This document contains details of regulations for the MA in Cognitive Studies, it contains information about modules, supervision arrangements, research seminars, and so on. **Please read it carefully now**, and keep it available for future reference. Comments and suggestions on these arrangements would be welcome.

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1 LINES OF COMMUNICATION

The Department of Philosophy is based at 45 Victoria Street, with graduate work rooms and computer rooms. Philosophy is your ‘home department’. The MA course secretary is Joanne Renshaw. Tel: 0114 222 20587. E-mail: j.renshaw@sheffield.ac.uk

The Department of Archaeology is based at Insert address here. The MA Administrator is Kathryn Goldsack. Tel: 0114 222 5104. E-mail: k.goldsack@sheffield.ac.uk

The Department of Human Communication Science is based at 362 Mushroom Lane. The MA/Msc Administrator is Kathryn Sharpe. Tel: 0114 222 402. E-mail: k.sharpe@sheffield.ac.uk

The Department of Linguistics is based in Jessop West. The MA Administrator is Jackie Elkington. Tel: 0114 222 0211. E-mail: j.elkington@sheffield.ac.uk

The Department of Psychology is based on Western Bank. The MA Administrator is Angela Young. Tel: 0114 222 6564. E-mail: a.young@sheffield.ac.uk

Email: Please note that important messages are sent out to students via e-mail. Check your email account regularly.

Student Mail: Graduate mail is deposited in the pigeonholes in the kitchen (B21) at 45 Victoria St. This is your collection point not only for mail but also for information from the staff on lectures, meetings, social events etc, so please check your pigeonhole regularly.

Change of address: It is important that the department has an up-to-date record of your address and phone number, so please remember to keep your student record update (accessed through MUSE).

Staff Office Hours: Each member of Philosophy staff will be available for at least two hours a week to see any student. These hours are posted on the member of staff’s door and in the departmental office. You are encouraged to make use of this facility. However, you should note that staff availability is not limited to these times. Please feel free to get in touch with any member of staff who you would like to see outside office hours.

The Director of Graduate Studies [DGS] for the Cognitive Studies MA is Luca Barlassina. Tel: 0114 222 20501. E-mail: l.barlassina@sheffield.ac.uk

The Course Secretary for the MA as a whole is Joanne Renshaw. Contact details above.

2 THE SHAPE OF THE YEAR

The Academic Year is divided into two semesters, distributed across three terms, thus:

AUTUMN SEMESTER  19 - 25 September 2016: Intro week
26 September - 16 December 2016: 12 weeks of teaching
17 December 2016 - 17 January 2017: 4 weeks vacation
16 January - 5 February 2017: UG exams (no lectures or seminars)

SPRING SEMESTER  6 February - 31 March 2017: 8 weeks of teaching
1 April – 23 April 2017: 3 weeks vacation
24 April - 21 May 2017: 4 weeks teaching
22 May - 10 June 2017: UG exams (no lectures or seminars)

SUMMER PERIOD  31 August 2017: MA dissertation due

WRITING WEEKS - Week 7 of the Autumn Semester and week 12 of Spring Semesters are currently planned to be writing weeks in the Department of Philosophy. During this time no lectures or seminars will take place. MA students should use these writing weeks to work on drafting essays or plans.

Cognitive Studies students must submit their MA Dissertation on Thursday 31st August 2017 by 12 noon.
3 FACILITIES

PHILOSOPHY: VICTORIA STREET
The Graduate Computer Rooms (C32 and D07) contain a number of computers for graduate use; there are also Graduate Reading Rooms, B23 and the attic space for quiet study. All rooms have wireless internet access for you to use your laptop, if you have one. The Common Room (B21) contains tea and coffee-making equipment for the use of graduates and staff and gives access to the garden.

SECURITY, HEALTH AND SAFETY
Sally Weston is the department’s Health and Safety Officer. Any accidents or issues should be reported to her.
In case of emergency, please contact the University Emergency Control Centre by telephoning 4444 (from an internal phone, or 222 4444 from a mobile).
For non-emergencies, Security Services can be contacted on (222) 4085.
There are First Aid Boxes in B01 (the office), C07 (little kitchen) and B27 (big kitchen)

Security Procedures
It is everyone’s responsibility to make sure the building is secured and that the alarm set at all times when no-one is in the building. To this end, we must all observe the following procedures:

1. No entry or exit except through the main entrance by reception. Other exits should only be used in an emergency.

2. If you are in the building after 5pm, you need to sign the out-of-hours sign-in book at reception, and sign out when you leave. This may mean coming down from the room you are working in to sign it before staying on. And you need to sign in and out at weekends.

3. Last person to leave the building must always set alarm (even if wasn’t set when they came in or you suspect people will come in later) - for postgraduates, this applies after 5pm on weekdays and anytime at weekends.

Code available from the office. Even if you don’t have out-of-hours access, the alarm may sometimes need setting before 6pm. If you leave after the cleaners have been, you need to follow the checks in 4.

The alarm is situated in the small cream box on the wall to the left as you walk in the main entrance. The code is the same for setting and disarming the alarm, and the box has a cover which needs to be opened first.
To set the alarm, enter the code and press A. You have 30 seconds to leave.
To disarm the alarm, enter the code and press enter.

4. You determine whether you’re the last in by checking the in-out board (which staff should keep up-to-date) and the sign-in book at reception.
If the board says “out” for everyone, that should mean no staff are in. You can then check the sign-in book by the entrance to check whether any postgrads are signed in but not signed out again.
If you have reasons to doubt about the accuracy of the board as you leave (e.g. someone surprisingly down as in), please try to confirm by ringing the relevant offices with the phone by the entrance (then correct the board if need be).

5. If the alarm goes off when you are in the building, you can go down and turn it off. In case of problems, ring security control room (222 4085).

6. Blinds should be shut as well as windows closed, when you leave your office.

7. Out-of-hours training must be in-date if you are working out of hours (after 6pm or at the weekend).

8. In order to bring visitors into the department out-of-hours (e.g. if you want to arrange a small meeting with people from outside the department or those without out-of-hours access): the person arranging the meeting (who must have out-of-hours access) must 1) check with Sally/the office in advance and 2) sign in the visitors as visitors and stays with them in the building, also explaining about fire exits etc if they aren’t familiar with the building

Fire alarm and Fire Training
The Fire Alarm is tested every Monday at around 2.30pm – there is no need to vacate the building unless the alarm lasts more than on minute.
In case of an alarm, otherwise, please leave the building promptly by the nearest exit, ensuring that the door is closed behind you if no-one is following you. The Assembly point is across the road, next to the church.
If you are likely to require assistance to evacuate the building in an emergency, please contact the Office and a personal emergency evacuation plan will be designed for you (with the help of Safety Services, if necessary).

Printing and photocopying: There is a printer in the Philosophy Reception for all Taught Students, you top up your Ucard with credit and then swipe to make print outs. Photo copying for reading groups and modules can be requested from the Office.

4 AIMS AND OBJECTIVES OF THE MA

The Department of Philosophy endorses the University's Mission 'To maintain the highest standards of excellence as a research-led institution, whose staff work at the frontiers of academic enquiry and educate students in a research environment'.

The MA aims to:
- to provide students with an understanding of central theoretical issues in Cognitive Studies;
- to equip students with an appreciation of how these issues are related to empirical findings concerning the development and functioning of human cognition;
- to introduce students to an environment of interdisciplinary research and communication;
- to produce students who are well prepared to pursue their own research projects at PhD level;
- to support students in identifying appropriate research questions and in addressing these in sustained pieces of academic writing;
- to give students the ability and confidence to present their work to a professional audience;
- to give students in the programme an appreciation of the opportunities open to researchers in Cognitive Studies, and to support them in applying for and taking advantage of those opportunities.

By the end of their MA students will have:
- a critical understanding of central theoretical issues in cognitive studies
- familiarity with major empirical findings in cognitive studies and an appreciation of their theoretical significance
- specialised substantive knowledge of specific areas in cognitive studies
- a detailed understanding of the research methods and techniques appropriate to their chosen areas of specialisation
- a capacity to identify appropriate research questions

Students who complete an MA will, in addition, have:
- engage and interact with others, by presenting aspects of their work orally, responding appropriately to feedback and questions
- relate empirical evidence to major theoretical issues and evaluate its significance in an informed and critical way
- write incisively and informatively on relevant topics, both for their own research, and for funding applications
- construct intelligent experimental designs, integrating theoretical questions with appropriate experimental methods
- (where appropriate according to specialisation) work effectively and ethically with participants in trials and experiments, collecting, summarising and analysing the data acquired

5 MA REGULATIONS

ALL CANDIDATES
- You will be assigned a Personal Advisor when you begin the MA. You’ll meet with your personal advisor at least once per semester, and they will be available to discuss any concerns you have throughout your pre-dissertation period. When you begin the dissertation, you’ll start working with an appropriate supervisor, who may or may not be your initial personal advisor. (See #10, below.)
- Students without a substantial background in Cognitive Studies may be advised, in their first semester, to take one module based on the Second-Year modules (see course listings below). They may also be advised to opt for two shorter essays rather than one long essay for such modules. Lecturers and advisors are happy to give detailed advice on writing essays.
- Work should be submitted in accordance with the practices adopted by the department in which the module is being taught.
- Assessed work must be word processed or typed.

FULL-TIME MA CANDIDATES
The degree is of 12 months duration, and consists of 180 credits. This will be made up of the Cognitive Studies Research Seminar (30 credits, Autumn Semester), other taught modules (90 credits) and the Dissertation module (60 credits). The modules available are listed in #8 and #27 below. 60 credits should normally be obtained in the Autumn Semester and other 60 credits in the Spring Semester, though alternative distributions of are also possible, with
permission from the DGS. Work on the dissertation will begin in the Easter Vacation, and the dissertation will be completed between mid-June and the end of August. Candidates may also elect to submit only the four pieces of coursework to obtain a PG Diploma.

PART-TIME MA CANDIDATES
The degree is of 24 months duration, and consists of 180 credits. This will be made up of the Cognitive Studies Research Seminar (30 credits, Autumn Semester), other taught modules (90 credits) and the Dissertation module (60 credits). 60 credits will be obtained in the first year (30 in each semester), with further 60 credits obtained in the second year (30 in each semester), with the dissertation written over the summer in the second year (you should contact the DGS if you wish to start work on the dissertation earlier, so that a supervisor can be allocated).

6 MODULE ASSESSMENT INFORMATION

Philosophy:
Philosophy modules will normally be assessed by means of either one 4-6,000 word essay, or two 2-3,000 word essays. Two paper copies of your essay should be submitted to the Departmental Office (Victoria St). And an electronic copy submitted on the ‘PG Philosophy Online’ MOLE page by 12 noon on the deadline day. If you feel that you cannot submit your work by the following deadlines, you must meet with the DGS to arrange an extension (otherwise you will be penalised). It is in your interest to request extensions as early as possible.

Deadlines for Philosophy modules for Full Time students:
(i) Submit assessed work for your first module by 12th December 2016
(ii) Submit assessed work for your second module by 30th January 2017
(iii) Submit assessed work for the two remaining modules by 5th June 2017
(iv) The MA dissertation must then be submitted by 31st August 2017

Deadlines for Philosophy modules for Part Time Students:
First year of study:
(i) Submit assessed work for one module by 30th January 2017
(ii) Submit assessed work for a second module by 5th June 2017
(iii) Submit assessed work for a third module by 31st August 2017

Second year of study:
(iv) Submit assessed work for the fourth module by Monday of week 15 of the Autumn Semester, or Monday of week 15 of the Spring Semester, depending upon the semester in which the module is taken
(v) Submit the dissertation by the last working day in August of the second year

Archaeology:
Typical forms of assessment include essays, laboratory reports, presentations and completion of a research-led dissertation. Assessment deadline information will be given in module lectures and in module handbooks.

Human Communication Science:
Each module is assessed formally, either by examination or written coursework. Assessment format and deadlines for each module in this handbook can be provided by module co-ordinator.

Linguistics:
Written assignments are the norm for the majority of Linguistics modules, but other forms of assessment typically include quizzes, individual/group presentations and exams. For deadline information please see the course calendar. For all written assignments you should fill and sign the Cover Sheet (which includes a plagiarism declaration) and include them at the front of your written work before submitting 1 hard copy to Reception. You can download a copy, together with the assignments cover sheet, from MOLE. You will also need to upload your work to Turnitin by the deadline.

Psychology:
Each module is assessed formally, but the assessment method may differ from module to module. A module may be assessed by examination or by coursework, or occasionally by a combination of both. Some modules are examination-only, in which case the module mark is based entirely on the examination; some are coursework-only, in which case the mark is based entirely on continuously-assessed coursework or group project work. Some modules use a weighted combination of assignment mark and examination mark (see below). Larger group projects and dissertations may be formally assessed at a viva voce oral examination, in which the mark awarded for the submitted report(s) is moderated by the examiners.
7 SUBMISSION PENALTIES, EXTENSIONS AND ADVISORY DEADLINES

Late Submission Penalties
If an essay is submitted late and you have not been granted an extension, a penalty of 5% of the mark will be deducted for each working day after the submission date.

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<th>Number of days late</th>
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<td>Multiply mark by</td>
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Note that the 5 working day deadline for late submission is absolute and any work submitted after the 5 working day period without a special dispensation will receive a mark of zero.

Extensions
An extension will be granted for a major and clearly unforeseeable or unavoidable incapacity to do the normal academic work. This covers medical problems, extreme personal and family problems, force majeure and, in the case of part-time students only, work-related problems.

An application for an extension should be made in writing to the DGS in advance of the normal submission date. The application should be accompanied by medical evidence or other documentation where appropriate. Students making a request for an extension who have been ill for up to seven days should obtain a Medical Self-Certificate from the Student Services Information Desk; for longer periods a medical certificate should be obtained from the UHS or a personal physician.

Advisory Deadlines
Students work towards deadlines in very different ways. And, for example, given the same deadline for two essays, some may prefer to complete one before starting the second, while others may prefer to work on both concurrently. We offer the advisory schedule below to help ensure that you meet the official deadlines detailed above. If you intend to work to a different pattern, you should discuss this with your supervisor.

First and second essays:
Meet with supervisor and/or course lecturer at least once a month while deciding on topics for both essays. Produce a detailed plan of both essays in time to discuss these with your supervisor before the Christmas vacation (if possible, also give them an early draft of one of the essays). Draft essays and meet supervisor/lecturer about those drafts shortly before or as soon as possible after the vacation. Redraft in the light of supervisor/lecturer’s comments.

If you intend to apply for PhD funding, be aware of application deadlines. Many of them are in early January. Make sure you know what is required for an application; leave plenty of time for any referees to write their letters in your support; and during the Autumn term speak to your advisor and lecturers about your work and get feedback that will help you strengthen your funding application.

Third and fourth essays or third essay and PhD proposal:
Meet with supervisor and/or course lecturer early in semester to discuss topics. Produce at least one detailed plan (for an essay or PhD proposal) before the Easter vacation. Produce second detailed plan or draft of first piece of work as soon as possible after the Easter vacation. Try to have drafts of both pieces of work by the end of the teaching period. Discuss those drafts with supervisor/lecturer and rewrite accordingly.

Remember to allow your supervisor sufficient time to read your drafts. They will advise you how long they need. Some supervisors may be available to meet you, or at least communicate by email, over the vacations, while others will not be: again you should make plans with them.

8 MA MODULES

Below you can find a partial list of the modules available within each department. (for the full list, please check the 2016-17 Directory of Modules). More detailed outlines of them may be found in #28. You will choose your modules in
consultation with the DGS at your Intro Week meeting. As a Cognitive Studies Student you must take PHI 6016 Cognitive Studies Research Seminar.

Philosophy modules have two lectures and one seminar per week (in the table only the lectures are listed). Seminars normally begin in week 3, but this may vary between modules. Further information will be given out at lectures during week 1. (You are only expected to attend one seminar session/week for each module with such sessions.) If there are enough postgraduates in a module, a special seminar session for postgraduates only will be scheduled. Note: Modules with fewer than three students enrolled may be deemed unviable and not offered.

<table>
<thead>
<tr>
<th>AUTUMN SEMESTER</th>
<th>SPRING SEMESTER</th>
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<tbody>
<tr>
<td>AAP 6139 The History of the Human Animal Relationship (15 credits) [Umberto Albarella]</td>
<td>AAP6138 Ethnography in Archaeology (15 credits) [Peter Day]</td>
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<td>AAP 638 Human Anatomy (15 credits) [Pia Nystrom]</td>
<td>ELL 6416 Current Issues in Second Language Acquisition (15 credits) [Kook-Hee Gill]</td>
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<tr>
<td>ELL 6360 Introduction to Language and Linguistics (15 credits) [Kook-Hee Gill]</td>
<td>PSY6310 Brain Imaging and Its Physical Foundations (15 credits) [Liat Levita]</td>
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<tr>
<td>ELL6415 Introduction to Second Language Acquisition (15 credits) [Kook-Hee Gill]</td>
<td>PSY6316 Current Issues in Cognitive Neuroscience (15 credits) [Tom Stafford]</td>
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<td>PSY6305 Fundamentals of Cognitive Neuroscience (15 credits) [Rod Nicolson]</td>
<td>PSY6308 Computational Neuroscience 2: Theoretical Models (15 credits) [Jim Stone]</td>
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<tr>
<td>PSY6307 Computational Neuroscience 1: Biologically Grounded Models (15 credits) [Kevin Gurney]</td>
<td>PSY6315 Current Issues in Systems Neuroscience (15 credits)</td>
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<tr>
<td>PHI 6016 Cognitive Studies Research Seminar (30 credits) [Luca Barlassina] Mon 4-6</td>
<td>PHI6660 Philosophy of Psychology (30 credits) [Steve Laurence] Thu 12-1 Fri 12-1</td>
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<tr>
<td>PHI 6670 Mind &amp; Language Seminar (30 credits) [Dominic Gregory] Thu2-4</td>
<td>PHI6600 Phenomenology (30 credits) [Komarine Romdenh-Romluc] Thu11-12, 1-2</td>
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<td>HCS6024 Children’s Learning (15 credits) [Kate Trott]</td>
<td>PH6372 Pleasure, Pain &amp; Emotions (30 credits) [Luca Barlassina] Mon 12-2</td>
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<td>HCS6057 Language &amp; Aphasia (15 credits) [Ruth Herbert]</td>
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Please note more PHI modules are available see - www.sheffield.ac.uk/philosophy/modules/pg/index

9  MA COURSEWORK

The number and length of pieces of module coursework will vary between departments, so please check individual module outlines carefully.

Topics - Essay topics should be chosen in consultation with the module teacher concerned. The essays should be thought of as mini research-papers, whose content can be related more or less loosely to the material covered in the module.

Examples - Some Philosophy sample essay are available on MOLE – Philosophy PG Online.

Drafts - Preliminary drafts of all essays should be submitted to the relevant module teacher well in advance of submission. These will then be the subject of an advisory tutorial and will be returned with comments. Tutorial times will need to be negotiated with each of the module teachers concerned. Note that, due to pressures of undergraduate marking, advisory tutorials may not be possible during the Examining Period of the Semester.

10  MA DISSERTATION

All MA candidates will need to submit two copies of the MA dissertation by the deadline specified in #6 or #7 above.
Topics — Students should be thinking about possible topics for their dissertation throughout the course of the year, and holding preliminary discussions with potential supervisors. The topic of the dissertation need not be related to the content of any of the MA modules being taken. Full-time MA candidates should present their intended topic to the DGS for approval, and for a suitable supervisor to be appointed, before the start of the Easter Vacation. Serious work on the dissertation should then begin in that vacation. Part-time candidates should present their intended topic to the DGS for approval, and for a suitable supervisor to be appointed, before the start of the second year of study.

Format — The MA dissertation should be between 10,000 and 14,000 words in length, inclusive of all notes and quotations (but exclusive of bibliography). It should be typed on A4 paper, using one side only, double-spaced, with margins of at least an inch. All dissertations should be accompanied by an accurate word-count. Examiners will cease reading over-length dissertations at the point where they judge them to exceed the word-limit. The pages of the dissertation should be securely bound together, not merely held with a paper-clip.

Supervision — Students should (in consultation with the DGS) arrange for a supervisor appropriate to their topics by early Spring. There should be approximately four meetings through the period in which the dissertation is to be written, to discuss readings and a dissertation plan, draft written material, and to discuss a full preliminary draft of the dissertation. Students are responsible for contacting their supervisor to arrange supervisions. The timetable of work will need to be negotiated between student and supervisor. Students should note that supervisors will normally not be available for one full month during the Summer vacation (often August).

11 PhD PROPOSAL MODULE

Students thinking of going on to a PhD (at Sheffield or elsewhere) should consider taking the PhD proposal module. Students should be working on this proposal with their Supervisors from the start of the year, meeting at least three times in each term to discuss and frame a topic area, to discuss relevant preparatory reading, and to discuss drafts of the proposal itself.

Format

The normal format for a PhD proposal would consist of an outline of the projected thesis of about 2,000-3,000 words, accompanied by an annotated bibliography or literature search of about 4,000-5,000 words (between 6,000 and 8,000 words in total). However the precise format may vary from case to case, depending upon the nature of the project, and should be negotiated with your Supervisor. All PhD proposals should be accompanied by an accurate word-count. Examiners will cease reading over-length proposals at the point where they judge them to exceed the word-limit. Examples of previously submitted PhD proposals, which may help to guide you in what is required, will be available for consultation from the Philosophy PG Online page on MOLE.

Note that the outline of the thesis should do more than map out a research area; it should also indicate the lines of argument to be pursued, or the overall positions to be defended. Of course you cannot be expected, at this stage, to know in any detail what you will say. But the PhD proposal as a whole should give a clear indication of the research potential of your proposed thesis. Good proposals will demonstrate that the student has found an interesting project and has ideas worth exploring; the very best proposals will typically describe and partially develop original ideas.

12 MA: ASSESSMENT

Marking Policy - MA essays and dissertations will each be marked by two people, assigned by the DGS. One will normally be the module convenor/supervisor, but if for any reason that person is unavailable, DGS will assign someone else with knowledge of the area. The markers will separately read the piece of work, assign it a mark, and write comments. They will reach an agreed mark through discussion. Markers should not just ‘split the difference’ between the two marks, although they may decide in discussion that a mark in the middle of the two is appropriate. Where they cannot agree, DGS will assign a third marker with – as far as possible – knowledge of the area. The third marker will assign a mark based on first reading the piece of work, then consulting the first and second markers. The mark given by the third marker is final (subject to the approval of the External Examiner).

Double marking - all work is double-marked within the Department, and a selection is then sent to the External Examiner for approval. Marks (with feedback from the examiners) will be released to students as soon as they are available.

MA degree classification - in fixing the classification of an MA candidate’s degree as a whole, the following principles will be employed:
• A student with 180 credits (i.e. with marks of at least 50 for each module) will be awarded the MA. A pass may, at the discretion of the examiners, also be awarded to any candidate carrying 15 credits worth of fail marks, provided they average 50 across all 180 credits, and the fail is not less than 40. There is an opportunity to resit a failed component of an MA, once within a year, provided it achieved a mark of 40 or above (the deadline for resubmission of an essay is the same as the final deadline for the dissertation).
• A student with 120 credits worth of passing marks of 50 or above can be awarded a Postgraduate Diploma in Philosophy. And a student with 60 credits of passing marks can be awarded a Postgraduate Certificate.
• In order to obtain an MA with merit, candidates will normally have a weighted mean of not less than 59.5 across all units, and a grade of not less than 60 in units to the value of at least 90 credits.
• In order to obtain an MA with distinction, candidates will normally have a weighted mean of not less than 69.5 across all units, and a grade of not less than 70 in units to the value of not less than 90 credits.

Marking Criteria
All marks are assigned on the 100-point scale. Plain pass-marks for all individual pieces of work range from 50 to 59, pass-with-merit marks from 60 to 69, distinction-marks from 70 to 100.

Distinction: 70-100
Work at this level should have the following virtues: it should be very clearly written, and be very well-organised and well-structured; it should display detailed and sophisticated knowledge and understanding of the subject-area; and it should deal critically and intelligently with its material. It should also display a good level of independence (either at the level of argument, of theory, or in choice and treatment of material).

A distinction MA dissertation and PhD proposal should display all of the virtues required of a distinction essay, but should also provide evidence of the research-potential of the candidate in question and, in the case of the proposal, of the project in question.

Marks of 70-73 will be given for material that minimally fulfils the criteria for a distinction. Marks of 74-77 will be given for material that clearly and solidly meets the criteria for a distinction. Marks of 78-89 will be given to material that is very good or excellent in relation to the criteria for a distinction. Marks of 90 and above will be awarded to work of particularly outstanding and exemplary quality.

Merit: 60-69
Work at this level should have the following virtues: it should be clearly written, well organised and structured; it should display a good understanding and knowledge of the relevant literature; it should be cogently argued in general, displaying a capacity for good, critical assessment.

Pass: 50-59
Work at this level should have the following virtues: it should be written fairly clearly, with reasonable organisation and structure; it should display fairly good understanding and knowledge of the subject area; it should contain some cogent argumentation and critical assessment.

Failing Marks (0-49)
Marks of 40-49 will be given to work that falls short of MA standard. It may fail to show adequate knowledge or sufficient understanding; it may contain material that is irrelevant to the assignment or be badly structured or poorly written; or it may contain little cogent argument or critical assessment of material. Marks of 20-39 will be given to work which fails to a considerable extent to meet the standard for a passing mark at the MA level. Marks of 0-19 will be given to unacceptable work which shows no or very little evidence of meeting the standard for a passing mark at the MA level.

Note: Many students wrongly believe that postgraduate work must exhibit far greater breadth than undergraduate work, and they make the mistake of trying to cover far too much. It is much better to focus your essay carefully, on a topic that really can be adequately dealt with within the word limits.

13 SUPERVISION FOR MA STUDENTS

Your supervisor is responsible for overseeing your work and progress throughout the year. Supervisors meet with their students once each month, to advise on PhD proposal, essays, planned MA thesis, general academic and relevant personal issues, and to assess research training needs. If meetings are to take place either less or more often than this, there should be a clear agreement to this effect. Although students should not assume that supervisors will be available to meet more often than once per month, they should not hesitate to request more frequent meetings, and supervisors should attempt to accommodate these requests.

Students should expect to take an active role in contacting their supervisor – to arrange for a meeting, to send a draft of a piece of work, etc. Supervisors are expecting that students will be contacting them, and students should take the initiative when they have something to discuss (an email is often best, or feel free to stop by office hours).

Where area of expertise and time constraints permit, supervisors should assist students as needed at all stages of essay writing: shaping of initial topic, planning of essay, and various stages of drafting. Where an essay topic falls
outside supervisors' areas of knowledge, supervisors should advise as needed on suitable members of staff to assist. (These will often, but not always, be module lecturers for modules that the student is taking.) Such members of staff should (time constraints permitting) assist students as needed at all stages of essay writing: shaping of initial topic, planning of essay, and various stages of drafting. If students have difficulty obtaining the feedback that they need, they should discuss this with their supervisors, who will try to rectify the situation.

Work on the PhD proposal should begin late in the first semester, but in the second semester this should become a main topic of supervisory meetings. Later in the second semester, planning for the MA dissertation (to be written over the summer) should begin.

At any point along the way, it may become clear that the current supervisor is not an appropriate one for the student's planned PhD proposal/MA dissertation. If this happens, student/supervisor (or preferably both) should discuss alternative supervisory arrangements with the DGS.

**Supervision meeting report forms**

After each scheduled supervisory meeting, a brief report form needs to be completed, as a record of the meeting. This should be done electronically and should state the topic of the meeting and/or progress made, and the objectives to be achieved before the next meeting, the date of which should usually be given. If there is a plan to meet less often than monthly, this should be noted on the supervisor meeting report form, and a reason given for this plan. Copies of the form should be kept by both student and supervisor and kept on file in the departmental office. Both the supervisor and student should also keep a file of all correspondence, including emails.

### 14 OTHER POSTGRADUATE RESEARCH ACTIVITIES

(1) **The Philosophy Department Seminar** meets on Friday afternoons through the Autumn and Spring terms (2.30-4.30 pm). Visiting speakers from various institutions present papers to the Department for discussion, and all postgraduates are **strongly encouraged** to attend. Copies of these papers are usually available for reading a week in advance.

(2) **Reading Groups.** Various reading groups are arranged throughout the year, both by members of staff and postgraduate students. Recently there have been reading groups on The Philosophy of Language, The Philosophy of Psychology, Ethics, Pragmatism, The Philosophy of Race, Feminism, Idealism and Political Philosophy. This webpage gives details of current reading groups http://www.shef.ac.uk/philosophy/research/readinggroups/index. Feel free to organise your own!

(3) **Reading Weekend.** This is usually in the Spring term, and is attended by postgraduates, undergraduates, and members of staff. The format usually consists of four student papers (often two from postgraduates) and a good deal of socialising.

(4) **Archaeology Lunch-time Lecture Series** (Tuesday): 13.00-14.00 Departmental Lecture Theatre: Our long running and very popular weekly seminar series is an opportunity for all students and staff to meet and discuss the research of specially invited guest speakers. Please see our Facebook page www.facebook.com/events/1637743683131945/

(5) **Archaeology Research Seminar Series** (Wednesday): 16.00-17.00 Departmental Lecture Theatre: A member of our academic staff is invited to present a research seminar once a month, followed by a drinks reception. Further information will be circulated over the academic year.

### 15 PLAGIARISM AND COLLUSION

The following four examples of unfair means are serious academic offences and may result in penalties that could have a lasting effect on a student's career, both at University and beyond (including possible expulsion from the University).

**Plagiarism (either intentional or unintentional)** is the stealing of ideas or work of another person (including experts and fellow or former students) and is considered dishonest and unprofessional. Plagiarism may take the form of cutting and pasting, taking or closely paraphrasing ideas, passages, sections, sentences, paragraphs, drawings, graphs and other graphical material from books, articles, internet sites or any other source and submitting them for assessment without appropriate acknowledgement.

**Submitting bought or commissioned work** (for example from internet sites, essay "banks" or "mills") is an extremely serious form of plagiarism. This may take the form of buying or commissioning either the whole assignment or part of it and implies a clear intention to deceive the examiners. The University also takes an extremely serious view of any student who sells, offers to sell or passes on their own assignments to other students.

**Double submission (or self-plagiarism)** is resubmitting previously submitted work on one or more occasions (without proper acknowledgement). This may take the form of copying either the whole assignment or part of it. Normally credit will already have been given for this work.

**Collusion** is where two or more people work together to produce a piece of work, all or part of which is then submitted by each of them as their own individual work. This includes passing on work in any format to another
student. Collusion does not occur where students involved in group work are encouraged to work together to produce a single piece of work as part of the assessment process.

For the University guidelines, see [http://www.shef.ac.uk/ssid/exams/plagiarism.html](http://www.shef.ac.uk/ssid/exams/plagiarism.html). Although collusion is not permitted, you are encouraged to discuss your work with others on the course. Developing your ideas in conversation with others is a highly valuable part of philosophical work. What matters is that the work you submit for assessment clearly indicates where any ideas or material are not your own. If in doubt about whether what you propose to do is appropriate, consult your supervisor.

In any essay submitted for assessment, all passages taken from other people’s work, either word for word, or with small changes, must be placed within quotation marks, with specific reference to author, title and page. No excuse can be accepted for any failure to do so, nor will inclusion of the source in a bibliography be considered an adequate acknowledgement. Note that verbatim or near-verbatim reproduction of material from lecture handouts or lecture notes/transcripts is also unacceptable.

If the marker decides that plagiarism has occurred, the student may be judged to have failed either the module or the degree (depending on the degree of severity). The plagiarism will also be recorded on the student’s permanent record.

The library offers a “Guide to Plagiarism” tutorial, available here: [http://www.librarydevelopment.group.shef.ac.uk/shef-only/research/plagiarism_rsch.html](http://www.librarydevelopment.group.shef.ac.uk/shef-only/research/plagiarism_rsch.html)

16 REFERENCING

You must footnote ideas that you have taken from other authors, even if you use your own words to express them. You need not footnote ideas that are common philosophical knowledge (e.g., “Ethics is the study of how one should live”). But you should indicate where ideas not your own come from (e.g., you should footnote Mill when you say, “Mill believed that it is better to be reflective and dissatisfied than unreflective and content”—and, if you got this idea from Mill, you should also footnote when you say, “It is better to be reflective and dissatisfied than unreflective and content.”)

References can be given in full in footnotes, or in short-hand there – e.g. McGinn (1997) – with full details in the bibliography. The page numbers given within the footnote should indicate the page/s from which the passage or idea is taken.

There are a number of different formats that you could follow for your references. See, e.g. [http://www.ex.ac.uk/Affiliate/stloyes/harv.htm](http://www.ex.ac.uk/Affiliate/stloyes/harv.htm) for the Harvard system, [http://campusgw.library.cornell.edu/newhelp/res_strategy/citing/mla.html](http://campusgw.library.cornell.edu/newhelp/res_strategy/citing/mla.html) for MLA and [http://library.osu.edu/sites/guides/chicagod.html](http://library.osu.edu/sites/guides/chicagod.html) for the Chicago Manual of Style Citation Guide. Here, in more detail, are guidelines for one format you could use:

**For citing books, the format is:**

Author, Title [Translator, trans. if applicable] (Place of Publication: Publisher, Date of Publication), page number/s.

For example:


**For journal articles, the format is:**

Author, "Title", Journal Journal number (Date of Publication), page number/s.

For instance:


**For chapters of edited books, the format is:**

Author, "Chapter Title," in Editor, ed., Title (Place of Publication: Publisher, Date of Publication), page number/s.

For example:


**For lecture handouts, the format is:**

Lecturer, "Title," Course number, University, Term.

For example:

A.N. Other, "Lecture Handout 16," PHI254, University of Sheffield, Spring Term 2003.

For websites, the format is:

Author, "Title," Source of Publication (Date of Publication). Available at: Web Address.
For example:
Available at: http://www.reliefweb.int/library/documents/stock.html#F.

The library offers a tutorial on referencing correctly and one on referencing with EndNote which can be carried out online from here: http://www.librarydevelopment.group.shef.ac.uk/research.html

17 ADVICE ON PREPARING WRITTEN WORK

ESSAYS
An essay is a piece of structured and discursive prose that addresses a question set in advance. Essay titles are given in the module outlines. In some cases, the module outline may specify that the essay title may be determined by the student with the agreement of the module tutor.

STRUCTURE
The essay should order the material in a logical manner, and include a clear introduction and conclusion. Subheadings may be used to break up the text of any essay if it will make the argument clear. The introduction to the essay should indicate clearly and accurately what the overall structure of the essay will be.

CONTENT
The essay should show familiarity with a range of reading on the issue. Factual material should be accurate and the essay should include critical analysis of factual material, and of arguments put forward by other writers. Originality and signs of serious thought about the topic will be rewarded in the marking, as will the range of source material consulted, the rigour of the analysis to which this is subjected, and the extent to which the essay presents a clear and cogent argument. If the essay is written in response to a set question, be sure to answer the question as actually posed, and to exclude extraneous material.

STYLE
Essays should be written in a clear and straightforward manner and in line and a half spacing; they should not contain spelling and grammatical errors. The English Language Teaching Centre offers a writing and advisory service and a reading service that may prove very helpful to those who seek to improve their writing style. Note, however, that this service needs to be booked in advance.

THE DISSERTATION
The general principles of essay writing apply also for the dissertation. In their dissertations, students are expected to build upon work that they have completed in the taught modules. Their completed research should reflect an awareness of issues and ideas covered in their modules. In particular, students are encouraged to illustrate some theoretical awareness in conducting research for their dissertation. Supervisors will advise you as to how this is best done.

The primary responsibility for the dissertation rests with the student. The role of the supervisor is to offer advice and guidance to students and help them if they encounter particular problems. A dissertation workshop will take place in April and all students are expected to attend.

18 APPEALS PROCEDURES

If you feel that a mark does not adequately reflect the merit of the work, you should speak to your module tutor in the first instance. If you wish to request formally for a piece of work to be re-marked, this must be initiated within two weeks of the receipt of the mark. The work will then be examined by the relevant DGS. When work is re-marked it may be awarded a mark higher or lower than initially awarded. If you are still dissatisfied with the outcome you may ask for the work to be re-read again by the Head of Department (or in the case where he or she has already graded the work, by the External Examiner).

Should you wish to take the matter further, the University has an official Appeals procedure to handle student grievances. Details may be found in the University Calendar on the University website at: http://www.shef.ac.uk/ssid/procedures/grid.html

You may also find useful information in the Charter for Students on the University website:
http://www.shef.ac.uk/~ssid/charter/
EXTERNAL EXAMINING

The external examiner for MAs in the Philosophy department in 2016-17 is Professor Greg Currie (York University). The University of Sheffield employs external examiners to oversee every programme of study undertaken by its students, in common with all other universities in the UK. An external examiner is usually employed at another university, but is also appointed by the University of Sheffield to impartially oversee the assessment of a course or parts of one or more taught courses. This allows the University to be sure that its assessment processes work well, that the appropriate marks are awarded and that departments benefit from suggestions for improvement from respected academics with expertise in the subject in other universities. For more details on the role of the external examiner see “for students” download on the right-hand side of this page: http://www.sheffield.ac.uk/lets/pp/assessment/external.

STUDENT WELFARE

ILLNESS OR PERSONAL DIFFICULTY

If you are unable for any reason to attend a seminar you should let your lecturer or the MA Secretary know in the associated office. Unauthorised absences are recorded.

Should you experience illness or another problem (personal, financial, family, and so on) that prevents you from attending seminars, from meeting deadlines for assessed work, or from concentrating fully on your studies, please let someone (such as the DGS) know as soon as possible. Talk to the person with whom you feel most comfortable, but do talk to someone. If we are not aware that you are having difficulties we cannot make an effort to help.

In the event of illness you should submit a medical certificate to Student Services to cover your absences. Self-certification is permitted for the first week of illness, after which a doctor’s note is required. Self-certification forms are available from the Student Services Information Desk in the Students Union. Self-certification is NOT ACCEPTED for coursework deadline extension applications. Medical notes that are placed on file can be considered by the Examinations Board when it meets to consider results and degree classifications.

CHANGE OF STATUS

If things are not going well with your course, you may consider changing your degree programme or repeating a period of study, applying for a period of leave of absence from the University, or withdrawing from the University altogether. You should discuss your proposed course of action with the DGS; please remember that the DGS is available to discuss in strict confidence any difficulties you may be having with your course. You may also wish to consult the Careers Service and to read the leaflet, Changing Your Course or Leaving Altogether, available from the Union of Students Advice Centre. There is also helpful information available from the Student Services Information Desk, located in the Union Building, or from Taught Programmes Office on 2221289/2221278.

COUNSELLING SERVICES

Sometimes you may prefer to talk to somebody outside the Departments. The University offers confidential counselling services, free of charge to any student requiring the service. The address is: UCS, 36 Wilkinson Street, Sheffield, S10 2GB, Telephone 0114 222 4134, Email: UCS@sheffield.ac.uk Website: http://www.shef.ac.uk/counselling/ Other useful telephone numbers:

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Advice Centre</td>
<td>0114 222 8660</td>
</tr>
<tr>
<td>University Health Service</td>
<td>0114 222 2100</td>
</tr>
<tr>
<td>Rape Crisis Centre</td>
<td>0114 244 7936</td>
</tr>
<tr>
<td>Samaritans</td>
<td>0114 276 7277</td>
</tr>
<tr>
<td>Samaritans Linkline</td>
<td>0845 790 9090</td>
</tr>
<tr>
<td>Sheffield Victims Support Group</td>
<td>0114 275 8411</td>
</tr>
</tbody>
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NIGHTLINE

Nightline is the University of Sheffield’s confidential listening and information telephone service. It is run by trained student volunteers, and operates from 8 pm till 8 am every night during term time. It offers students everything from the phone number of a twenty-four hour taxi company, to exam dates, times and locations, and information about every issue that can be encountered within student life. It provides a vital support network for all students, so whatever you need to say, Nightline is listening, and our service can be called free from phones in Halls of Residence. If you think you would like to volunteer for Nightline, contact nightline@shef.ac.uk for more information. Listening Line: 0114 222 8787, Information Line: 0114 222 8788
DISABILITIES
If you have a disability, or become aware of an issue during the course of your studies (for example, the identification of dyslexia), please talk to DGS. The University is committed to providing services for students with disabilities. For a statement of policy on this issue see the Student Services Information Desk on the University website at: http://www.sheffield.ac.uk/ssid/disability/index

HARASSMENT
The University is committed to eliminating harassment experienced by students and staff and will take steps to investigate complaints thoroughly. There are specially trained members of staff available for advice and help. A booklet and further details are available from the Department of Human Resources (222 1618), or the Students Union Advice Centre (222 8660). Please feel free to consult the DGS or any other member of the Departments, if you have concerns. Further details of University policy and sources of help may be accessed on the University website at: http://www.shef.ac.uk/uni/admin/pers/harass/harass.html

ACCIDENTS AND INJURIES
In emergency telephone 4444 on a University internal phone and give details clearly and concisely. Any accident resulting in injury must be reported to either the Porters’ Lodge or the Departmental Offices and entered in the Accidents Notification Book.

21 STUDENT SERVICES
Located in the Union Building, SSID should be your first port of call for general inquiries on a range of issues not confined to this Department. For an indication of the range of issues covered by SSID, consult its website at: http://www.shef.ac.uk/ssid/ Specifically, information on fees is provided by the SSID. Please remember to inform Student Services Information Desk of any change of address.

TAUGHT PROGRAMMES OFFICE
During your time as a student most of your daily contact with the University will be through staff in the Departments of Philosophy and Politics. However for certain administrative matters you will need to deal directly with Taught Programmes Office. Taught Programmes Office is situated in Level 6 of the Students’ Union, Western Bank. Formally, this central Department is responsible for:
• Processing and publishing of examination results (including servicing of boards of examiners, award of degrees and prizes, administration of academic appeals procedures, transcripts of qualifications);
• Student progress and progression (including implementation of progress of students regulations and servicing of Appeals Committee of the Senate relating to the progress of students);
• Administration of approval of student status changes (degree programme changes, leave of absence, withdrawals, transfers, etc., including update of individual student records);

22 STUDENT EVALUATION OF THE POSTGRADUATE PROGRAMMES
There are three main methods by which student evaluation for the MA will be sought: (a) via the student representatives on Postgraduate Affairs Committee (see #24 below); (b) via module-specific questionnaires, issued towards the end of each semester; and (c) via a year-wide questionnaire covering the MA overall postgraduate provision, issued towards the end of each academic year.

23 GRADUATE PROGRESS MEETINGS
Each MA student attends a Graduate Progress Meeting twice yearly, in Autumn and Spring semesters. The purpose of these meetings is to review progress, and to provide a formal mechanism through which any difficulties encountered by students may be addressed.

MA students meet with their supervisors. In advance of the meeting, students write a brief Progress Report, describing the progress of their research over the previous half-year, their plans for the next 6 months and any concerns they may have. At the meeting, this should be discussed, and there should also be some discussion of research training needs and the frequency of supervision meetings. After or during the meeting, the supervisor fills in a report form with details of the discussion etc. Both reports are kept on file.

24 POSTGRADUATE AFFAIRS COMMITTEE
Each Department has a postgraduate affairs committee, and students on this MA are eligible to serve on both. These committees are responsible for all matters relating to postgraduates. For further details, see the general graduate booklets issued by each Department.
Any difficulties or complaints relating to any aspect of the postgraduate provision within the Department should normally be raised with the DGS, or with the Head of Department, in the first instance, who may recommend that the matter be dealt with by the Postgraduate Affairs Committee. Alternatively, difficulties may be brought directly to that Committee by the student representatives.

25 PROBLEMS WITH SUPERVISION AND COMPLAINTS PROCEDURE

Any student who is having problems with their supervisor, or one of their supervisors, should raise this with the supervisor in the first instance, if possible and if appropriate. If this does not resolve the problem, they should talk to the DGS (or the Head of Department in cases where the DGS is the problem supervisor). The best way to tackle the problem can then be discussed, and the possibility of a change of supervisor can be considered.

Students wishing to make a formal complaint against the department or one of its members may do so by making a written statement of their complaint to either the Head of Department (HOD) or the DGS. The HOD or DGS will appoint a committee to investigate the complaint and recommend any appropriate action. The investigation must include an opportunity for the staff member to respond in writing to the student’s complaint. The committee will include the HOD or DGS as chair (unless both are subjects of the complaint, in which case a different chair will be appointed), a student representative, and a senior staff member. The committee will be selected in such a way that a disinterested, impartial judgement can be made. The committee will summarise the complaint and send their written summary to both the student and the staff member before investigating. The outcome of the committee’s investigation and their recommendations will be communicated in writing to both the complainant and the subject of the complaint. Using this complaints procedure does not affect a student’s right to use the university’s complaints procedures.

26 AFTER GRADUATION

Students on the MA may wish to consider going on to study for a PhD. We would be happy to offer advice on this. There is no particular deadline for applying to the University for a PhD; but you should note the funding deadlines. You may of course also decide to apply for a place at another University, and again we would be happy to advise on this.

For those students not planning to carry on with further research, you should make contact with the Careers Service, who will be able to advise on a range of career options: see [http://www.shef.ac.uk/careers/](http://www.shef.ac.uk/careers/) for further details or go to: The Careers Service, 388 Glossop Road, Sheffield S10 2JA. Telephone: 0114 2220910.

27 MODULE OUTLINES 2016-17

There follow outlines of some MA modules currently on offer within the Departments which may be of interest to you. For full module listings please contact the department or check their webpages.

**PHI 6016 Cognitive Studies Research Seminar**

Cognitive science is a fascinating, cutting-edge research field in which philosophy, psychology, neuroscience, linguistics, computer science, and anthropology come together to discover how the mind works. The central hypotheses guiding cognitive science are that the mind is a computing mechanism (a kind of computer, if you will) and that cognition is a computational process. These hypotheses have proven to be extremely fruitful: drawing upon them, a number of scholars have put forward accounts that have significantly increased our understanding of cognitive processes like perception, memory, and reasoning.

This module has three aims. The first is to introduce the student to the fundamental concepts and explanatory strategies in cognitive science. The second is to offer the student the opportunity to explore different areas of cognitive science. To do so, we will have guest lecturers from different departments presenting their current research. The third aim is to give to the student an in-depth knowledge of a particular problem. This year we will focus on the ability to attribute mental states to oneself (introspection) and to other people (Theory of Mind).

**AAP 6138 Ethnography in Archaeology**

Archaeologists have always used their knowledge of the present in viewing the past. This course examines the role of ethnographic studies as a source of analogies in archaeological interpretation. It will investigate a range of methodologies from generalizing ethnoarchaeology through contextual studies of specific societies. It examines the influence of colonial pasts, nation building and understandings of the modern world in investigating the material conditions of human life. This unit aims to explore the analogical basis of archaeological reasoning, providing students with an awareness of the role of ethnographic studies of the present and recent past. Through a range of examples of ethnographic studies, including film, to illustrate the importance of the observation of living societies to aid the examination of material remains of the past.
AAP 6139 The History of the Human-Animal Relationship
This module will provide the students with an understanding of the main stages in the evolution of the human-animal relationship, from the Palaeolithic to modern times. The importance of animals in the history of human societies as well as its variation in time and space will be discussed. The unit will cover ecological and economic as well as social, ritual and symbolic aspects and, though focussed on archaeology, will also make use of ethnographic, historical, literary and iconographic sources. It will provide a necessary integration to modules dealing with the methods used to study past animals and those that are period-based.

AAP 683 Human Anatomy
This module familiarises students with the human musculoskeletal system, providing knowledge of the head, neck and appendicular skeleton and its muscles and nerves, as well as insights into functional, developmental and comparative aspects of human morphology.
This unit aims to provide students with dissection-based knowledge of human musculoskeletal anatomy; develop students’ understanding of how the structure of the body relates to its biomechanical and physiological functions.

ELL6360 Introduction to Language and Linguistics
The aim of this module is to ensure a sound basic knowledge of linguistic concepts and methods. The emphasis is on developing the ability to apply linguistic categories and techniques to the description of English and other languages, and to the solution of language problems. The module reviews the basic, core areas of linguistic study: the sounds of language (phonetics and phonology); word structure (morphology); sentence structure (syntax); and meaning (semantics and pragmatics). There will also be a brief introduction to historical linguistics.

ELL6415 Introduction to Second Language Acquisition
This is a core module which introduces students to the main aspects of second language acquisition (SLA) through a presentation of the main theoretical positions and the most important research findings. The course also provides students with the opportunity to look at real experimental data which will enable students to learn about how to present data and how to interpret them.

ELL6416 Current Issues in Second Language Acquisition
This is an optional module which builds on extension of the core module: Introduction to Second Language Acquisition. This course provides an introduction to current research on Second Language Acquisition (SLA) through the main theories and the most important research findings, especially focusing on the part of second language acquisition thought to be constrained by principles of Universal Grammar. It also provides the opportunity to critically evaluate theoretical models and hypotheses by applying them to the analysis of real data produced by second language learners; and to learn relevant methodological and practical aspects involved in the experiment design.

PSY6310 Brain Imaging and Its Physical Foundations
This module provides an overview of neuroimaging techniques and fundamental data analysis methodologies employed, specifically those based around functional magnetic resonance imaging (fMRI). The two aspects of neuroimaging (techniques and data analysis) will be taught in parallel over the semester. For neuroimaging techniques, after introducing the physical principles underlying fMRI, a description of fMRI-based methods for mapping brain structure and function will follow. One complementary neuroimaging technique will also be introduced, specifically optical imaging spectroscopy, etc. For neuroimaging data analysis, the general linear model methodology will be introduced based on the software SPM (Statistical Parametric Mapping), which is one of the most widely used packages for fMRI data analysis. Issues concerning fMRI experimental design and efficiency will also be introduced.

PSY6316 Current Issues in Cognitive Neuroscience
This module is designed to enable students to explore areas of active contention in cognitive neuroscience. For example: what causes dyslexia? Do music and language utilise common systems? Where does the brain calculate reward? What role do different methodologies have in addressing these topics? The module is run as a seminar series, focussing on a single fundamental issue in cognitive neuroscience, explored from different angles. The bulk of the module is based around student-led collaborative investigation, debate and discussion in seminars. This format provide the opportunity for students to develop a position on some contemporary and unresolved issues in cognitive neuroscience, and encourages the development of the core scientific skills of team-work, communication, sceptical enquiry and critical appraisal of research findings.

PSY6308 Computational Neuroscience 2: Theoretical Models
This module is based on the themes of information theory, Bayes theorem, and learning algorithms. Information theory places limits on how much Shannon information can be transmitted/received by any communication channel. Bayes theorem provides a method for interpreting incomplete or noisy information, and learning algorithms provide a mechanism for acquiring/storing/retrieving information about the environment. These three related ideas will be explored in the context of neuronal information processing.
PSY6305 Fundamentals of Cognitive Neuroscience
The module provides an introduction to core aspects of contemporary neuroscience, and it will consider the current state of knowledge in the field, central theoretical issues and key practical approaches. Topics that are discussed include: neural signalling, sensation and sensory processing, movement and its central control, the `changing brain' (development and plasticity in the nervous system) and complex brain functions.

PSY6315 Current Issues in Systems Neuroscience
The module provides an advanced understanding of the brain's major computational systems and how they have been modelled. Major processing units of the brain (e.g., cerebellum and basal ganglia) will be described and, where appropriate, emphasis will be placed on understanding each of these structures as a series of repeating micro- or macrocircuits. The various strategies adopted for modelling these circuits and their interactions with other brain systems will be presented and their predictions for biology considered.

PSY6307 Computational Neuroscience 1: Biologically Grounded Models
This module starts by outlining some major methodological principles in computational neuroscience including the difference between approaches which are more bottom-up (biologically grounded) and those which are more top-down (algorithm-based). The rest of the module is devoted to the more bottom-up view and deals first with single neuron models including: leaky-integrate-and-fire, conductance-based, and reduced model neurons. It then goes on to deal with other structural levels of description - microcircuits, systems, and embodied or robotic models. While specific brain systems are used as a vehicle for exposition, the emphasis is always on methodological issues - how models can be built, tested and validated at each level.

HCS6024 Children's Learning
This unit promotes student skills in distance/e-learning, participating in on-line activity and use of e-resources. It presents theories of cognitive development, how these inform our understanding of children's learning and the development of educational practice, and the interaction of learning and language. The individual differences in learning abilities within children in school is considered, including those children who may have significant difficulties across all learning and those who may have specific difficulty with certain aspects of learning. Course content is delivered across a continuum to allow students to develop from their own level of existing knowledge and understanding.

HCS6057 Language and Aphasia
This module will explore theories of lexical and grammatical processing. The application of these theories will then be explored in relation to acquired language disorders. Linked web-based problem-solving exercises and laboratory sessions will develop skills in data analysis including syntactic analysis from both normal and impaired speakers.

HCS6332 Literacy: Development and Disorders
This module will examine processing of written language. Topics include: the range of alphabetic and non-alphabetic systems used in the world's languages; learning to read and teaching literacy in alphabetic orthographies; the relationship between phonological processing problems and difficulties in learning to read and write; and how brain injuries can disrupt orthographic abilities, eg in acquired dyslexia and dysgraphia.