Brock

Brock University
Department of Applied Linguistics

MA APPLIED LINGUISTICS (TESL) PROGRAM HANDBOOK 2012

THE MA APPLIED LINGUISTICS (TESL) PROGRAM

Welcome to the MA Applied Linguistics (TESL) program at Brock University. This MA program is designed to develop highly competent professionals with a deep understanding of key issues in the discipline and a sound research orientation. Successful completion of the program will ensure that graduates are well equipped to adapt to the changing and diversifying roles of ESL teachers and applied linguists.

This handbook serves to inform current MA Applied Linguistics (TESL) students about the requirements of the program. It is a resource with useful information concerning the steps that must be taken for successful completion of the MA program. Both students and faculty members in the program use this handbook as their first source of reference but they are also advised to become familiar with the university's detailed regulations and policies to be found in the 2012-2013 Graduate Calendar. For more information on these, please consult
http://www.brocku.ca/webcal/2012/graduate/acad.html

On behalf of all those involved with the MA Applied Linguistics (TESL) program,
I welcome you and wish you a successful and beneficial experience at Brock University.

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1. ACADEMIC INTEGRITY

Academic Integrity is a core value in all university education and guarantees the quality of your Brock MA. All students are expected to read, understand and adhere to Brock's Academic Integrity Policy available at: http://www.brocku.ca/academic-integrity/academic-integrity-policy. The excerpt below, from Brock's Academic Integrity Policy, outlines the key points.

6.1 Academic Behaviour (Undergraduate and Graduate Students)

There is an expectation that all students shall act ethically and with integrity in academic matters and demonstrate behaviours that support the university's academic values. These behaviours may include, but are not limited to:

Completing one's own original work;

1. Asking for clarification to ensure an understanding of expectations;
2. Collaborating appropriately; and participating actively in group work situations;
3. Acknowledging the contribution of others (giving credit);
4. Ensuring one's academic work is not used inappropriately by others (e.g., protecting access to computer files, research data or other academic work);
5. Acting ethically and with integrity while conducting research and in the reporting of research results;
6. Actively participating in the learning process;
7. Managing one's time.

"All Students are responsible for their behaviour and may face academic penalty under this policy should they engage in academic dishonest behaviours. Students in positions of responsibility, such as Teaching or Research Assistants, shall be expected to (not only) adhere to the academic principles and demonstrate behaviour that supports the University's mission, but also to encourage principles of academic integrity among the University community."

http://www.brocku.ca/academic-integrity/academic-integrity-policy#6.1

Students should take particular care to understand fully the section on plagiarism.

"Plagiarism means presenting work done (in whole or in part) by someone else as if it were one's own and applies to all forms of Student work. The work of others can include, but is not limited to, written work, ideas, music, performance pieces, designs, artwork, computer codes and Internet resources. Associated dishonest practices include faking or falsification of data, cheating or the uttering of false statements by a Student in order to obtain unjustified concessions."
http://www.brocku.ca/node/10909

Students should familiarize themselves with the resources on the Academic Integrity website: http://www.brocku.ca/academic-integrity. These include an 'Academic Integrity Tutorial' http://www.brocku.ca/academicintegrity/tutorial/ which all students are required to take. Students should complete the tutorial within the first

month of the program. Once they have completed the tutorial and clarified any questions that may have arisen as a result of the tutorial, they should complete the Declaration of Familiarity with Brock University's Academic Integrity Policy and submit it to the Graduate Program Director. The Student Development Centre also offers a series of 'Learning Skills Workshops'. Details can be found at:
http://www.brocku.ca/sdc/learning/workshops.php
Under 'Documentation' there are workshops on 'Avoiding Plagiarism'. Students are urged to attend these workshops.

Students are reminded that the penalties for academically dishonest behaviour can be severe. They should also note that instructors may wish to use phrase matching software for pedagogical purposes or to assist in the detection of plagiarism. For details, please see
http://www.brocku.ca/university-secretariat/facultyhandbook/section3#_genIndex94

2. PROGRAM DESCRIPTION

Teaching English as a subsequent language (TESL) is a complex process, with a knowledge base combining such diverse areas of specialization as applied linguistics, language teaching methodology, curriculum design and testing. This MA program is designed to integrate all these important elements in an educational experience promoting a high level of expertise and professionalism. Faculty members teaching in the program possess a valuable range of attributes, including extensive international experience, hands-on proficiency in ESL teaching in Canada and abroad, capacity in a range of different languages beyond English, and topical research and scholarship published and presented around the world. Graduates of this dynamic program will be well prepared as TESL professionals practicing in Canada or abroad.

3. COURSES

The following list reflects courses offered in 2012-2013.

LING 5N01
Academic and Cultural Orientation for Bridged Entry Graduate Students in Applied Linguistics
Academic and cultural orientation appropriate to academic context. Foundations and development of advanced academic skills in library research, note-taking, paper writing, seminar and workshop presentations, based on concepts and terminology in Applied Linguistics. Guidance in individual and group assignments. Familiarization with and use of electronic library databases and other e-resources.
Lectures, seminars, 25 hours per week for 8 weeks (July – August)

LING 5P01
Sociolinguistics Applied to Language Teaching and Learning
Theoretical concepts and research findings in sociolinguistics applied to the teaching and learning of English as a subsequent language. Focus on the social and cultural aspects of language, on the collaborative and social aspects of language learning, on the link between language and personal or social identity, and on the influence of the

social world on language use, learning and teaching.
Seminars, 3 hours per week

LING 5P02
Pedagogical Grammar: Theory, Research and Practice
Models of pedagogical grammar and their relationship to theories of subsequent language acquisition. Focus on issues arising in classroom learning. Application of grammar analyses to learning/teaching situations. Survey and critique of selected Information Technology tools available for the development of grammar skills.
Seminars, 3 hours per week

LING 5P03
Oral/Aural Skills in TESL: Theory, Research and Practice
Theoretical insights and research findings relevant to the pedagogy of speaking and listening, including articulatory and acoustic phonetics, computer analysis of speech, models of oral interaction and of listening comprehension, and trends in speaking/listening instruction. Canadian Language Benchmarks for speaking and listening.
Seminars, 3 hours per week

LING 5P04
Reading in TESL: Theory, Research, and Practice
Models of the process and pedagogy of subsequent language reading. Practical and theoretical foundations for decisions regarding materials design and instructional methodology, including LINC and Canadian Language Benchmarks.
Seminars, 3 hours per week

LING 5P05
Writing in TESL: Theory, Research, and Practice
Theoretical models of writing and instructional practices. Current issues in ESL writing research and teaching, including genre theory, contrastive rhetoric, feedback and assessment, Information Technology.
Seminars, 3 hours per week

LING 5P07
Topics in Second Language Acquisition Theory and Research
Critical examination of current theories and key issues in subsequent language acquisition research, from various perspectives (linguistic, psycholinguistic, sociolinguistic, etc.). Integration of theoretical models, research evidence and practice.
Seminars, 3 hours per week

LING 5P60
Teaching English to Young Learners
Theoretical insights and research findings relevant to ESL pedagogy of young learners as applicable to classroom teaching in both Canadian and international contexts.
Seminars, 3 hours per week

LING 5P85
Research Issues and Methodology in Subsequent Language Education
Research methods and issues in subsequent language teaching, curriculum design, professional development, student assessment, program evaluation, and related areas. Seminars, 3 hours per week

LING 5F89
Major Research Paper
Major research paper (MRP), under the supervision of a faculty supervisor, on a specific issue in subsequent language teaching, curriculum design, professional development, student assessment, program evaluation, or a related area. Prerequisite: Completion of all course work; approval of the MRP topic by the supervisor.

LING 5F90
MA Research and Thesis
A research project involving the preparation and defence of a thesis on a topic in subsequent language teaching, curriculum design, professional development, student assessment, program evaluation, or a related area, demonstrating capacity for independent work. Research to be conducted under the supervision of a faculty supervisor and defended at an oral examination. Prerequisite: Completion of all course work; approval of the thesis proposal by the MA Program Committee.

4. TIME MANAGEMENT

The MA Applied Linguistics (TESL) is a demanding program. For full-time Direct Entry students, Graduate Studies requires students not to engage in more than 10 hours per week of part-time employment. Students must understand that if they do not arrange their program of academic and other work well, interference from part-time employment or other commitments may cause problems with respect to the timing, volume or quality of academic work. Bridged Entry students must manage their written work so that they are able to discuss it with the Writing Mentor then revise it well in advance of submission deadlines. All students are advised to make a weekly timetable to ensure that they are able to devote adequate time to their studies. A frequently used guideline is approximately three hours of out-of-class work for every hour spent in class. See also Appendix I.

5. IMPORTANT DATES

For some important dates during the academic year, please see
http://www.brocku.ca/webcal/2012/graduate/sche.html

6. 2012-2013 GRADUATE TIMETABLES

Fall Term: September 6, 2012 to November 29, 2012 (D2)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 am-9:00 am	LING 5P05 Dr. McGarrell PL410 D2				
9:00 am-10:00 am					
10:00 am–11:00 am					
11:00 am-12:00 pm					
12:00 pm-1:00 pm					
1:00 pm-2:00 pm					
2:00 pm-3:00 pm				LING 5P07 Dr. Hayes WH8G D2	LING 5P60 Dr. Yeager-Woodhouse WH 202 D2
3:00 pm-4:00 pm					
4:00 pm-5:00 pm					
5:00 pm-6:00 pm					
7:00 PM-10:00 pm			LING 5P07 Dr. Sivell WH203 D2		

Winter Term: January 7, 2013 to April 8, 2013 (D3)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 am-9:00 am				LING 5P02 Dr. McGarrell WH203 D3	LING 5P03 Dr. Thomson WH208 D3
9:00 am-10:00 am					
10:00 am-11:00 am					
11:00 am-12:00 pm					
12:00 pm-1:00 pm					
1:00 pm-2:00 pm					
2:00 pm-3:00 pm				LING 5P01 Dr. Farrell TH256 D3	LING 5P85 Dr. Hayes TH255 D3
3:00 pm-4:00 pm					
4:00 pm-5:00 pm					

Note: Students taking the major research paper route begin independent work on their major research papers in the Winter Term and continue until completion in time for submission no later than August 31, 2013.

7. GRADING SYSTEM FOR GRADUATE COURSES

According to the Faculty Handbook, Section 14.9.1:

14.9.1 Grading System for Graduate Courses

A. For graduate courses, the grades A+, A, B, C, F, IN (incomplete), IP (In Progress), Pass/Fail, CR/NCR (Credit/No-Credit), SA/UN (Satisfactory/Unsatisfactory), NW (Not Withdrawn), or AG (Aegrotat standing) will be recorded on the transcript. Grades A+,A, B, and C are passing grades but graduate credit will only be given for grades A+, A and B (in all graduate programs except the MBA).

B. For graduate courses in the MBA program, the grades A+, A, B, C, F, IN (incomplete), IP (In Progress), Pass/Fail, CR/NCR (Credit/No-Credit), SA/UN (Satisfactory/Unsatisfactory), NW (Not Withdrawn), or AG (Aegrotat standing) will be recorded on the transcript. Grades A+, A, B, and C are considered to be passing grades and eligible for graduate credit. However, of the twenty half-credits required to complete degree requirements, a maximum of two-half credits at the C level may be used for degree credit and the student must achieve an overall minimum B average in the twenty half-credits that comprise degree requirements to be eligible to graduate.

Senate 523, 578

C. IN (Incomplete) - Is a temporary grade granted to a student, in exceptional circumstances, who has been unable to complete some part of the term work in a course. In the case of the thesis, major paper or project, this should be granted only when the thesis, major paper or project is essentially complete (only minor revisions or thesis defence scheduling needed). This grade must be accompanied by a numerical grade. The grade of IN will lapse 56 days from the last day of classes in each term and the numerical grade will stand, unless both are replaced earlier by the instructor.

In cases in which the IN is not appropriate, an IP grade should be assigned (student re-registers and pays for the course the following term).

Senate 377, 385

D. IP (In Progress) - With the exception of the thesis, major paper, apprenticeship or project courses, no half credit graduate course shall be denoted IP for more than one term.

Senate 410, 523

E. A student who receives an IP grade must re-register for a course in the term following that for which he/she receives an IP grade.

Senate 362

F. Credit/No-Credit - Graduate programs may offer, for graduate credit, courses that carry no grades, and satisfactory work in such courses will be indicated on the transcript by CR and unsatisfactory work by NCR. No graduate degree candidate can fulfill more than 25% of the minimum program degree requirements by courses of this type. CR/NCR courses by program are so designated in the Graduate Calendar.

Senate 578 (effective 2011-12)

G. NW (Not Withdrawn) - When appropriate, the grade NW (Not Withdrawn) may be assigned by the Graduate Senate Committee on Appeals or the Dean of the student's faculty within the specified appeal period and when supporting documentation is supplied by the student.

Senate 523

H. Pass/Fail - Is applicable to theses and courses completed on Letter of Permission.

Senate 523, 571

I. SA (Satisfactory), UN (Unsatisfactory) - Is applicable for co-op work terms, internship options and non-credit courses.

Senate 523

J. AG (Aegrotat standing) - The granting of credit for a course(s), based on the course work already completed, when no further assessment is considered feasible because of illness or other extenuating circumstances beyond the student's control. Students may be granted Aegrotat Standing with the approval of the Dean of the faculty offering the course.

Senate 523

K. The numerical values of the letter grades are:

A+.	90-100
A.	80 - 89
B.	70 - 79
C.	60 - 69 (no graduate credit unless specified otherwise)
F.	59 or lower (no graduate credit)

Senate 362, 523, 571, 578

L. At the beginning of each course, students will be advised in writing of the manner in which evaluation will be carried out, the assignments required of them and their due dates, and the penalties to be levied for late assignments. It is to be understood that the types and weighting of assignments in graduate courses are not subject to the restrictions imposed on undergraduate courses.

Senate 41, 197, 211, 259, 272, 469, 571

Grade Reports:

a. Final course grades must be submitted to the Faculty of Graduate Studies two weeks after the end of each sixteen week graduate term (Fall, Winter, Spring). Final grades for graduating students must be processed earlier to meet the Graduate Record Form deadline. Final grade reports must be approved by the Graduate Program Director before submission to the Faculty of Graduate Studies. Any alteration to the grade report must be agreed to by the instructor and the Graduate Program Director. In cases of disagreement the Faculty Dean shall decide the matter. Grades received after the deadline will automatically have a grade of NR (Not Reported) recorded for the course. Grades are unofficial until released by the Faculty of Graduate Studies.

Senate 523, 580, 599

b. After grades have been submitted to the Faculty of Graduate Studies they may not be changed except by submission of a Grade Change Form signed by the instructor and the Chair/Director. Requests made for changes of grade beyond 180 days from the end of term in which the grade was assigned, must also include the signature of the faculty Dean.

Senate 523

c. Overall standing is determined by the cumulative average of grades assigned for all courses taken (whether passed or failed). A student may repeat no more than one credit and no course may be repeated more than once. In all cases, the grade awarded for a repeated course will supersede the grade from the first attempt at the course, regardless of whether it is higher or lower, and will be used in computation of the student's cumulative grade average.

Senate 580, 588

For more information, please see the entire document at
http://www.brocku.ca/university-secretariat/facultyhandbook/section3#_genIndex86

8. EVALUATION OF THESES, MAJOR RESEARCH PAPERS AND PROJECTS

According to the Faculty Handbook, Section 14.9.2:

14.9.2 Evaluation of Theses and Major Research Papers

Major Research paper grades shall be reported to the Faculty of Graduate Studies in the usual fashion with letter and numerical grades.

A. If a failing grade is awarded for a major research paper, the student will be withdrawn from the program.

Senate 197, 388, 398, 469, 555, 578

B. Theses grades for Master's and Doctoral programs shall be reported to the Faculty of Graduate Studies as either a Pass or Fail grade. A Pass grade must be further differentiated as one of: Acceptable as is, Acceptable with minor revisions, Acceptable with major revisions.

All aspects of the written work as well as the student's performance during the defence must be taken into consideration when determining the grade.

Normally, if all but one member of the committee agrees on a decision, the decision shall be that of the majority, except when the single dissenting vote is that of the external examiner. If this happens, it must be reported to the Dean of Graduate Studies, who in consultation with the Faculty Dean will determine an appropriate course of action.

A failing grade will be awarded if two or more committee members find the thesis unacceptable or if the External Examiner does not approve the thesis.

If a failing grade is awarded for a thesis, the student will be withdrawn from the program.

Senate 398, 469, 555
Senate 197, 388, 469, 512, 523

For more information, please see the entire document at
http://www.brocku.ca/university-secretariat/facultyhandbook/section3#_genIndex93

9. MAJOR RESEARCH PAPER GUIDELINES

9.1 The Nature of the Major Research Paper

The Major Research Paper is a substantial scholarly project, of between 5,000 and 8,000 words, normally involving either 1) a case study of an ESL context (teacher, learner or curriculum); 2) a data-based study, possibly with data already available; 3) a materials development project; or 4) a detailed, critical investigation of a TESL-focused topic of interest. Regardless of what form is chosen, each Major Research Paper must include an original synthesis of literature with a clear thesis. The paper should demonstrate the extent of the student's reading, understanding and thinking in an area of interest within the discipline of Applied Linguistics (TESL). The first three formats would necessarily require a briefer literature review so as to allow space for reporting the results of the study or materials development. If a study of an ESL teacher or learner is conducted, it is understood that a minimum of 10 hours of observation/tutoring be included.

In rare cases, the Major Research Paper may comprise more substantial original research or analysis of primary data (for example, the student's own pilot research or work on data from one a supervisor's research projects).

In such cases, the paper will focus as much on a critical examination of the research process as on the substantive results. Students who wish to include original research in their major research paper should indicate this in their initial topics and explanatory proposals and will need to secure their supervisor's approval in the early stages of the supervisory process. Students are reminded that any research involving human participants must receive clearance from the university's Research Ethics Board before the research can be carried out. For further information see http://www.brocku.ca/researchservices/Ethics_Safety/Humans/Index.php

All Major Research Papers require a significant investment of time and effort for the research, note-taking, drafting, discussion, reflection and revision which are necessary for a good-quality product. From that perspective students are advised that timely completion of the Major Research Paper will only be possible on the basis of a very serious commitment to this task during the Winter Term and the period from April to August. Students who do not submit a final draft, ready for the second reader, by August 1, 2013 should not expect to graduate in October 2013.

9.2 Student Responsibilities

To match potential supervisors with student research topics, students are required to establish two possible topics for their Major Research Paper in consultation with two faculty members who would be willing to supervise one or the other of those topics (i.e., the one that more closely reflects the faculty member's research interests). These two topics, along with explanatory proposals of about five hundred words each (excluding References) and proposed supervisors should then be submitted for consideration by the Graduate Program Committee, usually in early February of the Winter Term. The explanatory part of the proposal should include the thesis or precise research questions to be investigated, how the proposed work fits into current questions in the relevant literature, and how the thesis is likely to be developed. The committee members consider the proposals and assign a supervisor and second reader, based on faculty members' academic interests, to each student. The committee members thus select what they consider to be the more viable of the two topics proposed by each student.

Full-time study implies that a maximum of ten hours per week be devoted to part-time employment; this limit is a university rule enforced by the Office of Graduate Studies. Students are advised that so far as possible they should not undertake any part-time work whatsoever while attempting to complete their Major Research Paper. They should be aware that interference from part-time employment may cause problems with respect to the timing, volume or quality of work. Students should make every effort to avoid such conflicts. Success depends on giving top priority to coursework and the completion of the Major Research Paper. To increase the likelihood that their work will remain on schedule, students should be resident in St. Catharines or the immediate area throughout the writing and research process, including the period from April to August. While it is theoretically possible to finish a Major Research Paper at a distance (for example, from one's home city), doing so is likely to be fraught with difficulties, and may require payment of a re-registration fee if the work exceeds the initial registration period. Off-campus study requires permission from the Program as

well as the Faculty of Graduate Studies. The relevant form is available at: http://www.brocku.ca/webfm_send/1404

Students will enter into contact with their supervisors as soon as they have been assigned in the Winter Term, and they are expected to follow an agreed on firm time-line for the main steps towards completion. Scheduling lapses are likely to jeopardize the goal of finishing the writing, submission, grading and proofreading process by the end of August; students who have not submitted a final draft, ready for the second reader, by the end of July 2013 should not expect to graduate in October 2013. Thus, the supervisor will work with the student to establish a practical time-line reflecting both the particularities of each individual student's topic and the schedule of that professor's other activities (for instance, conferences, research travel, and annual vacation). This time-line will also take account of the schedule of the proposed Second Reader. Additionally, for the agenda to function smoothly, students must clearly appreciate such logistical concerns as the turn-around time required for work that is submitted for comment and advice. Students can contribute to overall efficiency by promptly submitting whatever documentation their supervisors require for the most effective monitoring of their progress: this may entail e-mail attachments, hard copies or disk copies of written work, hard copies of research materials, or whatever the supervisor judges to be necessary. It is unreasonable for students to expect their supervisors to read and comment on any work submitted for the Major Research Paper a day or two before a scheduled meeting.

Students who have not submitted their Major Research Paper by the end of August 2013 may submit their work beyond that time; however, they will be required to register for the subsequent term(s) and pay relevant fees, assuming that their supervisor will be available for supervisory duties during the additional time required. Students need to be aware that a supervisor may no longer be available beyond the agreed upon completion date, either due to sabbatical leave or other university responsibilities. Access to the Writing Mentor for Bridged Entry students ceases on August 31, 2013; any needs for mentoring beyond that date are subject to students' own arrangements.

9.3 Supervisor Responsibilities

Overall, the supervisor's goal is to create a work environment in which students can function as mature, independent academic researchers and writers inside a helpful framework of general guidance. Students can rely on their supervisors for expert advice and encouragement; supervisors, in turn, will expect to rely on their students to take full responsibility for the day-to-day progress of their own work.

Supervisors will provide students with discussion and guidance on their evolving work, including advice on such matters as starting-points for research, narrowing of the topic, refinement of the thesis, and steps to be taken in the writing process itself. Supervisors will provide feedback both on the quality of students' work and on their progress towards completion. When the supervisor is satisfied that a draft Major Research Paper is ready for second reading, he or she will arrange for that step to take place within a reasonable time. However, supervisors will quite possibly not be able to facilitate prompt second reading of a Major Research Paper if the final draft is

submitted late. Second readers are normally expected to provide their commentary within a maximum of two weeks. Note that students will not have any direct contact with the second reader but will simply receive a copy of the second reader's report.

The basic schedule for work on each Major Research Paper will be established by the supervisor in consultation with the individual student. After that, supervisors will rely on students to follow the agreed time-line (or to negotiate changes, if justified, within the limits of the supervisor's ability to accommodate them), to prepare appropriately for scheduled meetings, and to request additional meetings as necessary on their own initiative. Because various commitments may take supervisors away from Brock for periods of time during the spring-summer period, they will arrange a time-line for meetings and for submission of work that takes account of such absences. Supervisors will arrange to meet their students on a regular basis for face-to-face consultations from the time that students are allocated to them. Supervisors will also allocate time to read and comment on work submitted by students. During the entire period of supervision students may expect to have up to 10 hours of direct (face-to-face or e-mail) contact with their supervisor, who will also allocate a further 20 hours to the written work submitted by students. These are averages only and individual time allocations may vary according to the requirements of both students and supervisors.

Changes in supervisor, once these have been allocated, are rare. The Faculty of Graduate Studies' policy regarding a change of supervisor is as follows: "If either the graduate student or supervisor wishes to initiate a change in supervisor and the change cannot be resolved at the graduate program level, a request must be presented in writing, with explanation, to the Graduate Program Director, and approved by the Faculty Dean and the Dean of Graduate Studies in consultation with the Graduate Program Director" Graduate Calendar: http://www.brocku.ca/webcal/2012/graduate/acad.html#sec57. As such, both students and faculty should be reminded that a change, if granted, may entail a change in topic and an addition of considerable time for completion of the major research paper (which may then entail payment of additional fees to maintain a student's continuous registration).

9.4 Content

The Major Research Paper should convince the examiner that the student has read widely on a topic in the chosen area, has understood and deliberated on the relevant theories and the major concepts and issues, and has developed a sense of the history of present issues or debates in the chosen area. Therefore more than an accurate restatement of everything read is expected. The selection, emphasis, and comments should show an in-depth critique of relevant literature and demonstrate that the student can position himself/herself within the academic conversation relating to the salient issues/debates in the literature of the chosen topic.

The Major Research Paper should have a focus tying together the student's rendering of research, theory, conclusions from different sources and the student's own reflections – clearly linked to and supported by references - on them. The focus may be a personal position on the issue(s) or some point of enquiry the student wishes to explore that is clearly linked to published work. This focus should govern the selection

of readings (and, as relevant, reference to experience) to include in the paper. The intended focus and argumentative view point should be stated clearly through a thesis statement in the introduction.

9.5 References

All scholars/studies cited in the text must appear in the list of references at the end of the paper, and all sources cited in the list need to be referred to in the body of the major research paper. Acknowledgement of cited sources and the list of references should conform to the APA Style Manual (American Psychological Association), 6th edition, conventions.

Acknowledgments are not typical of papers. If used, the section must be limited to a maximum of 200 words.

9.6 Length and formatting

The Major Research Paper is typically between 5,000 - 8,000 words; printed on letter-size paper; double-spaced for the body, headings and subheadings; Times New Roman font size 12; left margin 1.5 inches, all others 1 inch. Three spiral bound hard copies, single-sided, one electronic copy and a copy of the proofreader's report of corrections and comments must be submitted to the Graduate Program Assistant in DALS.

Students must engage the services of a professional proofreader after they have incorporated the Second Reader's comments but before finalizing their Major Research Paper. The finalized Major Research Papers has to reflect all the required to meet APA and MA Applied Linguistics/TESL handbook requirements. Students should submit the changes and the proofreader's report first to the Supervisor, who informs the DALS Graduate Program Administrative Assistant in DALS in writing that a Major Research Paper has been finalized satisfactorily and is ready for final submission (hard copies, electronic copy and proofreader's report). The Administrative Assistant and the Writing Mentor are not involved in final proofreading, changes and verification to ensure that changes are incorporated into the final version of the Major Research Paper.

9.7 Submission date

The final completion date of the Major Research Paper is August 31, 2013 (this includes second reader's decision/comments, revisions and proof of proofreading). In order to achieve this completion date, the final draft should be ready for the second reader before August 1, 2013 depending on the schedule worked out with the supervisor (who should consult with the second reader, who may need up to three weeks to read and comment on a Major Research Paper or be on vacation during August. For specific dates for completion of interim drafts, consult your individual supervisor. Students who do not complete by this date may have an incomplete grade (IN) assigned, but would then be required to submit their work within 56 days. The Graduate Calendar states: "IN (Incomplete) is a temporary grade granted to a student, in exceptional circumstances who has been unable to complete some part of the term

work in a course. A grade must be submitted no later than 56 days from the last day of classes in each term. In the case of the thesis, major essay or project, an IN grade should only be granted when the thesis, major research paper or project is essentially complete (only minor revision or thesis defence scheduling required). If the IN is not replaced by a letter grade within 56 days, the IN will be changed to the default grade. http://www.brocku.ca/webcal/2012/graduate/acad.html#sec57

9.8 Writing Mentor

Bridged-Entry students will have access to advice and assistance from the Writing Mentor while preparing their course work and Major Research Paper, arranged by appointment with the Mentor, up to the end of August 2013. The role of the Writing Mentor is to support writing development through regular feedback on students' written drafts. The Writing Mentor is not in a position to evaluate writing quality or subject matter content, either formally or informally. Similarly, the Writing Mentor does not function as a corrector of grammar or as a proofreader.

9.9 Grading Criteria and Procedures

A. Overall Assessment Procedure

The Major Research Paper will be read by the student's supervisor and a second faculty member (second reader). Each will assess the Major Research Paper independently. The second reader's responsibility is to read the penultimate draft and to provide a brief (up to 1 page) summative evaluation of the paper, including an evaluation based on the following scale:

a. Paper accepted as is - no changes required;
b. Paper acceptable with minor adjustments (technical but not major content changes);
c. Paper needs minor revisions before it can be accepted; or
d. Paper needs major revisions; not acceptable until major revisions made.

Copies of this report will be given to the student and the supervisor, and a third copy will be entered by the second reader as part of the grading file for the paper. The student will consult with his or her supervisor as to how to incorporate any advice from the second reader on how to improve the Major Research Paper.

The supervisor will provide formative feedback throughout the supervisory process and will make a summative assessment after the student has taken action on any advice from the second reader, indicating any additional minor amendments that are required. One copy of this report will be provided to the student and a second will be entered by the supervisor as part of the grading file for the Major Research Paper.

Following summative assessment by both the second reader and the supervisor, and once the supervisor is satisfied that all necessary improvements have been executed by the student; the supervisor alone will assign a tentative final grade. At that point, the Major Research Paper must be professionally proofread. The proofreader will send a letter, summarizing required and suggested changes corrections and changes, to the

student. Students need to make all necessary changes to conform with departmental and APA style requirements before the final copies are submitted to the Department. The supervisor will then fill in a Grade Report Form, assigning the final grade, as part of the grading file for the Major Research Paper signed by both supervisor and second reader. This Grade Report Form will be submitted to the Graduate Program Director and the final grade for the paper will be registered in the grading file on DB Brock by the Graduate Program Director.

B. Grading Foci

The following three areas will be considered in assessing the Major Research Paper:

1. Global organization and originality of the paper

Strength and clarity of argumentation in the paper as a whole; effectiveness in demonstrating the relevance of all sections of the paper to the guiding thesis, including precision in formulating critical questions to drive the thesis forward; evidence of a wide range of relevant reading; creativity in terms of the treatment of the topic and/or of the argumentative point of view.

2. Effectiveness of step-by-step argumentation

Logic and explicitness in linking scholarly evidence to the details of the ongoing argument; richness of paragraph development; logic and explicitness in developing conclusions from evidence; care in anticipating objections and in considering alternative evidence and/or conclusions.

3. Mechanics of academic style

Observation of the usual linguistic norms of academic style (appropriate vocabulary choice; effective use of complex grammatical structures; maintenance of a consistent style and tone); linguistic correctness; readability; observation of APA referencing conventions.

C. Holistic Grading Criteria

All three foci above are important and a Major Research Paper seriously deficient in any one of them will not receive a passing grade. Nevertheless, in assessing the mark for a paper, foci 1 and 2 will carry more weight than focus 3.

- **Papers assigned A-level marks** (80% or above) will (1) demonstrate a clearly defined and thoroughly argued overall thesis, discussed in a way that reflects not only a precise synthesis of ambitious scholarly reading but also a creatively critical viewpoint that clearly goes beyond well-organized summary towards innovative new insights or problem-solving. More locally, they will (2) present scholarly information with excellent attention to the need for detailed explanation, sensitivity to the subtleties of the subject matter, and explicit expression of logical connections. And in terms of mechanics (3) they will be written in linguistically accurate and stylistically appropriate prose that elegantly promotes the concerns addressed by foci 1 and 2, with very precise conformity to APA conventions. Where original research is a part of the paper, they will (4) provide a critical description of research strategy, methods of

data collection and analysis completely appropriate to the topic of the paper together with a report of research findings and their connections to the scholarly literature.

- **Papers assigned B-level** marks (70-78%) will fall short of the above in one or both of the following ways: (1) although well-organized around a clear and reasonably effective thesis, they may offer a valid and well-supported synthesis that nonetheless falls short in terms of innovativeness; (2) although argued in a basically logical and explanatory manner, they may demonstrate limited consciousness of potential counter-arguments, alternate perspectives, or other nuances of the subject matter. On the level of academic style (3), however, although not necessarily as elegant as the above, their language will definitely remain accurate and on the whole stylistically appropriate, and their references consistent with APA. Where original research is a part of the paper, they will (4) provide a description of research strategy, methods of data collection and analysis generally appropriate to the topic of the paper together with a report of research findings and their connections to the scholarly literature which, in comparison with an A-level mark, will be less cogently argued.

9.10 Procedures and Rules for Major Research Paper Extension

The Master of Arts in Applied Linguistics (TESL) is designed to be completed in three terms (12 months) from the date of first registration, for Direct Entry students, and 14 months for Bridged Entry students, whose program includes an initial 8-week bridging program. In exceptional circumstances, an extension of time permitting further registration may be granted. Extension requests, detailing the exceptional circumstances, must be received by the Office of Graduate Studies within the first month of the term in which the completion date expires and approved by the Dean of Graduate Studies. An extension will only be granted if approved by the MA program, according to the following procedure:

1. Students fill in a Request for Extension of Degree Time Limits Form (downloadable from http://www.brocku.ca/gradstudies/current/forms.php, and submit it to their supervisor (or the Graduate Program Director if a student does not have a supervisor) at least one month prior to the expiry of the degree time limit, outlining (i) the reason(s) for the delay in completing the degree requirements; (ii) the current status of their program; (iii) what remains to be completed; and (iv) how much additional time they require to complete the program. The extension depends on individual circumstances and is typically limited to one additional term. Students will outline planned progress on the Major Research Paper by giving specific dates of expected progress, and ensure their availability to work full time throughout the requested extension period (in the case of Bridged Entry students, this also means arranging to have access to a Writing Mentor to discuss drafts of the Major Research Paper).

2. The supervisor (or Graduate Program Director) will fill in a designated section of the above-mentioned form, specifying (i) the present state of the student's

work and what remains to be completed; (ii) the amount of additional time required for the student to complete; (iii) what extra monitoring of progress will be implemented; and (iv) whether approval of the student's request is recommended and, if yes, for how many terms and, if not, why not.

3. The Graduate Program Director will review the request for extension and make a recommendation whether to approve the request, and then send the request form to the Dean of Graduate Studies, who will make the final decision whether to approve the request for extension.

4. The Office of Graduate Studies will inform the student of the Dean's decision.

5. Upon notification of approval by the Dean of Graduate Studies, students will pay the re-registration fee to maintain active student status (please visit http://www.brocku.ca/webcal/2012/graduate/acad.html#sec15 for maintaining continuous registration). A Bridged Entry student will pay a re-registration fee of $1,500 (subject to change), payable to Brock University via the Graduate Program Assistant of the MA Applied Linguistics (TESL) program. In addition, Bridged Entry students who need to repeat or add a course to complete their Graduate program are required to pay $1,600 (subject to change)- for each 'P' course. Direct Entry students will pay the re-registration fee as stipulated by the Office of Graduate Studies.

If by the end of the extension period a student still cannot complete the major research paper, the student will be withdrawn from the program.

10. MA THESIS GUIDELINES

The MA thesis is an original research paper that should result in a contribution to the area of study. It demonstrates the ability to conceive and develop a research problem; to express it theoretically; to develop alternative methods for testing logically generated hypotheses; to gather, compile and analyze data; to make rational decisions regarding the resolution of the research problem; and to make recommendations for future research. The thesis should be an original study, and not just a summary of existing research; it may consist of a meta-analysis of data if suitable meta-analytic methodology is applied. If the research involves human participants, the student must obtain clearance from the Research Ethics Board at Brock University prior to the commencement of any research. For further information see http://www.brocku.ca/researchservices/Ethics_Safety/Humans/Index.php

Thesis Entry Route

General qualifications for writing a thesis are the following: demonstrated ability, through coursework and other academic achievement to undertake a major research project, and sufficient time to complete a thesis (expect to spend at least one full calendar year between the first draft of your proposal and completion of the thesis). Students who apply for the thesis route must, on application, present a statement of research interests as part of the admission documents that will be reviewed by the members of the Graduate Program Committee. If the research statement is acceptable, and if a potential supervisor is identified (thesis-route admission will be

immediately denied if no viable supervisor is identified), the student should consult with his/her supervisor regarding registration for taught courses in the first term of study. However, no student is allowed to register formally for the thesis until permission is given by the Graduate Program Committee which will come after the completion of the student's first term (D2) of enrolment, and the preparation of an acceptable thesis proposal. The student will then complete other taught courses in the second term (D3), as determined in consultation with the thesis supervisor, while beginning to lay further foundations for the thesis. However, if the results of the proposal defence (December of the first year of study) indicate that the student is unlikely to be successful; he or she may be advised to follow the Major Research Paper route, a similarly rigorous program of study. In addition, if a student at any point along the thesis route encounters insurmountable difficulties, the student can opt to change to the Major Research Paper route, with the attendant extra costs and time and the realization that the student entered into this change of his/her own accord.

Steps for Successful Completion of a Thesis

The following steps are suggested for undertaking the process of writing a thesis:

Thesis Proposal: A thesis proposal must be approved by the end of the first term. Students, with the advice and direction of the DALS faculty member who has agreed to supervise the thesis, will need to write a thesis proposal that meets academic standards within Applied Linguistics. This proposal must include the following:

a. rationale for the proposed research;
b. initial research questions and/or hypothesis;
c. a preliminary review of related research;
d. a description of the proposed research methodology;
e. a draft of any proposed instruments for data collection (e.g., questionnaire, interview protocol);
f. a bibliography of research consulted to this point;
g. a timeline indicating steps toward completion of the project.

Approval of Thesis Proposal: The thesis supervisor and the student will establish a Supervisory Committee which is composed of two other faculty members (at least one from DALS) in addition to the thesis supervisor. The thesis supervisor will provide the student with discussion and guidance throughout the MA thesis process and have the same responsibilities as outlined in the section for the Major Research Paper. The supervisory committee will meet with the student and discuss the thesis proposal and, if all agree, sign the Proposal Approval Form which will be forwarded to the MA Graduate Program Director. In the event that the majority of the committee members are not in agreement that the thesis proposal is ready, the supervisor may request additional meetings until the proposal has been approved.
Following approval of the research design, human ethics approval where appropriate (or any other necessary approval) must be secured from the university's Research Ethics Board prior to the commencement of the research study.

Thesis Submission: The submitted thesis must be accompanied by a "Thesis Approval Form" (obtained from the Graduate Administrative Assistant) and signed by the thesis supervisor and each member of the committee. Please see the Graduate Studies web

page for further details of submission documents at, http://www.brocku.ca/graduate-studies/current-students/thesis-procedures

Thesis Evaluation: All members of the Supervisory Committee must have agreed that the thesis is (at least minimally) acceptable to them before an external examiner can be approached. The thesis will then be assessed by an Examining Committee which will consist of at least the Chair of the Department or his/her designate, the External Examiner, and the Members of the Supervisory Committee, including the thesis supervisor. All members of the examining committee should be given copies of the thesis prior to the oral examination so that they have sufficient time (three weeks prior) to be able to review the work. The External Examiner must be someone who is sufficiently knowledgeable in the field and the research methodology to be able to adequately assess the work. The External Examiner must be a person external to the University. The External Examiner will be appointed by the Dean of Humanities, or his/her designate, from the list forwarded by the Graduate Program Director. The External Examiner will write a report (typically 2 pages), in which he/she makes clear whether or not the thesis can go to oral defence. The report goes to the thesis supervisor, but not to the candidate, before the oral defence. After the defence, the candidate can be given a copy of the report with the permission of the External Examiner.

Thesis Defence: The thesis defence is governed by procedures outlined by the Dean of Humanities. The Dean of Humanities or his/her designate will chair the examining committee. The proceedings of the thesis defence are directed by the Chair of the Examining Committee. The oral defence will remain open until the point of deliberation. The Candidate will present a public seminar outlining the study (preferably limited to 20 minutes but not to exceed 30 minutes). This will be followed by a period of a standard sequence of questioning: External Examiner, Second Reader, Third Reader, and Thesis Supervisor. (The thesis supervisor can waive the right to ask questions.) The Candidate will then be asked to leave the room and the Examining Committee will meet to come to a decision with respect to the acceptability of the thesis and the defence and the result will be communicated to the Candidate.

Decisions open to the Examining Committee. A thesis will be graded on a pass-fail system, but the Committee members will have the following options open to them:

a. *Accepted*: Thesis and Defence Satisfactory

b. *Accepted with Modifications*: Defence Satisfactory. Thesis Requires Minor Modifications (in which case the thesis supervisor usually approves these minor revisions).

c. *Accepted Conditionally*: Defence Satisfactory, but Thesis Requires Major Modifications (or: Defence Requires Major Modifications but Thesis Satisfactory)

d. *Decision Deferred*: Defence Not Acceptable. Thesis Requires Major Changes.

e. *Rejected:* Defence and Thesis Unacceptable

If major revisions are necessary (option 3), the Examination Committee will specify the areas for revision and the date by which the revised, typed thesis is to be completed. This date will normally be within three months of the examination or within six months if additional research is required. The Examining Committee may also determine whether the revisions require acceptance by the supervisor or by both the supervisor and the External Examiner. In the instance of a failed defence, the student may, at the discretion of the Examining Committee, be permitted a second and final thesis submission and defence. This will be scheduled for no later than one calendar year after the original presentation and defence. In the preparation of the thesis for re-submission, the student will be guided by the written criticisms of members of the Examining Committee. Under normal circumstances the composition of the Examining Committee of the second thesis defence will be identical to that of the original Examining Committee. A fee may be charged for re-examination. Appeals relating to the procedures followed in a Thesis Examination, or to the grade assigned, shall be considered by the Senate Committee on Graduate Studies.

11. DEGREE REQUIREMENTS

Students will consult with the Graduate Program Director when planning their programs of study. Graduate students follow either scheme A or scheme B.
http://www.brocku.ca/webcal/2012/graduate/apls.html

Scheme A: **Course Work and Thesis**
Minimally, students must successfully complete the two core courses, two additional courses, and the MA thesis. The precise course load is to be determined in consultation with the supervisor.

Core Courses
LING 5P07 – Topics in Subsequent Language Acquisition Theory and Research
LING 5P85 – Research Issues and Methodology in Subsequent Language Education

Additional Courses (two of the following)
LING 5P01 – Sociolinguistics Applied to Language Teaching and Learning
LING 5P02 – Pedagogical Grammar: Theory, Research and Practice
LING 5P03 – Oral/Aural Skills in TESL: Theory, Research and Practice
LING 5P04 – Reading in TESL: Theory, Research and Practice
LING 5P05 – Writing in TESL: Theory, Research and Practice
LING 5P60 – Teaching English to Young Learners

Thesis: LING 5F90 - M.A. Research and Thesis

The following additional courses may be available:
LING 5P10 Independent Study
LING 5V61-69 Special Issues in Applied Linguistics

Scheme B: **Course Work and Major Research Paper**
Students must successfully complete the two core courses, six additional courses, and the major research paper.

Students enrolled in the Bridged Entry Program will follow this Scheme, in addition to taking LING 5N01. Direct Entry Program students may follow either Scheme A or Scheme B.

Core Courses
LING 5P07 – Topics in Subsequent Language Acquisition Theory and Research
LING 5P85 – Research Issues and Methodology in Subsequent Language Education

Additional Courses
LING 5P01 – Sociolinguistics Applied to Language Teaching and Learning
LING 5P02 – Pedagogical Grammar: Theory, Research and Practice
LING 5P03 – Oral/Aural Skills in TESL: Theory, Research and Practice
LING 5P04 – Reading in TESL: Theory, Research and Practice
LING 5P05 – Writing in TESL: Theory, Research and Practice
LING 5P60 – Teaching English to Young Learners

Major Research Paper: LING 5F89 - Major Research Paper

The following additional courses may be available:
LING 5P10 Independent Study
LING 5V61-69 Special Issues in Applied Linguistics

12. MIMIMUM ACADEMIC REQUIREMENTS FOR CONTINUATION IN A GRADUATE PROGRAM

"Graduate students must maintain a minimum cumulative average of at least a B- (70 per cent) during each term of study. If a graduate student falls below the minimum cumulative average the student will be automatically placed on academic probation for the subsequent term by the Faculty of Graduate Studies. Additionally a graduate program may recommend required program withdrawal. A probationary student must achieve the minimum cumulative average, normally during the probationary term, to be eligible to continue as a graduate student."
http://www.brocku.ca/webcal/2012/graduate/acad.html#sec55

Student performance on the MA Applied Linguistics (TESL) will be reviewed at the end of the Fall and Winter terms. Students whose performance fails to meet the minimum academic requirements may be withdrawn from the program.

13. GRADUATE PROGRAM STUDENT STUDY ROOM

MC D350D is available for the exclusive use of MA Applied Linguistics (TESL) students. The room is intended to provide a quiet place for working on group projects or, if available, for individual study. It is the responsibility of the students to arrange a mutually beneficial schedule. The room has a keypad entry and registered students will be given the code at the start of the Fall Term.

14. GRADUATE PROGRAM FACULTY MEMBERS

Thomas S. C. Farrell, PhD, Professor
Main academic interests: language teacher education and development, reflective teaching, teacher beliefs and classroom practices, language teaching methodology, classroom discourse analysis, reading theory and practice.
Contact: MC-D450G, Ext. 3846, tfarrell@brocku.ca

David Hayes, PhD, Associate Professor
Main academic interests: the sociopolitics of teaching English as a subsequent language, the lives and careers of non-native speaking teachers of English within their own state educational systems, language teacher/trainer education & development.
Contact: MC-C412, Ext. 5359, dhayes@brocku.ca

Cheng Luo, PhD, Associate Professor
Main academic interests: interlanguage studies, error analysis/correction, typological linguistics, ESL writing: linguistic and discourse analysis, topic structure analysis and rhetorical patterns, quantitative research methods
Contact: MC-D450I, Ext. 4285, cluo@brocku.ca

Hedy McGarrell, PhD, Graduate Program Director, Professor
Main academic interests: children's and adults' acquisition and development of writing, literacy and metalinguistic skills in ESL; CALL and information technology; teacher knowledge and collaborative learning techniques in multicultural settings
Contact: MC-D450J, Ext. 3757, hmcgarrell@brocku.ca

John Sivell, PhD, Department Chair, Professor
Main academic interests: culturally appropriate pedagogy, materials development, esp. reading, theory and practice of ESL/EFL reading, teacher professionalism, intercultural communication, approaches to the use of literary texts in ESL/EFL
Contact: MC-D350G, Ext. 4313, jsivell@brocku.ca

Ron Thomson, PhD, Associate Professor
Main academic interests: the development of L2 pronunciation and fluency, interactions between L2 phonology and the lexicon, assessment of L2 speech, computer-assisted language learning
Contact: MC-D450O, Ext.5842, rthomson@brocku.ca

Deborah Yeager-Woodhouse, EdD, Assistant Professor
Main academic interests: ESL/EFL Teacher Development, ESL Teacher Education, culture in language teaching and learning, teaching ESL/EFL speaking and listening, language teaching methodology, qualitative research methods.
Contact: MC-D450H, Ext. 4438, dyeager@brocku.ca

15. GRADUATE PROGRAM ADMINISTRATIVE STAFF

Graduate Program Administrative Assistant – Lorraine Mook
Contact: MC-D450D, Ext. 5165, gradapplingTESL@brocku.ca

Writing Mentor – Heather Foss, MEd TESL
Contact: MC-D350F, hfoss@brocku.ca

16. IMPORTANT DOCUMENTS

1. Graduate Program Registration Policies
   http://www.brocku.ca/registrar/guides/grad/index.php

2. Course Selection Add/Drop Form
   http://www.brocku.ca/webfm_send/14789

3. Financial/Funding Information
   http://www.brocku.ca/graduate-studies/current-students/student-forms

4. Application for Internal Graduate Scholarships
   http://www.brocku.ca/webfm_send/20213

5. Application Form for Travel Funds (Faculty of Graduate Studies)
   http://www.brocku.ca/webfm_send/7990

6. Graduate Studies Forms
   http://www.brocku.ca/graduate-studies/current-students/student-forms

7. Intellectual Property Form
   http://www.brocku.ca/graduate-studies/current-students/intellectual-property

8. Thesis Processing Assessment Form (Excluding Faculty of Education)
   http://www.brocku.ca/webfm_send/17611
   http://www.brocku.ca/graduate-studies/current-students/thesis-procedures

9. Thesis Non-Exclusive License
   http://www.brocku.ca/webfm_send/16900

17. STUDENT RESOURCES

1. Learning Skills Services
   http://www.brocku.ca/learning-skills

2. Personal Counseling
   http://edit.brocku.ca/personal-counselling

3. Services for Students with Disabilities
   http://edit.brocku.ca/services-students-disabilities

4. James A. Gibson Library
   http://www.brocku.ca/library

   For Applied Linguistics:
   http://www.library.brocku.ca/library/subres/guide.php?id=24
   Our Library Subject Specialist is:
   Karen Bordonaro
   kbordonaro@brocku.ca, ST 1128, 905-688-5550, extension 4423

5. Graduate Student Professional Development (GSPD)
   http://www.brocku.ca/graduate-studies/current-students/professional-development

6. Faculty of Graduate Studies – Current Students
   Includes Schedule of Important Dates
   http://www.brocku.ca/webcal/2012/graduate/sche.html
   http://www.brocku.ca/webfm_send/21037

APPENDIX I - EXAMPLE OF COVER PAGE FOR MAJOR RESEARCH PAPER

L2 Reading Instruction: Motivating Learners to Read Extensively

Student Name
Student Number

LING 5P89: Major Research Paper

Department of Applied Linguistics

Submitted in partial fulfilment of the requirements

For the degree of

Master of Arts in Applied Linguistics (TESL)

Faculty of Humanities, Brock University

St. Catharines, Ontario

Month, Year

APPENDIX II - LETTER FROM CHAIR REGARDING TEACHING ASSISTANTSHIPS

Dear _____,

Congratulations on your admission to the MA program in Applied Linguistics (TESL); we hope and expect that you will find your study in the department highly rewarding.

As an MA student in your first year of study at Brock, your funding package includes the opportunity to receive two TA contracts. Such contracts can offer you the advantage not only of earning income to help cover your costs, but also of gaining instructional experience that may prove valuable when you seek work or apply for further study after completing your MA.

However, it is important to recognize that each TA contract entails responsibility for 120 hours of work: depending on the specific course, the duties may include attending lectures, doing background reading, holding office hours, leading or supervising seminars, grading essays, presentations and tests or examinations, or other responsibilities. The specific requirements can vary slightly, but the workload will remain the same: 120 hours per term, which can be visualized as 10 hours in each week of regular classes, although some grading and proctoring may occur after the end of regular classes.

It is important to recognize that MA students in our program typically study four courses per term, which means twelve contact hours per week. In support of those contact hours, it is normal for students to devote 2 or 3 hours to preparatory and background work per contact hour, which leads to a total of at least 36 (and in some cases as many as 48) hours of course-related academic work per week.

That academic workload is not in the least unusual, and in fact students tend to find it entirely manageable. Nevertheless, adding an additional 5 or 10 hours per week – for one or two TA stipends – can be very challenging. Moreover, it is not permissible momentarily to set aside TA responsibilities in order to accommodate personal coursework demands (such as essay deadlines and so on) because TAs perform a crucial role in the educational experience of undergraduate students, which must be enacted conscientiously and consistently week in, week out.

Thus, we encourage MA students to consider seriously the responsibilities that they are taking on when signing TA contracts. Not infrequently, graduate students succeed wonderfully with a full course load and two TAships, which is the ideal situation, but each student has individual needs and skills, and it is possible that in some instances a heavy burden of TA work can risk hindering students in reaching their central goal: excellent academic performance. For this reason, while we look forward to working with all MA students who take on TA responsibilities, we also wish to draw attention to the meaning of that decision.

Dr. John Sivell, PhD
Chair and Professor
Department of Applied Linguistics

APPENDIX III - ACADEMIC INTEGRITY TUTORIAL COMPLETION FORM

Declaration of Completion of Brock University's Academic Integrity Policy

I, (student's full name, printed)

_____

confirm that I have completed the online tutorial at
http://www.brocku.ca/academic-integrity/academic-integrity-tutorial
I confirm that I understand the nature of the Brock University Academic Integrity Policy and how to adhere to it in my studies. I understand the meaning of "plagiarism: and the consequences committing any form of plagiarism may entail. I further confirm that I understand that all work I hand in for evaluation is expected to represent MY OWN work.

Date: _____

Student signature: _____

This form needs to be submitted by every MA Applied Linguistics (TESL) student before the mid-term point of the fall term. Please submit the signed form to the Graduate Program Administrative Assistant at gradapplingTESL@BrockU.CA (signed and scanned) or to MC D450 D.

APPENDIX IV - APPLICATION FOR TRAVEL SUPPORT (DALS GRADUATE PROGRAM)

Please complete this application and forward it to the Graduate Program Administrative Assistant in the Department of Applied Linguistics (DALS). Applicants must be registered full-time in the MA in Applied Linguistics (TESL) when applying for conference support.

Student Name:

Student ID Number: Brock e-mail:

Proposed dates of travel (departure and return):

Name and dates of conference:

Please indicate any prior funding support for travel to conferences as a graduate or undergraduate student (include name of conference, dates, level of funding support):

Please attach the following:

- a copy of the accepted conference abstract;
- a copy of the official acceptance of the proposed paper;
- a copy of your proposed travel budget (note that only original receipts made out in the name of the student applicant are eligible for reimbursement if travel support is granted).

By submitting this application for travel support, the applicant confirms that

- The work to be presented at the conference has not been presented elsewhere.
- Details for the proposed presentation have been discussed with the supervisor of the work to be presented at the conference.
- The applicant has requested that the supervisor send a message detailing the merits of the work to be presented to the Graduate Program Director in DALS.

Total travel costs projected: _____

Applicant's signature: _____

Date of application: _____

Guidelines for the Completion of an Application for Travel Funds – Graduate Program, Department of Applied Linguistics

The total amount of travel funds depends on a combination of funds available in the Graduate Program budget, then number of applications received in any given budget year and the quality of the conference/application.

1. All applicants must be registered full-time in the MA Applied Linguistics (TESL) at the time of application and the conference must be no later than within the following academic year. In special cases, members of the Graduate Program Committee will consider applications from
    a. Senior undergraduate students.
    b. MA Applied Linguistics (TESL) students whose research for the Major Research Paper is of suitable quality but due to the timing of completion/call for papers are ready for presentation only shortly after the applicant ceased to be a full-time MA Applied Linguistics (TESL) student.
2. The purpose of travel must be in connection with a full-time faculty member who supervised the applicant's work, in the Department of Applied Linguistics at Brock University, and the presentation of the applicant's work (typically co-presented with the supervising faculty member) at a relevant refereed conference.
3. The student's supervisor must submit a letter of evaluation of the student's work and its merit for presentation at the proposed conference. This letter must be available to the Graduate Program Director in DALS before an application can be considered.
4. The applicant must submit documentation showing acceptance of the proposed paper when applying and, if the application is successful, submit original receipts made out in the name of the applicant.
5. Eligible expenses include travel (typically the most economical available), conference registration and accommodation.
6. To receive the allocated travel support, the applicant must request the travel report form from the Graduate Program Administrative Assistant in Applied Linguistics, then submit the completed report with appropriate original receipts once travel is completed.
7. Payment will be made by cheque, mailed to the applicant, in Canadian funds; the applicant is responsible for ensuring that a valid mailing address is on file.
8. An applicant will not normally receive travel support more than his/her degree program.
9. For any questions not covered in this document, please contact the Graduate Program Administrative Assistant in Applied Linguistics gradapplingTESL@BrockU.CA