

**COURSE SPECIFICATION DOCUMENT**

<b>Academic School / Department:</b>	School of General Education
<b>Programme:</b>	MA in Applied Linguistics: Language Teaching
<b>FHEQ Level:</b>	7
<b>Course Title:</b>	Extended Thesis Research
<b>Course Code:</b>	LED 7500
<b>Course Leader:</b>	George Xingseng Zhang
<b>Student Engagement Hours:</b>	Other (600)
Lectures:	
Seminar / Tutorials:	
Independent / Guided Learning:	600
<b>Semester:</b>	Summer
<b>Credits:</b>	60 UK CATS credits other click here to enter 30 ECTS credits other click here to enter text 12 US credits

**Course Description:**

Students may elect to produce an extended thesis of 15,000-20,000 words as an alternative to the internship. This course supports students in the production of this thesis. Students intensively study a topic, agreed with a supervisor, which applies theory to practical and professional contexts, thus further developing skills and experience which can be applied in work placements or in further graduate work. All stages of the research and writing are overseen by a thesis supervisor. Collaborative and supportive dialogue with the supervisor and with peer research colleagues will involve advice on the research and writing process, suggestions for resources and research directions, and comments on draft chapters of the thesis.

**Prerequisites:**

LED 7100, LED 7105, LED 7110, LED 7115, LED 7120, LED 7125

**Aims and Objectives:**

- To enable the student to produce a 1500-2000 word research proposal
- To enable the students to produce a Master's level dissertation of 15,000-20,000 words
- To enable the student to undertake independent and autonomous research on a topic which makes a valuable contribution to the field
- To develop skills and experience which can be applied in work placements or further graduate work

**Programme Outcomes:**

At the end of this course, the students will have achieved the following programme outcomes.

A1-A8; B1-B8; C1-C7; and D1-D8

A detailed list of the programme outcomes are found in the Programme Specification.

This is located at the archive maintained by the Academic Registry and found at: <http://www.richmond.ac.uk/programme-and-course-specifications/>

**Learning Outcomes:**

By the end of this course, successful students should be able to:

- demonstrate an innovative and systematic ability to adapt and apply knowledge and theories relevant to their programme to an applied research question
- conduct successful and original research, including the application of appropriate methodologies for collecting, assessing and interpreting primary data and those from other sources
- engage with and evaluate complex, incomplete or contradictory evidence while critically reflecting on the different theoretical and methodological tools used
- take the initiative in engaging in innovative and autonomous learning, inquisitive research and ethical reflection, self-evaluation and engagement with disciplinary benchmarks
- show excellent writing skills and ability to structure coherent logical arguments

**Indicative Content:**

Production of a 15-20,000 word thesis, suitably illustrated, evidencing:

- intensive autonomous study of a topic agreed with a supervisor
- primary research making a valuable contribution to the field
- a coherent argument
- appropriate, critical use of secondary sources
- footnotes and a bibliography complying with either Harvard or Chicago referencing system
- professional presentation and conformity with scholarly conventions

**Assessment:**

This course conforms to the Richmond University Standard (*for postgraduate dissertation*) Assessment Norms approved at Academic Board (formerly Learning & Teaching Policy Committee) and located at: <http://www.richmond.ac.uk/admitted-students/>

**Teaching Methodology:**

Autonomous research and research supervision

The Course will require independent research overseen by a thesis supervisor, tutorial opportunities including those with specialist faculty for more specific academic guidance and comments on draft materials, and faculty and peer review feedback at thesis meetings.

**Bibliography:**

Bell, J. 2010. *Doing Your Own Research Project: A Guide for First Time Researchers in Education and Social Sciences*, 5th ed. London: Open University Press.

Ellis, R. 2012. *Language Teaching Research and Language Pedagogy*. Oxford: Wiley-Blackwell

**Change Log for this CSD:**

Nature of Change	Date Approved & Approval Body (School or AB)	Change Actioned by Academic Registry