



Linguistics Modules - Module Information Sheet

2019/20

1. General information

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|---|---|--------------|-------------------------------------|----------------|--|------------|----------------|------------|
| Module Code | PLIN0001 | Title | Intro to Semantics and Pragmatics A | | | | Credits | 15 |
| Module Tutor | Sophie Moracchini | | | Contact | | | | |
| Other tutor(s) | Nathan Klinedinst (nathank@ucl.ac.uk) , Yasu Sudo (y.sudo@ucl.ac.uk) | | | | | | | |
| Module available at the following levels | | | | | | | | |
| Level 4 UG | X | Level 5 UG | | Level 6 UG | | Level 7 UG | | Level 7 PG |
| Module description | | | | | | | | |
| This course is an introduction to the study of meaning in natural language (semantics and pragmatics) and to some basic logical concepts and their application therein. | | | | | | | | |
| Prerequisites | None | | | | | | | |
| Timetable | https://timetable.ucl.ac.uk/tt/moduleTimet.do?firstReq=Y&moduleId=PLIN0001 | | | | | | | |
| Week by week summary | | | | | | | | |
| Lecture 1: Types of Meaning in Natural Language Lecture 2: Reference and Sets Lecture 3: Mass and Count Nouns Lecture 4: Plural Nouns and Classifier Languages Lecture 5: Propositional Logic I ---Reading week--- Lecture 6: Propositional Logic II Lecture 7: Semantics and Pragmatics of English Connectives I Lecture 8: Semantics and Pragmatics of English Connectives II Lecture 9: Compositional Semantics I Lecture 10: Compositional Semantics II | | | | | | | | |
| Information for students on other programmes and Affiliate/intercollegiate students: | | | | | | | | |
| If you want to take this module, you should select it on Portico as usual. Any general queries about taking the module can be addressed to: enquiries-linguistics@pals.ucl.ac.uk | | | | | | | | |

2. Teaching

Teaching methods and tutorial/lab arrangements

Students are expected to attend the 2 hour lecture and a one-hour tutorial session every week. You will be allocated automatically to one of the tutorial groups, and this allocation appears in your personal timetable. If you have a genuine reason for needing to change tutorial group then you should contact the department by e-mail (pals.lingteachingoffice@ucl.ac.uk) specifying which tutorial group you have been assigned to, which tutorial group you need to attend instead, and what the reason is.

In the tutorials you will have an opportunity to ask questions on the material covered in the lecture from the previous week, and to discuss as a group your answers to exercises that you will have been set. This has two purposes: in order to check your comprehension of the material covered in the lectures, and also in order to stretch you and get you thinking like a linguist. You are expected to attend lectures and tutorials and a register will be taken.

Communication

Your main tool for communicating with the lecturers should be the Moodle forum. This will enable everybody to see both your question and the answer and to join in the conversation.

If your question is of a private nature or otherwise inappropriate for the Moodle forum, please send us an email. We will reply to any query within two working days.

Workload

Lectures: 2 hrs / wk

Tutorials: 1 hr / wk

Assignments: 2-3 hrs / wk

Private reading: 2-3 hrs / wk

Core texts

There is no textbook for this course. Readings will be provided electronically from a variety of sources.

Libraries and other resources

You should already be enrolled on this course on Moodle and so there is no need for an enrolment key. Let us know if this is not the case.

The lecture material will be put up on the Moodle page before the lecture every week. It is then your responsibility to bring it to the lecture with you. Hardcopies will not be provided.

The Moodle page also contains readings. These are intended to reinforce and supplement the material covered in the lectures and should not be skipped.

Additional information**Late work and extenuating circumstances**

Any requests for extensions to deadlines, or for extenuating circumstances to be taken into consideration by examiners, should be made by completing the relevant form. Instructions are available on the Moodle page for this module, under the Assessment tab. No extensions or special consideration can be given outside of this process, and there is a grading penalty for late submission of coursework. Again, information about this policy can be found on the course Moodle page, under the 'Assessment' tab.

Recording

Lectures and other classes for this module should not be recorded. If you have a Statement of Reasonable Adjustment (SoRA) from UCL Disability Services recommending that you record classes, you are welcome to do so provided you abide by the conditions specified in the SoRA.

3. Assessment*Level 4/5/6 undergraduate*

| Mode of assessment | Weight | Format |
|---------------------------------|------------------|--------------------|
| Exam (include duration) | | |
| Coursework (include word count) | 25% (2000 words) | Written assignment |
| (Add more if needed) | 75% (2000 words) | Written assignment |
| (Add more if needed) | | |
| Other assessment information | | |

Level 7 postgraduate

| Mode of assessment | Weight | Format |
|------------------------------|--------|--------|
| Exam | | |
| Coursework | | |
| (Add more if needed) | | |
| (Add more if needed) | | |
| Other assessment information | | |

4. Types of feedback

| Types of feedback students on this module can expect to receive | This type of feedback is provided (X) |
|--|---------------------------------------|
| Generic tutor feedback | |
| Oral feedback is given to the whole class (eg this may be about coursework, an in-class or online task) | X |
| Electronic feedback to the whole group (eg see oral feedback above) | X |
| Printed feedback to the whole group (eg answers to an exercise done in class, feedback relating to general performance on coursework or a task etc) | X |
| Coverage of topics in class which have been raised by members of the class (eg in areas where students ask for clarification/elaboration, these topics are addressed in class) | X |
| Electronic responses to the whole group via the VLE or via email (eg sending replies to individual queries to the whole group) | X |
| <i>Other generic tutor feedback (please give details)</i> | |
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| Automated feedback | |
| Tests / quizzes within VLE These are tests which do not count towards the module mark, but serve to inform students of how well they are understanding materials taught. | X |
| Personal Response Systems used within class (eg to test that students understand a concept, to survey which topics students would like elaborated) | |
| <i>Other automated feedback (please give details)</i> | |
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| Specific, targeted tutor feedback | |
| Oral responses within class (eg demonstrators talking to students in lab, stats and computing classes) | X |
| Oral responses outside class (eg students are invited to telephone or meet with module staff with individual queries regarding topics taught) | X |
| Electronic responses to queries from individual students are provided (as above) | X |
| Summative comments on coursework (eg handwritten feedback at the end of a written assessment which counts towards the module mark) | |
| On-script comments in the body of individual summative coursework | X |
| Indication of achievement against set marking criteria (eg for an individual essay or a lab report) | X |
| Feedback using a standard feedback form (eg essay feedback form or lab marking forms) | X |
| Oral feedback on coursework talking to individual students about their coursework on the phone or in person, this could be summative points or specific comments on parts of the essay / lab report / project | |
| Electronic feedback on coursework This could be via email or on a VLE (eg using Gradebook on Moodle) | X |
| <i>Other specific, targeted tutor feedback (please give details)</i> | |
| | |
| Feedback from people other than module staff | |
| Peer feedback: fellow students commenting on/marking each other's work, or working together on a task (eg group work providing students with feedback on their ideas/understanding) | |
| Self-feedback (eg students evaluating their own coursework, worksheet answers, etc) | |
| Feedback from seminar tutors Students may receive feedback on their understanding of topics/answers to queries/feedback on coursework from their tutor (eg poster, Research Project presentations etc) | |
| <i>Other feedback from those not teaching module (please give details)</i> | |
| | |
| Feedback related to examinations | |
| A mock examination is given to help students prepare for the final exam | |
| Marks for the previous year provided online , with a breakdown of marks for individual questions | |
| Samples of real student work , such as coursework, exam essays, and projects from previous students on the module. | |
| <i>Other exam-related feedback (please give details)</i> | |
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5. Specific transferable skills (categorised into skill areas)

| Transferable students on this module can expect to develop | |
|--|---|
| Academic | |
| Learning Actively - Able to approach learning as an active agent, taking responsibility for the process and outcomes | X |
| Analysing Data - Able to filter and organise information to develop an argument and work toward a conclusion, applying numerical analysis where appropriate | X |
| Thinking Critically - Able to consider claims made against the evidence available and to develop one's own view systematically | X |
| Using Sources - Able to locate and use appropriate books, journals, websites and other sources to gather relevant data | X |
| Solving Problems - Able to use systematic approaches to overcome difficulties in producing a desired outcome | X |
| Managing Projects - Able to plan a coordinated set of tasks and enact over time to produce a substantial result | |
| Self-management | |
| Reflecting on Learning - Able to review dispassionately one's approaches to learning and the outcomes and progressively improve the process. | X |
| Managing Time - Able to prioritise tasks and commitments to achieve optimum results in a designated timeframe | X |
| Being Creative / Innovative - Able to generate and apply original approaches to tasks and problems and produce improved outcomes | X |
| Assessing Oneself - Able to identify one's own strengths, weaknesses, progress made and action needed to improve effectiveness | X |
| Being Independent - Able to work at own initiative with minimal supervision, taking responsibility for action and outcomes | X |
| Managing Resources - Able to allocate and conserve funds and other resources on a day to day basis and to support projects | |
| Communication | |
| Writing - Able to communicate in textual forms (essays, reports, journal entries, web pages etc.) in an appropriate style with a clear narrative flow | X |
| Listening - Able to hear and appreciate the content, background and purpose of what someone else is communicating to you | X |
| Using Information Technology - Able to use digital technology for managing information and to mediate communication for learning and other purposes | X |
| Presenting - Able to speak to an audience, using visual aids as appropriate and respond to questions | |
| Communicating globally - Able to understand and manage factors affecting communication across cultures, including learning other languages | |
| Planning and making decisions - Able to identify steps needed to work towards goals and communicate them, including means of monitoring progress | |
| Working with others | |
| Working in teams - Able to co-operate with others, to contribute your strengths and learn from theirs with a common purpose | |
| Negotiating - Able to respect the needs and interests of others when they differ from your own and to find common ground | |
| Leading - Able to galvanise a team into cooperative action, to manage, guide or facilitate a group to maximise success | |
| Understanding others - Able to recognise the variety of ways in which people can think and approach tasks, adjusting your own to suit | |
| Assessing self and peers - Able to assess your own performance objectively and to give and receive constructive feedback with others | |
| Managing change - Able to adapt to changing circumstances and maintain focus on the group's declared goals | |
| Other transferable skills developed in this module | |
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