![Brock University — 60 YEARS — MA Applied Linguistics Program, Faculty of Social Sciences logo banner above an aerial sunset photograph of the Brock University campus]

Program Handbook

2024-2025

(Revised September 2024)

Preface

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 expanding 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 offers a resource with useful information about the steps that must be taken for successful completion of the MA program. Students and faculty members in the program use this handbook as their first source of reference but are advised to become familiar with the university's detailed regulations and policies described in the Graduate Calendar. For more information on these, please consult https://brocku.ca/webcal/current/graduate.

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

Dr. Ron Thomson, PhD
Acting Graduate Program Director
Applied Linguistics

About This Handbook

The content in this program handbook is accurate at the date of posting and is applicable for the current academic year. Program handbooks are updated annually, and students should ensure they are referring to the current version. Occasionally, changes to policy and program requirements do occur so students should also check with their supervisor, program chair or the Faculty of Graduate Studies on critical matters where they are unsure.

This program handbook should be read in conjunction with general policies and guidelines as outlined in the Brock University Graduate Calendar and the Brock Faculty Handbook.

Table of Contents

1. THE POLICY ON GRADUATE STUDENT RIGHTS AND RESPONSIBILITIES

This document outlines fundamental or core graduate student rights and responsibilities. The intent of the document is to increase awareness and understanding, and to encourage dialogue among graduate students, faculty, staff and administrators in order to promote a collegial, respectful and academically sound relationship.
https://brocku.ca/university-secretariat/faculty-handbook/section-3/#2._Graduate_Student_Rights_and_Responsibilities_Policy

2. ACADEMIC INTEGRITY

Academic Integrity is a core value in all university education and ensures the quality of your Brock MA degree. All students are expected to read, understand and adhere to Brock's Academic Integrity Policy: https://brocku.ca/academic-integrity

The excerpt below, from Brock's Academic Integrity Policy, outlines the key points.
https://brocku.ca/academic-integrity/wp-content/uploads/sites/5/Academic-Integrity-Policy.pdf

"All students are required to 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:

a. Completing one's own original work;
b. Knowing and following the appropriate citation method in regards to the use of quotation marks and paraphrasing;
c. Collaborating appropriately for graded course components (unless teamwork is permitted, it is prohibited);
d. Acknowledging the contribution of others (giving credit);
e. Ensuring that a student's work is not used inappropriately by others;
f. Acting ethically and with integrity while conducting research and in the reporting of research results; and
g. Following published examination rules and protocols.

All students are responsible for their behaviour and may face academic penalty under this policy should they engage in academically 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 and report suspected cases to their relevant supervisor.

Brock University students and instructors are responsible for familiarizing themselves with this policy. Instructors are responsible for clearly defining the nature of academic misconduct including citation protocols and collaborative practices.

It is the responsibility of every member of the University community (students, faculty and staff) to act ethically and with integrity and to support an environment which values academic integrity in every aspect of life on campus.
Every member of the University community has the additional responsibility to:

i. identify and report all incidents of academic misconduct, and
ii. assist in the investigation of alleged incidents of academic misconduct." (https://brocku.ca/academic-integrity/wp-content/uploads/sites/5/Academic-Integrity-Policy.pdf).

"It is expected that graduate students shall demonstrate competency in the acknowledgment of the work of others and an understanding of the rigour of academic study, by acting ethically and with integrity in all academic work as well as in the conducting of research and the reporting of research results. The trust Brock University bestows on its graduate students demands a higher standard of care be taken in the pursuit of graduate scholarship." (https://brocku.ca/webcal/current/graduate/acad.html#sec46) Students should take particular care to understand fully the section on Academic Integrity.

Students should familiarize themselves with the resources on the Academic Integrity website and **are required to read through the information provided on academic integrity within the FIRST month of the program -** https://brocku.ca/academic-integrity. Students are required to sign the Academic Integrity Acknowledgement Form and submit it to the Graduate Program Assistant no later than September 30, 2024. After the deadline, academic work will not be accepted for assessment until the signed form is received. For additional help, the Student Life and Success team offers a series of 'Learning Skills Workshops'. Details can be found at https://brocku.ca/learning-services/services/#apf. Students are urged to attend workshops on 'Academic Integrity.'

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 Faculty Handbook, Section 3(A), #10.4, "PHRASE MATCHING SOFTWARE (E.G., TURNITIN.COM)," at https://brocku.ca/university-secretariat/faculty-handbook/section-3/#10.4_Phrase_Matching_Software_(e.g.,_Turnitin.com), and Section 3(C), #4, "Ownership of Student-Created Intellectual Property," at https://brocku.ca/university-secretariat/faculty-handbook/section-3/#4._Ownership_of_Student-Created_Intellectual_Property, and also Graduate Calendar under the paragraph: "Academic Integrity/Academic Misconduct" at https://brocku.ca/webcal/current/graduate/acad.html#sec46.

3. PROGRAM DESCRIPTION

Teaching English as a Second 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 academic credentials, 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 prepared as TESL professionals practicing in Canada or abroad or to apply to relevant PhD programs.

4. COURSES

The following list reflects courses offered in 2024-2025
https://brocku.ca/webcal/current/graduate/apls.html

LING 5N01 (Bridging Course)
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, essay 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.

LING 5P00
Foundations of Language Teaching and Learning
Linguistic, educational and social foundations of second language teaching in the Canadian context as well as in international settings. Models of curriculum design and student assessment. Current trends in language teaching, program development, professional development, and related areas.

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 second 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.

LING 5P02
Pedagogical Grammar: Theory, Research and Practice
Models of pedagogical grammar and their relationship to theories of second 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.

LING 5P03
Oral/Aural Skills in Teaching English as a Second Language: Theory, Research and Practice
Theoretical insights and research findings relevant to the pedagogy of speaking and listening, including models of oral interaction and of listening comprehension, and trends in speaking/listening instruction. Canadian Language Benchmarks for speaking and listening.

LING 5P04
Reading in Teaching English as a Second Language: Theory, Research, and Practice
Practical and theoretical foundations for decisions regarding materials design and instructional methodology, including genre theory, contrastive rhetoric, feedback and assessment, Information Technology.

LING 5P07
Second Language Acquisition Theory and Research
Critical examination of current theories and key issues in second language acquisition

research, from various perspectives (linguistic, psycholinguistic, sociolinguistic, etc.). Integration of theoretical models, research evidence and practice.

LING 5P08
Vocabulary: Theory, Research and Practice
Theoretical models and research findings regarding how words are represented and processed in the mind. Focus will be on the consequences of research findings for second language acquisition, bilingualism, and the teaching and learning of English as a Second Language.

LING 5P80
Supervised Teaching
Classroom observation, and planning, managing and delivering second language instruction. Discussions on current conceptual knowledge (theoretical) and perceptual knowledge (practical) highlighted with reference to the second language teaching and learning context.
Restriction: Only open to students who possess a four-year undergraduate degree in any discipline.
Prerequisite(s): LING 4P82 or 5P82; LING 4P83 or LING 5P83 or similar credit courses in TESL methodology from another university.
Note: Placements will be arranged for observations and practice teaching.
Students must obtain permission from the Graduate Program Director to register.

LING 5P81
Reflective Practicum
Supervised class observation of lesson planning, teaching and evaluation. Issues related to second language teaching in diverse contexts.
Restriction: Only open to students who possess a four-year undergraduate degree in any discipline.
Prerequisite(s): LING 4P82 or 5P82; LING 4P83 or LING 5P83 or similar credit courses in TESL methodology from another university.
Note: Students must obtain permission from the Graduate Program Director to register.

LING 5P85
Research Issues and Methodology in Second Language Acquisition
Research methods and issues in second language teaching, curriculum design, professional development, student assessment, program evaluation, and related areas.

LING 5F89
Major Research Paper
Major Research Paper, under the supervision of a faculty supervisor, on a specific issue in second language teaching, curriculum design, professional development,
student assessment, program evaluation, or a related area.
Prerequisite(s): Completion of all course work; approval of the Major Research Paper 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 second 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(s): Completion of all course work; approval of the thesis proposal by the MA Program Committee.

LING 5F91
Capstone Project
Capstone project, under the supervision of a faculty supervisor, will have a teaching focus such as a case study of a teaching intervention, a reflective assignment on teaching practice and/or observation, language teaching materials development, or related topics.
Prerequisite(s): Completion of all course work; approval of the Capstone Project by the supervisor.

5. TIME MANAGEMENT

As per the FHB Sec 3 7.1e full-time graduate students must limit their paid university employment to a maximum of 520 hours per year, with a maximum of 240 hours per academic term. This includes all paid employment on campus, including Graduate Teaching Assistantships and Research Assistantships. This is an average of 10 hours per week. Students seeking to work more on-campus hours than this must apply for approval through the Faculty of Graduate Studies and Postdoctoral Affairs.
https://brocku.ca/graduate-studies/wp-content/uploads/sites/181/Request_Approval_Extra_On-Campus_Employment_Hours_Sep2023.pdf

6. IMPORTANT DATES
https://brocku.ca/important-dates/graduate-studies

7. GRADUATE TIMETABLE: Academic Year 2024-2025
https://brocku.ca/guides-and-timetables/timetables/?session=FW&type=GR&level=All&program=LING

Fall Term (Duration 2) – Sep. 4, 2024 to Dec. 3, 2024

Time	Monday	Tuesday	Wednesday	Thursday	Friday
08:00 – 09:00 AM					
09:00 – 10:00 AM		LING 5P85 Cheng Luo 0900 – 1200			LING 5P02 Michael Karas 0900 – 1200
10:00 – 11:00 AM			LING 5P03 Ron Thomson 1000 - 1300	LING 5P07 David Hayes 1000 – 1300	
11:00 – 12:00 PM					
12:00 – 13:00 PM					
13:00 – 14:00 PM					
14:00 – 15:00 PM					
15:00 – 16:00 PM					
16:00 – 17:00 PM					
17:00 – 18:00 PM					

Winter Term (Duration 3) – Jan. 6, 2025 to Apr. 4, 2025

Time	Monday	Tuesday	Wednesday	Thursday	Friday
08:00 – 09:00 AM					
09:00 – 10:00 AM	LING 5P01 Thomas Farrell 0900 - 1200	LING 5P00 Michael Karas 0900 – 1200		LING 5P08 Laura Teddiman **SYNC Online**	LING 5P04 David Hayes 0900 – 1200
10:00 – 11:00 AM					
11:00 - 12:00 PM					
12:00 – 13:00 PM					

13:00 – 14:00 PM					
14:00 – 15:00 PM					
15:00 – 16:00 PM					
16:00 – 17:00 PM					
17:00 – 18:00 PM					

Spring Term (Duration 1) - May 1, 2025 to August 31, 2025

LING 5F89 - Major Research Paper
LING 5F90 – Thesis
LING 5F91 - Capstone Project

NOTE: LING 5F89/5F90/5F91 students meet informally throughout the fall and winter terms. Meetings are scheduled by GPD or delegate. These meetings provide students with an introduction to graduate study, an overview of faculty research interests, and opportunities to think about potential research topics for thesis, MRP, and capstone projects. Students in 5F89 and 5F90 begin independent work in the Winter term, once Supervisors have been finalized, and continue until completion in time for final submission no later than August 31st, 2025. Depending on class size, students in 5F91 will either have individual supervisors or will be assigned a single instructor and meet as a group.

8. GRADING SYSTEM FOR GRADUATE COURSES

Please refer to the Faculty Handbook, Section 3(B), #10.1,"GRADING SYSTEM FOR GRADUATE COURSES," available at https://brocku.ca/university-secretariat/faculty-handbook/section-3/#10.1_Grading_System_for_Graduate_Courses.

For graduate courses, the grades A+, A, B, C, F, IN (incomplete), IP (In Progress), Pass/Fail, CR/NC (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).

Senate 523, 578, 595, 651, 669

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 essay or project, this should be granted only when the thesis, major essay 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

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

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

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 fulfil 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

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

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

Senate 523, 571

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

Senate 523

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

B. 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

C. 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

D. Grade Reports

Final course grades must be submitted to the Faculty of Graduate Studies and Postdoctoral Affairs 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 and Postdoctoral Affairs. 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 and Postdoctoral Affairs.

<div align="right">Senate 523, 580, 599, 681</div>

E. After grades have been submitted to the Faculty of Graduate Studies and Postdoctoral Affairs 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.

<div align="right">Senate 523</div>

F. 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.

<div align="right">Senate 580, 588</div>

9. EVALUATION OF THESES, MAJOR RESEARCH PAPERS AND PROJECTS

Please refer to the Faculty Handbook, Section 3(B), #10.2, "EVALUATION OF THESES, PROJECTS AND MAJOR RESEARCH PAPERS," available at https://brocku.ca/university-secretariat/faculty-handbook/section-3/#10.2_Evaluation_of_Theses,_Projects_and_Major_Research_Papers.

A. Major research paper and project grades shall be reported to the Faculty of Graduate Studies and Postdoctoral Affairs in the usual fashion with letter and numerical grades.

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

<div align="right">Senate 197, 388, 398, 469, 555, 578, 644</div>

C. Theses grades for Master's and Doctoral programs shall be reported to the Faculty of Graduate Studies and Postdoctoral Affairs 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.

D. 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.

E. Normally, if all but one member of the committee agree 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 and Postdoctoral Affairs, who in consultation with the Faculty Dean will determine an appropriate course of action.

F. 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.

G. If a failing grade is awarded for a thesis, one resubmission will be allowed, and a new examination will be required. The resubmission can occur no sooner than 6 weeks and no later than 6 months from the first exam date. A revised thesis must be submitted before the oral examination. The composition of the examination committee normally will remain the same. Upon the recommendation of the Graduate Program Director and the chair of the first thesis defence, and approval of the Faculty of Graduate Studies and Postdoctoral Affairs, an examiner may be replaced.

A second failure of the thesis/defence will result in the student being required to withdraw. In the case of failed outcomes, students have the right to appeal.

Senate 398, 469, 555
Senate 197, 388, 469, 512, 523, 720

10. MAJOR RESEARCH PAPER GUIDELINES

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 the form chosen, each Major Research Paper must include an original synthesis of literature with a clear thesis statement. 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 some 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 pursue 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 Faculty Handbook, Section 3(B), #9.2, "GRADUATE RESEARCH PROPOSALS," at https://brocku.ca/university-secretariat/faculty-handbook/section-3/#9.2_Graduate_Research_Proposals, and "Guidelines and application forms for human research" at https://brocku.ca/research-at-brock/office-of-research-services/research-ethics-office/#application-forms.

All Major Research Papers require a significant investment of time and effort for the research, note-taking, drafting, discussion, reflection and revisions 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, before July 31, 2025 should not expect to graduate in October 2025.** Earlier submissions are strongly encouraged.

Student Responsibilities for Major Research Paper

Students will be given the opportunity to learn about the research programs of all faculty members by the end of October. Subsequently, students may negotiate MRP supervision with a potential faculty member. In the event that a student does not find a willing supervisor by the end of the fall term, he or she will be assigned a supervisor by the program in January. 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 Faculty of Graduate Studies and Postdoctoral Affairs. 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 and 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 will require payment of a re-registration as well as course fee if the work exceeds the initial registration period (assuming the Supervisor will be available for an additional term's supervision). Off-campus study requires permission from the Program as well as the Faculty of Graduate Studies and Postdoctoral Affairs. The relevant form is available at: https://brocku.ca/graduate-studies/student-resources/forms/.

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, **before July 31, 2025,** should not expect to graduate in October 2025. 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 time-line 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 other 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 final, proofread Major Research Paper by the end of August 2025 may submit their work beyond that time; however, they may 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, 2025; any needs for mentoring beyond that date are subject to students' own arrangements and expense.**

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 and adhesion to previously established time-lines and standards for academic writing.

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 later than the scheduled timeline. 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 through their supervisor.

The basic schedule for work on each Major Research Paper will be established by the individual student in consultation with his or her supervisor. After that, supervisors will rely on students to follow the established 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 timeline 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 and Postdoctoral Affairs policy regarding a change of supervisor is as follows: Faculty Handbook, Section 3(B), #9.1, "GRADUATE SUPERVISION AND SUPERVISORY COMMITTEES" at https://brocku.ca/university-secretariat/faculty-handbook/section-3/#9._Graduate_Supervision,_Exit_Requirements_and_Thesis_Defences
"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 Dean of Graduate Studies and Postdoctoral Affairs in consultation with the Faculty Dean and the Graduate Program Director".
Senate 469, 470, 555, 578, 631

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).

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 some point of enquiry the student wishes to explore that is clearly linked to published work or on data collected for the Major Research Paper. This focus should govern the selection of readings to include in the paper. The intended focus and argumentative viewpoint should be stated clearly through a thesis statement in the introduction.

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. Acknowledgment of cited sources and the list of references should conform to the APA Style Manual (American Psychological Association), 7th edition conventions.

Acknowledgments are not typical of Major Research Papers.

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. One electronic copy in PDF format and a copy of the proofreader's report of corrections and comments must be submitted to the Graduate Program Director in DALS along with the completed copyright license form.

Students must engage the services of a professional proof-reader after they have incorporated the Second Reader's comments but before finalizing their Major Research Paper. The finalized Major Research Paper has to reflect all the required elements to meet APA and MA Applied Linguistics/TESL handbook requirements. Students should submit the changes and the proof-reader'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 **(electronic copy in PDF format, proof-reader's report and copyright license completed form)** see Appendix III for copyright form. The Graduate Program Director 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. The latter is the responsibility of the student and his or her supervisor.

Submission Date

The final completion date of the Major Research Paper is **August 31, 2025** (this includes second reader's decision/comments, revisions and proof of proofreading). To achieve this completion date, the final draft should be ready for the second reader no later than **July 31, 2025**, depending on the schedule worked out with the supervisor (who should consult with the second reader, who may need up to two weeks to read and comment on a Major Research Paper, to ensure that the second reader will be available in August).

For specific dates for completion of interim drafts, consult your individual supervisor. Students who do not quite manage to complete by this date (for instance, if their work still needs to undergo professional proof reading or if they still need to incorporate proofreader comments) 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. **Students who receive an IN grade will not be able to graduate in October 2025.**

In the case of the thesis, Major Research or term paper, an IN grade should only be granted when the thesis, Major Research Paper or term paper 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.

Final Stage Status

To apply for Final Stage Status, students must submit a complete draft of their Major Research Paper or Thesis to their supervisors to approve that it requires no further research or additional chapters/sections. Following the supervisor's approval, the Final Stage Status application should be submitted to the Graduate Program Director.

Students approved for Final Stage Status by their graduate program must have completed all course work, other program requirements and must have a complete draft of their Major Research Paper, Project or Thesis that their supervisory committee agrees requires no additional chapters/sections.

Students approved for Final Stage Status must be able to complete their exit requirement within the subsequent term. Final Stage Status allows students to benefit from reduced tuition fees for their last term of study. Final Stage Status may only be awarded once and only for one term. (See also FHB 7.11)

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, scheduled by appointment with the Mentor, up to the end of **August 2025**. 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.

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 proof-reader will send a letter, summarizing required and suggested changes and corrections, 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:

a) 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.

b) 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.

c) 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 foci 2 will carry more weight than foci 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 but represent acceptable graduate-level work: (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.

Procedures and Rules for Major Research Paper Extension

The Master of Arts in Applied Linguistics (TESL), Major Research Paper option, 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 Faculty of Graduate Studies and Postdoctoral Affairs within the first month of the term in which the completion date expires and approved by the Dean of Graduate Studies and Postdoctoral Affairs. An extension will only be granted if approved by the Applied Linguistics Graduate Program Committee, according to the following procedure:

Students fill in a Request for Extension of Degree Time Limits Form (downloadable from https://brocku.ca/graduate-studies/student-resources/forms 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
   a) the reason(s) for the delay in completing the degree requirements;
   b) the current status of their program;
   c) what remains to be completed; and
   d) 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).

The supervisor (or Graduate Program Director) will fill in the designated section of the

above-mentioned form, specifying

    a) the present state of the student's work and what remains to be completed;
    b) the amount of additional time required for the student to complete;
    c) what extra monitoring of progress will be implemented; and
    d) whether approval of the student's request is recommended and, if yes, for how many terms and, if not, why not.

The Graduate Program Director will review the request for extension and make a recommendation whether to approve the request, submit it to the Graduate Program Committee for approval (or rejection), and then send the request form to the Dean of Graduate Studies and Postdoctoral Affairs, who will make the final decision whether to approve the request for extension.

The Faculty of Graduate Studies and Postdoctoral Affairs will inform the student of the Dean's decision.

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.

11.   CAPSTONE PROJECT GUIDELINES

This course may be delivered in either a group or individual format depending on the number of students enrolled in a given year.

(to be finalized)

12.   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 (typically literature-based) hypotheses; to gather, compile and analyse data; to make rational decisions regarding the resolution of the research problem; and to make recommendations for future research based on current knowledge. The thesis should be an original or replication 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, refer to the Faculty Handbook, Section 3(C), #2.2, "HUMAN RESEARCH POLICY STATEMENT" at https://brocku.ca/university-secretariat/faculty-handbook/section-3/#2.2_Human_Research_Policy_Statement.

Thesis Entry Route

General qualifications for writing a thesis are the following: demonstrated ability, through coursework and other academic achievements 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 must approve any student desiring to pursue a thesis route. This approval is contingent on a statement of intent for at least 500 words plus references 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 potential extra costs and time and the realization that the student entered into this change of his/her own accord.

Normally, Thesis Route students are accepted through a Statement of Intent provided before admission and after having secured a willing supervisor. In some rare cases, students admitted to the MRP route may desire to transfer to the Thesis Route. For any such switches to be considered, the student must write a 500-word summary of their proposed thesis research in collaboration with a willing supervisor. The proposed supervisor must then bring the 500-word summary to the Graduate Program Committee during the student's first term for a decision on whether the proposed transfer to the Thesis Route should be allowed.

The timeline for completion of a master's thesis is to be established between the student and his/her supervisor.

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 requires a minimum of 5000 words plus references and 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 Thesis Proposal Approval Form (see Appendix VIII) 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 Faculty of Graduate Studies and Postdoctoral Affairs and signed by the thesis supervisor and each member of the committee.

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 external to the University and someone who is recognised as knowledgeable in the area of thesis topic and the research methodology to be able to adequately assess the work. The External Examiner will be appointed by the Dean of Social Sciences, 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 Social Sciences. The Dean of Social Sciences 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 may 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.

Deposit of Theses: The thesis will be submitted by the graduate student using the E-Thesis submission process as outlined at https://brocku.ca/graduate-studies/current-students/research-based-students/masters-thesis/, and Faculty Handbook, Section 3(B), #9.5, "Deposit of Theses" at https://brocku.ca/university-secretariat/faculty-handbook/section-3/#9.5_Deposit_of_Theses.

13.   DEGREE REQUIREMENTS

Students will consult with the Graduate Program Director when planning their programs of study. Graduate students follow either scheme A, B, C or D.
https://brocku.ca/webcal/current/graduate/apls.html#sec4

Scheme A (TESL): Course Work and Thesis

Students must successfully complete the two core courses, and a minimum of two additional courses, as determined in consultation with the supervisor and Graduate Program Director, and the MA thesis.

Core Courses
LING 5P07 Topics in Second Language Acquisition Theory and Research
LING 5P85 Research Issues and Methodology in Second Language Acquisition

Additional Courses (minimum of two of the following, in consultation with the supervisor and Graduate Program Director), depending on availability.
LING 5P00 Foundations of Language Teaching and Learning
LING 5P01 Sociolinguistics Applied to Language Teaching and Learning
LING 5P02 Pedagogical Grammar: Theory, Research and Practice

LING 5P03 Oral/Aural Skills in Teaching English as a Second Language: Theory, Research and Practice
LING 5P04 Reading in Teaching English as a Second Language: Theory, Research and Practice
LING 5P05 Writing in Teaching English as a Second Language: Theory, Research and Practice
LING 5P08 Vocabulary: Theory, Research and Practice
LING 5P10 Independent Study (approval of the Graduate Committee required)
LING 5P60 Teaching English to Young Learners
LING 5V60-69 Special Topics in Applied Linguistics

Thesis
LING 5F90 MA Research and Thesis

Scheme B (TESL): Course Work and Major Research Paper

Students must successfully complete the two core courses, six additional courses, and the major research paper.

Core Courses
LING 5P07 Topics in Second Language Acquisition Theory and Research
LING 5P85 Research Issues and Methodology in Second Language Acquisition

Additional Courses (six of the following, not all courses are offered every year)
LING 5P00 Foundations of Language Teaching and Learning
LING 5P01 Sociolinguistics Applied to Language Teaching and Learning
LING 5P02 Pedagogical Grammar: Theory, Research and Practice
LING 5P03 Oral/Aural Skills in Teaching English as a Second Language: Theory, Research and Practice
LING 5P04 Reading in Teaching English as a Second Language: Theory, Research and Practice
LING 5P05 Writing in Teaching English as a Second Language: Theory, Research and Practice
LING 5P08 Vocabulary: Theory, Research and Practice
LING 5P10 Independent Study (approval of the Graduate Committee required)
LING 5P60 Teaching English to Young Learners
LING 5V60-69 Special Issues in Applied Linguistics

Major Research Paper
LING 5F89 Major Research Paper

Scheme C (TESL): Course Work

Students must successfully complete the two core courses, and eight additional courses

Core Courses
LING 5P07 Topics in Second Language Acquisition Theory and Research
LING 5P85 Research Issues and Methodology in Second Language Acquisition

Additional Courses (six of the following, not all courses are offered every year)
LING 5P00 Foundations of Language Teaching and Learning
LING 5P01 Sociolinguistics Applied to Language Teaching and Learning
LING 5P02 Pedagogical Grammar: Theory, Research and Practice
LING 5P03 Oral/Aural Skills in Teaching English as a Second Language: Theory, Research and

Practice
LING 5P04 Reading in Teaching English as a Second Language: Theory, Research and Practice
LING 5P05 Writing in Teaching English as a Second Language: Theory, Research and Practice
LING 5P08 Vocabulary: Theory, Research and Practice
LING 5P60 Teaching English to Young Learners

Additional Courses or Capstone Project
Two additional half courses or one full course must be taken from the following list:
LING 5V60-69 Special Issues in Applied Linguistics
LING 5P10 Independent Study (approval of the Graduate Committee required)
LING 5F91 Capstone Project

Scheme D (General): Course Work and Thesis

Students must successfully complete the two core courses, and a minimum of two additional courses, as determined in consultation with the supervisor and Graduate Program Director, and the MA thesis.

Core Courses
LING 5P07 Topics in Second Language Acquisition Theory and Research
LING 5P85 Research Issues and Methodology in Second Language Acquisition

Additional Courses (minimum of two additional courses, in consultation with the supervisor and Graduate Program Director), depending on availability.
Additional courses may include any graduate level courses in Applied Linguistics. These currently include:
LING 5P00 Foundations of Language Teaching and Learning
LING 5P01 Sociolinguistics Applied to Language Teaching and Learning
LING 5P02 Pedagogical Grammar: Theory, Research and Practice
LING 5P03 Oral/Aural Skills in Teaching English as a Second Language: Theory, Research and Practice
LING 5P04 Reading in Teaching English as a Second Language: Theory, Research and Practice
LING 5P05 Writing in Teaching English as a Second Language: Theory, Research and Practice
LING 5P08 Vocabulary: Theory, Research and Practice
LING 5P10 Independent Study (approval of the Graduate Committee required)
LING 5P60 Teaching English to Young Learners
LING 5V60-69 Special Topics in Applied Linguistics

Given the broad nature of the MA Applied Linguistics (General) concentration, additional graduate courses needed to fulfil degree requirements may also be taken outside of the department. For example, language related courses are available in Modern Languages, Psychology, Education, etc, which may be relevant to the particular Applied Linguistics' interests of a particular student. Statistics courses may also be taken outside of the Applied Linguistics Department. Such courses should only be taken in consultation with the student's supervisor and Graduate Program Director, and must be approved by the Graduate Program Committee.

Thesis
LING 5F90 MA Research and Thesis

14.   MINIMUM 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 and Postdoctoral Affairs. 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." (Faculty Handbook, Section 3(B), #7.13, "CONTINUATION IN A GRADUATE PROGRAM" at https://brocku.ca/university-secretariat/faculty-handbook/section-3/#7.13_Continuation_in_a_Graduate_Program)

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.

15.   GRADUATE PROGRAM STUDENT STUDY ROOM

MC-D350D is available for the exclusive use of MA Applied Linguistics (TESL) students. Graduate students who have accepted Teaching Assistantships should use the TA room for their TA responsibilities. MC-D350D 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.

16.   GRADUATE PROGRAM FACULTY MEMBERS

Lynn Dempsey, PhD, Associate Professor
Main academic interests: early language acquisition; narrative comprehension in children; impact of world knowledge on narrative comprehension; measurement of narrative comprehension.
Contact: MC-D450K, Ext. 5168, ldempsey@brocku.ca

Thomas S. C. Farrell, PhD, Professor
Main academic interests: language teacher education and development, and reflective teaching.
Contact: MC-D450G, Ext. 3846, tfarrell@brocku.ca

David Hayes, PhD, Professor
Main academic interests: the sociopolitics of teaching English as a foreign language, the lives and careers of non-native speaking teachers of English within their own state educational systems, language teacher/trainer education & development, policy and practice in teaching English as a foreign language in primary schools.
Contact: MC-D350H, Ext. 5359, dhayes@brocku.ca

Gary Libben, PhD, Professor
Main academic interests: research is focused on questions of how words may be represented in the human mind and brain, how they are linked to one another, and how they are

accessed in the processes of language comprehension and production. To address these questions, he uses a variety of psycholinguistic laboratory techniques. His experimentation has been conducted across languages (e.g., English, French, German, Hebrew, Chinese, Japanese, and Kannada) and across populations (e.g., persons with aphasia, adults, and children).
Contact: MC-D450L, Ext. 3704, glibben@brocku.ca

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

Ron Thomson, PhD, 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

Inquiries about the program can be directed to the Graduate Program Coordinator at GradAppLingTESL@brocku.ca or the Acting Graduate Program Director, Dr. Ron Thomson, at rthomson@brocku.ca.

17.   STUDENT RESOURCES

Useful Links

Faculty of Graduate Studies and Postdoctoral Affairs:
Graduate Studies
Graduate Calendar
Graduate Registration Guides
Graduate Timetables - Linguistics
Graduate Studies Important Dates
Student Forms
Graduate Tuition Fees
Master's Thesis Processes and Procedures
Apply to Graduate
Academic Integrity and Intellectual Property Policies
Events Calendar
Student Development

Graduate Students' Association (GSA):
https://brockgsa.ca/

Brock University Library:
James A. Gibson Library
Research Guides – Applied Linguistics
Find a Database: Applied Linguistics
Find A Journal
Find Course Reserves
Brock University Digital Repository

Study Space and Rooms
Printing in the Library

Student Supports and Services:
Student Life and Success
Learning Services
Leadership Development
Personal Counselling
Student Accessibility Services
Student Health Services
Student Wellness and Accessibility Services
Mental Health and Wellness
Graduate Student Supports and Services
Aboriginal Student Centre
Brock International

Copying for Teaching and Educational Purposes:
https://brocku.ca/library/copyright/teaching-educational

APPENDIX I - GUIDELINES FOR GRADING STANDARDS

To help students set realistic expectations for course grades, the Grading Standards for undergraduate courses from the Brock University Faculty Handbook, Section 10.3, System of Numerical Grades, are replicated below. The inclusion of these undergraduate Grading Standards is intended to serve as a guideline only. Standards at the graduate level can reasonably be expected to be higher; individual course instructors may provide their own definitions. https://brocku.ca/university-secretariat/facultyhandbook/section3/

Word Grade	Numerical Grade
A	80 - 100
B	70 - 79
C	60 - 69
D	50 - 59
F	Any grade below 50
IN	A "default" grade which must be one of the above numerical grades (Note 1)
IP	In Progress (Note 2)
CH	Challenge for Credit (Note 3)
P	Pass (Note 4)
F	Fail (Note 4)
P1	80 - 100 (Note 5)
P2	70 - 79 (Note 5)
P3	60 - 69 (Note 5)
F	Any grade below 60 (Note 5)
AG	Aegrotat Standing (see FHB III: A. 9.4.3)
NW	Not Withdrawn (see FHB: III: A. 12.2)

Note 1
The grade "incomplete - IN" is a temporary grade assigned to a student who, because of exceptional circumstances and for reasons satisfactory to the Department, has been unable to complete some part of the term work in a course in time to have it graded by the instructor for inclusion in the final mark. This grade must be accompanied by a numerical grade, which may be any of those listed above. The grade of IN will automatically lapse eight weeks after the last day of the examination period, and the numerical grade will stand, unless both are replaced earlier by the instructor.

Note 2
IP grade can be used only for fourth year thesis, for other undergraduate project courses, and for graduate courses. In the case of undergraduate courses, if the IP has not been lifted within twelve months of the initial registration in the course, the student must re-register and pay the appropriate course fee.

Note 3
The passing grade for a Challenge for Credit is a "C" but no numeric grade will appear on the transcript. Instead, the symbol CH will be used to represent a successful challenge. Challenge grades are therefore not computed in graduating averages and are not used in evaluating honours or scholarship standing. Failures (F) will also be noted on the transcript.

Note 4
The Pass/Fail grading scheme is applicable to the Faculty of Education Teacher Education courses and approved undergraduate courses that are clinical or practicum based.

Note 5
The P1 (Pass-First Class), P2 (Pass-Second Class), P3 (Pass) and F (Fail) grading scheme will apply to the Faculty of Education Teacher Education and In-Service courses only.

Senate 137, 140, 173, 193, 203, 236, 237, 260 294, 319, 332, 344, 393, 407, 413, 568, 615, 651

L2 Reading Instruction: Motivating Learners to Read Extensively

Student Name
Student Number

LING 5F89: 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 Social Sciences, Brock University

St. Catharines, Ontario

Month, Year

APPENDIX III - MAJOR RESEARCH PAPER COPYRIGHT LICENCE

Department of Applied Linguistics

Note to student: To help students registered in Applied Linguistics in understanding and researching their Major Research Paper, the Department of Applied Linguistics makes the Major Research Papers of previous students available for review, both in print and online on a password protected site. **Grades or comments students received are not included**. If you are willing to make your Major Research Paper available for this purpose, please complete and sign this form and return it to:

Graduate Program Assistant
Department of Applied Linguistics
Brock University
GradAppLingTESL@brocku.ca

If you have any questions about this form, please contact the Acting Graduate Program Director, Dr. Ron Thomson, at rthomson@brocku.ca.

The link to the Major Research Paper Copyright form:
https://brocku.ca/graduate-studies/wp-content/uploads/sites/181/Brock_University_Thesis_MRP_Copyright_Licence-1.pdf-1.pdf

APPENDIX IV - LETTER FROM CHAIR REGARDING TEACHING ASSISTANTSHIPS

Dear (Student's Name),

Congratulations on your admission to the MA program in Applied Linguistics (TESL); members of the Department of Applied Linguistics hope that you will find your studies in the department highly rewarding.

As an MA student in your first year of study at Brock, you have an opportunity to apply for any Teaching Assistant (TA) positions* at the university. Your qualifications will be assessed by the hiring committees. [*Note: If a TAship was included in your offer of admission letter as a component of your funding, you will automatically be considered for positions for which you are qualified and you will have preference in hiring. You may also choose to indicate your teaching preferences to the department by applying for particular courses. Students with preference in hiring must still be qualified according to the criteria for any post].

However, it is important to recognize that each TA stipend entails responsibility for 60 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: 60 hours per term per stipend, which can be visualized as 5 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 about 3 hours to preparatory and background work per contact hour, which leads to a total of at least 36 (and in some cases more) 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. Some graduate students succeed well with a full course load and one or two TAship stipends per term, 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.

Chair,
Department of Applied Linguistic

APPENDIX V - ACADEMIC INTEGRITY ACKNOWLEDGEMENT FORM

I, (Student's full name, please print)

```
```

Confirm that I have read and understand the Academic Integrity Policy at
https://brocku.ca/academic-integrity/

I acknowledge 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 of 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:

```
```

NOTE:
This form must be submitted by every MA Applied Linguistics student by **September 30th** each year. After the deadline, academic work will not be accepted for assessment until the signed form is received. Please email the form to GradAppLingTESL@brocku.ca.

APPENDIX VI - 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 No.:   Brock email:

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:

For Travel Fund application and related information, please contact the Graduate Program Director.

APPENDIX VII - 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 Department budget, the number of applications received in any given budget year and the quality of the conference/application. NOTE: Department Funding will be paused for 2024-2025). See Note 9 below.

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 Director in Applied Linguistics, and 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. Eligible students may apply to the FGSPA Conference Fund for travel assistance. Interested students should refer to funding request guidelines: https://brocku.ca/graduate-studies/scholarships-awards/conference-funds/ and consult the Graduate Program Director.
10. For any questions not covered in this document, please contact the Graduate Program Director.

Thesis Proposal Approval

Student Name: _____

Student No.:   _____

Date: _____

Title of Proposed Thesis:

We confirm that this student's research proposal is acceptable, and the student is now ready to begin their research.

Supervisor: _____

Committee Member: _____

Committee Member: _____

Committee Member: _____

Student Signature:

Supervisor Signature:

Graduate Program Director Signature:

Updated July 2020

APPENDIX VIIII – DECLARATION OF SUPERVISOR FORM

Declaration of Supervisor for MA Applied Linguistics (Capstone, MRP or Thesis) and Committee Member(s) for MA Thesis Students

Student's name: _____   Student's no.: _____

Research Topic/Title: _____

Name	Email address	Signature	Date
Supervisor's name			
Co-supervisor's name (if applicable)			
For Thesis Only			
Committee member's name			
Committee member's name			
Committee member's name			
Committee member's name			

We have read and understand the Policies Governing Graduate Supervision in Applied Linguistics.

Student signature: _____   Supervisor signature: _____

Admin use only	
Name of Graduate Program Director	
Signature of Graduate Program Director	*Date*

Policies Governing Graduate Supervision in Applied Linguistics (updated February 2021)

A. Appointment of graduate supervisors is detailed in the Applied Linguistics' Graduate Student Handbook.

B. Brock University Professor Emeriti may co-supervise but may not serve as sole supervisors.

C. The role of a supervisor is threefold: to advise; to monitor; and to mentor.

- Supervisors should be sufficiently familiar with the area of research, or be willing to gain such familiarity, to ensure adequate student guidance is provided.

- Supervisors should be sensitive to power imbalances inherent in the student-supervisor relationship and ensure that power is exercised in a manner that serves the interests of the student. Conflicts of interest must be disclosed to the Graduate Program Director in a timely manner. A process for conflict resolution must be outlined in the program's Graduate Program Handbook.

- It is the responsibility of the supervisor and the University to ensure that the student's research environment is safe, equitable and free from harassment and discrimination.

- It is the responsibility of the supervisor and the university to consider whether the resources necessary for the successful execution of the student's thesis, major research paper or project are available.

D. The supervisor, with the student, is expected to develop a realistic timeline for the completion of the program. Normally, this will include milestones for measuring progress.

- Supervisors should thoroughly examine written material submitted by the student and make constructive suggestions in a timely manner (normally two to four weeks), preferably in writing. Feedback should be open, honest, fair, and timely.

E. Supervisors and students have a mutual obligation to meet on a regular basis. The frequency of such meetings will depend on the discipline/field of study, type of program, and the student's progress. At least one, preferably several, meetings should be arranged in each academic term. Supervisors should also be reasonably accessible for meetings requested by their students.

F. For Thesis students, the supervisor, in consultation with the graduate student, will propose the supervisory committee composition. The committee composition must be approved by the Graduate Program Director and must be in place and operational in a timeframe appropriate to program design and defined in the Program Handbook (e.g., no later than the research proposal stage or before data collection commences).

G. A thesis supervisory committee must at minimum comprise three members, the graduate supervisor and two additional faculty members. At least one of the three must be a full-time Brock University faculty member. Any changes to the composition of the supervisory committee must be made in consultation with the graduate student and the Graduate Program Director. The student or any member of the supervisory committee may, with just cause, request in writing a change in the composition of the supervisory committee.

H. A major research paper or project supervisory committee must at minimum comprise the graduate supervisor and a second reader. A capstone project can be supervised by a single faculty member.

I. The supervisor is expected to work with the student and the supervisory committee to develop a plan for monitoring student progress. The plan must include the supervisory committee's role in monitoring, as well as the criteria that will be used to determine satisfactory student progress.

J. The supervisor will inform the student and the Graduate Program Director of any anticipated extended supervisor absence. In cases where the absence will be for a period of one month or more, supervisors will arrange for suitable communication methods and/or interim supervision e.g. through the use of supervisory committee members. Such arrangements will be communicated, by the supervisor to the graduate student and the Graduate Program Director.

K. The Policy on Integrity in Research and Scholarship requires graduate students and their supervisor to sign an Intellectual Property Form indicating their agreement with the University policies and guidelines or indicating any specific arrangements that have been made that differ from these policies and guidelines.

L. The supervisor should discuss with graduate students under his or her supervision, at an early stage of their program, authorship practices within the discipline and encourage the dissemination of research results by publication in scholarly and research journals, presentations at conferences, and seminars.

M. The supervisor should discuss with graduate students under their supervision other relevant university policies, including the Respectful Work and Learning Environment Policy and the Occupational Health and Safety Policy.

Graduate Program Coordinator: GradAppLingTESL@brocku.ca

Acting Graduate Program Director**:** rthomson@brocku.ca

MA Applied Linguistics Program Website:
https://brocku.ca/social-sciences/applied-linguistics/graduate-program/

The Policies and Procedures in the Program Handbook 2024-2025 are intended to conform to the requirements and regulations of the Brock University Faculty Handbook and Brock University Graduate Calendar.