This MA is not particularly distinct in the fact more than half is taught in distance mode; we have many other programmes that do this and we have been pioneering distance teaching for years.

The programme has a taught component and a dissertation component. The taught component is delivered in the first two years as a blend of face-to-face and distance learning sessions. The programme is not in fact a fully distance programme, but a "blended learning" one. Feedback from students suggests that having at least some components face-to-face vastly improves the learning experience. You will do three modules in your first year and three modules in your second year. These modules are done in series rather than in parallel so that you just have to focus on one module at a time. Each module, like those on our other MA programmes, consists of nine sessions. At the beginning of each module, there will be a one day residential during which the first three sessions of that module will be taught face-to-face. The remaining six sessions will be done online. The deadline for coursework will be approximately four weeks from the end of the module. In your final year, you will be working on your dissertation. This will be your opportunity to develop a particular topic area, one that interests you, in more depth. You will be assigned a tutor who is expert in your particular area, and, in conjunction with that tutor, you will tailor your own learning programme.

You can find the timetable for the year as a separate document, and also on the MAELD Moodle site.

4. When are the residential sessions?

The dates of the day-residentials in Year 1, 2017-2018, in Lancaster are:

Saturday 9 September 2017
Saturday 20 January 2018
Saturday 19 May 2018

Year 2, 2018-2019, will have similar dates, which we will release later in the programme.

5. Online sessions

There are six online sessions for each course. All material will be accessible from the Moodle site. For each session, tutors will provide various kinds of course content, for example audio or video lectures, PowerPoint slides, reading or other online material. There will also be a discussion or analysis task for you to work on. Once you have worked through the content provided, you post your response to the tasks on the Moodle discussion boards, and also your responses to other posts.

Ideally you should complete all the units and all the tasks in order to maximize the learning opportunities for yourself. We are aware that there may be times when you will not be able to participate as fully in a module as you would wish (e.g. due to professional or personal circumstances). **Please note that you need to contribute to two-thirds of the distance unit tasks in a module** (this means a minimum of 4 out of the 6 distance tasks). 'Contribution' is understood as a reasonable and meaningful attempt to complete the tasks of a given unit. For the other two unit tasks, minimally you need to supply a comment or two on the task responses of others. Generally, you are encouraged to supply as many comments as possible for all units, in addition to completing tasks. Once each task deadline has passed, the tutor will provide overall feedback on the work the group has been doing so far.

For similar reasons, the amount of written text you need to produce for a task is relatively small, typically around 500 words, depending on the nature of the task. **Please do not produce vastly more than the task instructions require.**

On this programme, the level of contribution to online tasks is generally excellent. People realise that the more they put in, the more they get out. But we should briefly note that University reserves the right to exclude a student, if they miss an unreasonable number of classes/sessions.

6. Coursework Assignments

Each module is assessed by one piece of written coursework. The coordinator of the module will give you information about the assessment in advance so that you should then be able to plan the timing of your own work for the assignments. Many assignments require you to use data. Please note that it is not generally permitted to use the same set of data as the basis for more than one piece of written work (assignment or dissertation). If in doubt in this regard, please speak to the module coordinator or your programme's Director of Studies. You are, when necessary, encouraged to cross-refer to other assignments you have written. If, for example, you have dealt with a particular point in more detail in another assignment, please say so in the assignment you are currently writing.

It may help you to know what a module coursework assignment should look like. The easiest way to find out is to look at other examples. To this end, we have constructed a MA essay bank containing assignments that achieved 65% and above (i.e. that were at least borderline distinction) (available via Moodle).

Assignments are more like reports than essays. Generally, we recommend that you use numbered sections in your assignment (this makes it somewhat easier to regiment material). Those sections are typically:

- **Introduction** [A paragraph orientating the reader to your topic, your aims or research questions, and your material]
- **Literature review** [A couple of pages or so introducing the reader to relevant works, and particularly the analytical framework or theories you will be referring to. Consult relevant reading lists and do bibliographic searches. It is possible that you are tackling a relatively obscure topic on which not much has been written; don't worry if your literature review is short in this case.]
- **Data and Methodology** [Describe your data, how you selected it, and how you are going to analyse it. This section will vary in length depending on the method. For example, if you are doing a stylistic analysis, this will be very short (or can be dispensed with, if the introduction adequately covers it); on the other hand, if you are conducting an informant survey using a questionnaire, it will be much longer.]
- **Analysis** [This is the heart of the assignment. Don't let the above sections take up more than about 40% of the whole. We would recommend using more informative section titles here than "analysis": you can at least say "Analysis of X" (and you could break down the analysis section into several subsections).]
- **Conclusion** [Summary of main findings, implications, limitations.]
- **References** [i.e. a bibliography of works you cited during your assignment.]
- **Appendix** [This is optional. Sometimes people include an appendix with the entire set of data they analysed, so that readers can see the context if they wish. But note that an appendix constitutes optional reading.]

7. Presenting your Work for Assessment

All work should be word-processed. Needless to say, we expect you to avoid all forms of discriminatory language.

If you do not already feel thoroughly familiar with current conventions for such presentational matters as in-text referencing and bibliographies, please check this webpage: http://www.lancaster.ac.uk/linguistics/study/resources-for-current-postgraduate-students/ (click on the link 'Writing papers'). Here you can also find information on plagiarism (the unacknowledged use of other people's material), something which the Department and the University takes very seriously indeed. If you are ever in doubt as to what constitutes plagiarism, please ask your Director of Studies.

The first page of your assignment will act as a "coversheet". On Moodle, we provide a generic coversheet that you can drop into the beginning of your assignment file. It asks you to supply information such as your name, cohort, module title and assignment title.

Note that all students are required to submit coursework online to Moodle (the online Virtual Learning Environment). Submit your coursework as a Word file (unless you have permission to do otherwise, such as when you are dealing with large quantities of special fonts or other symbols that need to look exactly as you intend them to be). Check your final submission carefully to make sure you are happy with any symbols or diagrams you have included. Please make sure that the filename of any file you upload contains: your cohort number, your initial and surname, and an indication of the course title (e.g. an acronym). Generally, you should only upload one file. If you upload multiple files, please number them. For example: Cohort8jculpeperHOE-1.docx, Cohort8jculpeperHOE-2.docx (HOE = History of English).

8. Drafts

Note that staff cannot read draft versions of your coursework or dissertation. Staff have to mark the work, and so must keep a degree of distance from it. Having said that, you are more than welcome to ask questions about your coursework or dissertation. Also, for coursework, you may quote brief problematic parts (e.g. a paragraph) which you wish to discuss; for dissertations, you may quote longer problematic parts (e.g. a page or two) which you wish to discuss.

9. Word Limits

Our word limits are intended to ensure that all students get the same amount of space on paper to present the results of their work. The word length for assignments is 5,000 words, and for the dissertation 12,500 words. You should take these limits seriously. These are absolute limits and it is important to keep within them to avoid any penalties. They include everything in your word count (including footnotes and endnotes), except:

- The references section
- Any appendices
- The title of your dissertation
- Your name / college / degree scheme and other such administrative details
- Captions and labels on graphs, diagrams and tables
- Tables that only include statistics or linguistic examples (e.g. concordances or lists of words)
- Linguistic examples that are lengthy and therefore occur in a paragraph or text box on their own.

Please state the number of words you have actually used at the end of each piece of written work.

10. Submission Dates, Extensions, and Penalties for Late Submission of Coursework/Dissertations

You must submit all coursework for Year 1 by 1**2pm on** the deadline date. So that all students on a module will be treated equally, we only allow the late submission of work when there is good reason, such as a serious medical or personal difficulty. This programme provides much more time in which to complete assignments than other programmes. We suggest you always aim to hand in your work early (by a few days) in case you have an unavoidable crisis at work close to the deadline. In cases when you need to apply for a formal extension, and this must normally be done no later than one week before the deadline. You can request an extension by getting in touch with Elaine Heron in the first instance. Documentary evidence for your reasons for requesting an extension will normally be required in order for an extension to be granted.

If work is handed in late without an authorized extension, penalties will be applied. Where no extension has been given, ten marks will be removed from the agreed final mark for up to three working days late. After three days, your assignment will be deemed to have failed. All marks are provisional until confirmed by the Board of Examiners.

11. The Return of Written Work

Module coordinators are responsible for ensuring that you are given helpful feedback on your writing and that your written work is marked within four weeks of the submission deadline (actual return of your coursework may take a little longer as there are administrative issues to be taken care of; precise dates for return are given in your schedule of dates). This figure excludes vacations, and also work submitted late.

12. The Dissertation

Some people come to Lancaster with an idea already formed of what they want to do for their dissertation. But do not worry if you start your MA without any clear dissertation ideas — we do not ask you to make up your mind about what you want to do until you have had time to study here.

Towards the end of Year 2, you can begin to turn your mind to what you might do for your dissertation. In September of Year 3, we will ask you to formulate your dissertation proposal in writing and give you guidance in doing this. When we have looked at the proposals, we will assign each of you a supervisor for your dissertation work. We will, of course, provide you with much more information about such things nearer the time.

Year 3 will be devoted mainly to research work for your dissertation. There will be some materials available on Moodle to support you, as well as a dedicated discussion space. In conjunction with your supervisor, you will devise an individually tailored study plan. This plan will make it possible for everyone to meet the August deadline for the submission of dissertations. This deadline is extremely important because all dissertations have to be double-marked, and a subset of marked dissertations must be sent to the External Examiner for scrutiny well in advance of the October Examiners' Meeting.

You will be asked to submit your dissertation in hard copy, and as an electronic version. Again, we will provide more information about this in due course.

13. Our Assessment Scale

You will receive detailed feedback on your written work and a numerical mark. This mark is reached according to the Faculty of Arts and Social Sciences marking criteria as explained in detail below. Our scale of marks may be different from others you are familiar with. The majority of marks in Term 1 tend to fall within the 50 – 59% range. In summary, our grades are as follows:

70% + (Distinction)

60-69% (Merit)

50-59% (Pass)

40-49% (Fail with the possibility of condonation in accordance with Faculty regulations – see below)

Marks below 40% (Fail without the possibility of condonation)

Discussing feedback
If there are points in your feedback you need to discuss with your tutor, you can request this by attending at an electronic 'office hour' or emailing to ask for another appointment. Please note that in accordance with Faculty regulations, students do not have right of appeal against an academic judgement.

Quality Assurance
A proportion of coursework and all of the dissertations are double-marked. In addition, marks are monitored by the External Examiner who reads samples of work. All marks are subject to re-consideration/confirmation at the meeting of the Board of Examiners in June and September. The ultimate arbiter is always the External Examiner.

Achieving an Overall Pass
The pass mark for each assessed module and for the dissertation is 50%.

In order to achieve an overall pass in the scheme, you must pass all assessed modules and the dissertation. The Board of Examiners may condone marks for no more than 45 credits if they are awarded marks in the 40-49% range and if the overall average for the scheme is at least 50%. However, unless there are exceptional circumstances it is not possible for the Board of Examiners to condone a failed module or a failed dissertation.

Re-assessment of Coursework and the Dissertation
Students may re-submit work for no more than 50% of the scheme (i.e. no more than 90 credit units of coursework or 30 credit units of coursework plus the dissertation). Students may re-submit a failed piece of coursework or dissertation once only. Please note that the maximum mark which can then be awarded is 50% (i.e. the Pass mark). Students may not re-submit coursework or the dissertation they have already passed in order to achieve a higher mark.

Fails

Though we sincerely hope that our students will not find themselves in the following situation, you will be deemed to have failed your MA – and will have no right to further re-submission - if:

a) the overall average (mean) mark of your coursework and the dissertation is below 50% and

b) you have received a mark of below 50% for 90 credit units of coursework OR for 30 credits of coursework and the dissertation (whereby your original mark is counted in the case of re-submitted work).

Distinction, Merit and Pass

There will be three classes of awards: distinction, merit and pass. Only students who have not re-sat any part of the award are eligible for the classes of merit and distinction. When the overall average, calculated to one decimal place, falls within one of the following ranges, the exam boards will recommend the award stated:

70.0% distinction

60.0-69.9% merit

50.0-59.9% pass

below 50.0% fail

(In exceptional circumstances, students with an overall average as low as 48%, 58% or 68% may be considered for a higher award. Further information will be posted on the department's webpage for postgraduate students no later than January 2017).

Further information can be found here:
https://gap.lancs.ac.uk/ASQ/QAE/MARP/Documents/PGT-Assess-Regs.pdf

15. Requirement for Entry to Research Programmes

Students wishing to continue their studies to PhD level at Lancaster are normally expected to have an overall average (mean) mark of 60% or over for their 6 pieces of coursework and the dissertation.

16. Module descriptions

Year 1
- Corpus Linguistics (convener: Professor. Paul Baker)
- Investigating Spoken English (convener: Adrian Leemann)
- English Grammar (convener: Dr. Willem Hollmann)

Year 2
- History of English (convener: Professor Jonathan Culpeper)
- Discourse Analysis (convener: Dr Veronika Koller)
- Stylistics (convener: Professor Elena Semino)

[The exact order in which the modules occur may change in the light of staff availability]

The model descriptions can be found below.

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LING511 - Corpus Linguistics

Tutor: Prof Paul Baker

Course aims
Corpus linguistics is a methodology whereby large collections of electronically transcribed texts are used in conjunction with computer tools to investigate language. The course centres around two main parts: (1) methods of analysis for exploring linguistic variation (concordances, collocations, frequency lists, keyness), and (2) applications of corpus linguistics (language teaching, forensic linguistics and discourse analysis). Students will also learn how to use corpus analysis packages such as BNCWeb and AntConc.

Course Content
- Introduction and history
- Concordancing
- Frequency and lexical bundles / language change and variation
- Collocations and colligations
- Keyness
- Annotation
- Language teaching and learner corpora
- Forensic linguistics
- Critical discourse analysis

Course textbook
McEnery, T., Z. Xiao & Y. Tono (2005) *Corpus-based Language Studies: An advanced resource book*. London: Routledge.

Recommended reading
McEnery T, Wilson A (1996) *Corpus Linguistics*. Edinburgh University Press. (Revised and expanded second edition, 2001)
McEnery, T and Hardie, A. (2011) Corpus Linguistics: Method, theory and practice. Cambridge University Press.
Baker, P. (2006) *Using Corpora in Discourse Analysis*. London: Continuum.
Baker, P., Hardie, A. & McEnery, A. (2006) *A Glossary of Corpus Linguistics*. Edinburgh: Edinburgh University Press.

Assessment
A 5,000 word written assignment.

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LING510 - English Grammar

Course aims

This course aims to provide students with a solid foundation in the grammar of English, prominently including the ways in which it interfaces with, and is often motivated by, meaning (semantics-pragmatics). Using a fairly standard textbook (see below), we will go through the main areas and aspects of English grammar (word classes, grammatical functions, complementation, etc.). However, where many traditional courses in English grammar (and the textbook we use as well) would discuss these only or mainly in terms of their structural aspects, we will go beyond that by showing how an appreciation of their meaning adds to our understanding. In the process, sometimes long-established definitions turn out to need to be re-assessed in so-called 'functional' or 'cognitive' terms. We conclude the module by considering how this modern 'cognitive' approach might also enrich traditional teaching methods.

Course Content
- The purpose of (studying) grammar
- Simple sentences
- Word classes
- Grammatical functions
- Sentence structures and functions
- Types and structure of phrases
- Complex sentences: basic patterns
- The passive: form(s) and function(s)
- The grammar of spoken English
- A cognitive approach to teaching English grammar

Course textbook

Börjars, Kersti & Kate Burridge (2010) *Introducing English grammar*, London: Hodder.

Recommended reading

Aarts, B. 2008. *English syntax and argumentation*. London: Palgrave.

Berk, L. 1999. *English syntax. From word to discourse*. Oxford: OUP.

Dixon, R.M.W. 2005. *A semantic approach to English grammar*, Oxford: OUP.

Givón, T. 1993. *English grammar: a function-based introduction,* 2 vols. Amsterdam: John Benjamins.

Huddleston, R.R. & G.K. Pullum. 2005. *A student's introduction to English grammar*. Cambridge: CUP.

Assessment

A 5,000 word written assignment.

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LING519 – Discourse Analysis

Tutor: Veronika Koller

Course aims

This module has three aims: (1) to enable you to differentiate between various definitions of discourse, genre and text; (2) to help you apply a range of analytical methods to different genres of mainly spoken and written discourse; and (3) to familiarize you with specific analytical approaches to spoken and written discourse. Whilst the module takes account of the various meanings that the term "discourse" has across the social sciences and humanities, we will primarily be concerned with discourse seen as language in use. This means that we shall look at the technical details of linguistic analysis, while also asking how different kinds of language use relate to the production, distribution and reception of discourse, as well as to wider social contexts. The seminars and online tasks will involve practical hands-on work with texts and transcripts representing a variety of genres. As it deals with both spoken and written discourse, the module is divided into analytical approaches informed by areas such as pragmatics, (critical) discourse analysis and conversation analysis.

Course Content
- Text, genre, discourse – and how to analyse them
- Discourse function: storytelling
- Discourse function: (im)politeness
- Discourse feature: transitivity
- Discourse feature: modality
- Discourse feature: cohesion
- Conversation analysis
- Multimodality
- Bringing it all together: Institutional discourse

Recommended Reading

Gee, J.P. (2011): *An Introduction to Discourse Analysis: Theory and Method*. 3rd edition. Oxford and New York: Routledge.

Jaworski, A. & Coupland, N. (eds) (2014): *The Discourse Reader.* 3rd edition Abingdon: Routledge.

Johnstone, B. (2008): *Discourse Analysis*. 2nd edition. Oxford: Blackwell.

Jones, R. (2012): *Discourse Analysis*. Abingdon: Routledge.

Hyland, K. and Paltridge, B. (eds) (2011): *The Bloomsbury Companion to Discourse Analysis*. London: Bloomsbury.

Paltridge, B. (2012): *Discourse Analysis*. 2nd edition. London: Bloomsbury.

Schiffrin, D., Tannen, D. & Hamilton, H. (eds) (2001): *The Handbook of Discourse Analysis*. Oxford: Basil Blackwell.

Wodak, R. & Meyer, M. (eds) (2016): *Methods of Critical Discourse Studies*. 3rd ed. London: Sage.

Assessment
A 5,000 word written assignment

LING518 - History of English

Tutor: Jonathan Culpeper

Course aims

This course aims to introduce the main developments in the History of English at a variety of linguistic levels, as well as the controversies that have accompanied those developments. The first session of the course discusses different versions of the history of English, including the controversies surrounding its origins. The following four sessions encompass the key structural aspects in the development of English, specifically concerning letters, spellings, lexis and semantics. These sessions will also introduce the latest methods in establishing the descriptive history of English (notably through the use of corpora and the electronic Oxford English Dictionary) and the latest theoretical accounts (e.g. lexicalization and grammaticalization). The following session is designed to offer an opportunity for students to practice researching historical linguistic features and to learn about what computer resources are available. The following three sessions introduce three fields – historical sociolinguistics, historical pragmatics and historical genre analysis – that have come to the fore in the last decade of English historical scholarship. Where possible, sessions will not only discuss and problematize the topics and theories, but also aim to equip students with the skills for historical research.

Course content
- The history of English or histories of English?
- Letters and spellings
- Lexis and semantics
- Sound changes
- Grammar: Morpho-syntactic change
- Putting it into practice: A guide to computer resources
- Historical sociolinguistics: Dialectal variation and standardization
- Historical pragmatics: Pragmatic markers, speech acts and politeness
- Historical genres and genre change

Recommended reading

Crystal, D. (2004) *Stories of English*, London: Allen Lane.

Culpeper, J., Katamba, F., Kerswill, P., Wodak, R. and T. McEnery (2009) *English Language: Description, Variation and Context*. Basingstoke: Palgrave. [The historical chapters; a possible starting point]

Hogg, R.M. and D. Denison (2006) *A History of the English Language*. Cambridge: Cambridge University Press.

Mugglestone, L. (2006) *The Oxford History of English*, Oxford: Oxford University Press.

Assessment

A 5,000 word written assignment

LING512 - Investigating spoken English

Tutor: Adrian Leemann

Course aims
The aim of this module is to investigate the resources available in spoken English for conveying information. We shall be studying spoken data from a range of sources, including natural data in a corpus of spoken English, and other data from certain non-standard varieties. We will pay particular attention to (i) the nature of information in the speech signal, and (ii) those aspects of speech which are crucial for effective communication but which are inadequately represented in the writing system. The module does not presume detailed prior knowledge of phonetics or phonology, but it is not intended to be a simply a straightforward introduction to these theoretical areas either. Instead, we will always have one eye firmly fixed on variation in spoken language, and so will be able to apply the concepts of phonetics and phonology to varieties of English that participants on the course are most familiar with.

Course Content
- Introduction to pronunciation: articulatory phonetics
- Writing speech down: phonemes, orthography and the IPA
- Exploring the consonants of English
- Exploring the vowels of English
- The same but different: what's the difference between phonetics and phonology?
- Saying what you mean: the forms of English intonation
- Spoken British English – from then to now
- Psychosocial mechanisms of dialect change: space, distance, borders and salience
- The phonology of English as a global language

Course textbook
Collins, B. & Mees, I. (2008) *Practical Phonetics and Phonology*, 2nd edition. London, Routledge.

Recommended reading
Carr, P. (1999) *English Phonetics and Phonology*. Oxford: Blackwells.
Cruttenden, A. (1997) Intonation. 2nd Edition. Cambridge: CUP
Cruttenden, A. (2001) *Gimson's Pronunciation of English*. Oxford: Arnold.
Lecumberri, M.L.G. & Maidment, J. (2000) English Transcription Module. London: Arnold.
McMahon, A. (2002) *An introduction of English phonology*. Edinburgh: Edinburgh University Press.

Assessment
A 5,000 word written assignment

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LING517 - Stylistics

Tutor: Elena Semino

Course Aims and Objectives
This course is concerned with the linguistic analysis of literary texts. Its main aim is to enable students to use linguistic analysis in order to explain how literary texts achieve their effects (e.g. how they convey new views of reality, how they project text worlds and characters, how they convey different points of view). The course introduces the most central concepts in stylistics, including the most recent advances in the field (especially in cognitive stylistics). The focus is mostly on prose fiction, but poetry and drama will also be considered.

Course Content
- Foregrounding in language: deviation
- Foregrounding in language: parallelism
- Figurative language and thought
- Metaphor, metonymy and pain in verbal and visual art
- Narrative and point of view
- Fictional minds 1: point of view and mind style
- Speech and thought presentation
- Fictional conversations and characterisation
- Fictional minds 2 – conversation and autistic characters

Recommended Reading
Jeffries, L. and McIntyre, D. (2010) *Stylistics*. Cambridge: Cambridge University Press.
Leech, G. N. and Short, M. (2007) *Style in Fiction*, 2nd edition. London: Longman.
Semino, E. and Culpeper, J. (eds) (2002) *Cognitive Stylistics: Language and Cognition in Text Analysis*.   Amsterdam: John Benjamins.
Short, M., (1996) *Exploring the Language of Poems, Plays and Prose.* London: Longman.
Simpson, P. (2004) Stylistics. London: Routledge.

Assessment
A 5,000 word written assignment.

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17. Getting help

Whom to seek help from generally depends on what kind of help is needed. Elaine Heron (e.heron@lancaster.ac.uk) deals with any queries regarding the administration of the programme (e.g. what is happening when). She can also advise you on the appropriate person to get help from if you are not sure. Jonathan Culpeper (j.culpeper@lancaster.ac.uk) deals with academic queries relating to the programme. You should also contact him regarding any general worries you might have (e.g. personal difficulties that are impacting upon your work), or if you're not happy with a tutor.

Queries specific to a particular module are obviously best directed at the module convenor. However, 90% of the queries we get have answers that would benefit most of the others on the module. It is rarely the case that one person alone is not sure about something. So what you could do is place your question on the Moodle website, perhaps under the relevant discussion task or, if it's relating to the coursework, in the relevant coursework section. You could also send the tutor and e-mail directly saying that you have posted a question on which you would like feedback (all tutors' e-mail addresses are available on staff webpages).

In addition, module tutors have "virtual office hours", specific times when tutors are available for contact, or other arrangements for getting in touch with them. Details will be provided with each module.

18. A note on Lancaster email

You are entitled to a Lancaster email account. You may be thinking that you have an email account already and won't bother with this. But you need to bother! Having a Lancaster email address is something that provides evidence that you are a member of a UK educational institution. Some resources or pieces of software that we use require you to register, and as part of that registration process your email address is usually taken as evidence that you are entitled to software/resources licensed to UK education users. Furthermore, we will typically get in touch with you via your Lancaster address.

If you do not want to be operating yet another email account, you can set up a forwarding rule on the Lancaster one. Also, in the past some students are being perplexed about why email tagged as spam by the University is not automatically sent to the junk folder. It should be, but if it isn't, again all you need to do is set up a forwarding rule. For a description of how to do either of these things, and more besides, you simply do a search in Lancaster Answers:
http://lancasteranswers.lancs.ac.uk/portal/ss/index.jsp

20. Library resources

The Library is there to help you in your studies. Browse there web pages: http://www.lancaster.ac.uk/library/. From there, you can get into the library catalogue via "OneSearch". Note in particular that they have a page dedicated to distance learners: http://www.lancaster.ac.uk/library/information-for/distance-learners/

Generations of students have found the library staff very helpful. You can phone them, email them, or even use their "chat" facility (http://www.lancaster.ac.uk/library/about-us/contact-us/)

20. Further information

The university has provided a useful summary of general information here:

http://www.lancaster.ac.uk/current-students/taught-postgraduate-core-information/

Not all of it is relevant (e.g. it mentions exam period, but our programme does not have exams), but some could be (e.g. 'intercalation' - a technical term referring to a period of suspension).