



PLIN Modules – Module Information Sheet (2023/24)

1. General Information

- **Module Code:** PLIN0002
- **Title:** Phonology Research Seminar
- **Credits:** 15
- **Module Tutor:** Andrew Nevins; **Contact:** a.nevins@ucl.ac.uk
- **Other Tutor(s):** **Contact:**
- **Module Available at the following levels:**

- Level 4 UG:** No

- Level 5 UG:** No

- Level 6 UG:** No

- Level 7 UG:** No

- Level 7 PG:** Yes

- **Module Description:**

The course aims to provide a forum for discussion and exploration of a specific problems in phonological theory. We will read relevant primary literature, discuss possible approaches, develop new analyses and design tests that can confirm or falsify competing accounts. The problem we will focus on changes from year to year. An example of a sample topics include tone-segment interactions, or the representation of guttural segments.

- **Prerequisites:** Undergraduate training in linguistics, and in phonological in particular. This module is only available to students on the MPhil or MA Linguistics with specialisation in Phonology.

- **Timetable:**

<https://timetable.ucl.ac.uk/tt/moduleTimet.do?firstReq=Y&moduleId=PLIN0002&acadYearFI=N>

- **Summary:**

Lectures will include a review of relevant literature, presentations from staff and presentations from participants. Classes are intended to function as working groups in which research is planned, some of which is to be carried out by participants outside of the teaching sessions.

- **Information for students on other programmes and Affiliate/intercollegiate students:**

Not available for affiliate or intercollegiate students.

2. Teaching

- **Teaching methods and tutorial/lab arrangements:**

Teaching will partly involve introductions by teaching staff of the problem under discussion and partly take the form of lab-style sessions in which various approaches and tests are explored.

- **Communication:**

The preferred means of communications is by email to the course coordinator. You can expect a response within 48 hours.

- **Workload:**

- 20 hours attendance;
- 65 hours private reading and other preparation;
- 65 hours revision and assessment;

- **Core Texts:** n/a

- **Libraries and other resources:** n/a

- **Recording:** Sessions will not be recorded.

3. Assessment

- Level: PG

Mode of Assessment	Weight	Format
Portfolio of coursework	100%	1500 word essay and contributions to research planned in class.

Table 1. Assessment Formats and Weightings

4. Types of Feedback

Types of feedback students on this module can expect to receive.

4.1 Generic Tutor Feedback

Type of Feedback	Provided
Oral feedback is given to the whole class (e.g. this may be about coursework, an in-class or online task).	Yes
Electronic feedback to the whole group (e.g. see oral feedback above).	No
Printed feedback to the whole group (e.g. answers to an exercise done in class, feedback relating to general performance on coursework or a task etc).	No
Coverage of topics in class which have been raised by members of the class (e.g. in areas where students ask for clarification/elaboration, these topics are addressed in class).	Yes
Electronic responses to the whole group via the VLE or via email (eg sending replies to individual queries to the whole group).	Yes
Other generic tutor feedback (please give details or delete table row).	Yes

Table 2. Generic Tutor Feedback

4.2 Specific Targeted Tutor Feedback

Type of Feedback	Provided
Oral responses within class (e.g. demonstrators talking to students in lab, stats and computing classes).	Yes
Oral responses outside class (e.g. students are invited to telephone or meet with module staff with individual queries regarding topics taught).	Yes
Electronic responses to queries from individual students are provided (as above)	Yes

Summative comments on coursework (e.g. handwritten feedback at the end of a written assessment which counts towards the module mark).	Yes
On-script comments in the body of individual summative coursework	Yes
Indication of achievement against set marking criteria (e.g. for an individual essay or a lab report).	Yes
Feedback using a standard feedback form (e.g. essay feedback form or lab marking forms)	Yes
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.	No
Electronic feedback on coursework. This could be via email or within VLE (e.g. using Gradebook on Moodle).	Yes
Other specific, targeted feedback (please give details or delete table row).	Yes

Table 3. Specific Targeted Tutor Feedback

4.3 Feedback From People Other Than Module Staff

Type of Feedback	Provided
Peer feedback: fellow students commenting on/marking each other's work, or working together on a task (e.g. group work providing students with feedback on their ideas/understanding).	Yes
Self-feedback (e.g. students evaluating their own coursework, worksheet answers, etc.)	No
Feedback from seminar tutors: Students may receive feedback on their understanding of topics/answers to queries/feedback on coursework from their tutor (e.g. poster, Research Project presentations etc)	Yes
Other feedback from those not teaching module (please give details or delete table row)	Yes

Table 4. Feedback from People other than Module Staff

4.4 Feedback related to examinations

Type of Feedback	Provided
A mock examination is given to help students prepare for the final exam.	No

Marks for the previous year provided online , with a breakdown of marks for individual questions	No
Samples of real student work , such as coursework, exam essays, and projects from previous students on the module.	No

Table 5. Feedback related to examinations

5. Specific Transferable Skills

Transferable skills students on this module can expect to develop, categorised into skill areas.

5.1 Academic

Type of transferable skill	Provided
Learning Actively – Able to approach learning as an active agent, taking responsibility for the process and outcomes.	Yes
Analysing Data – Able to filter and organise information to develop an argument and work toward a conclusion, applying numerical analysis where appropriate.	Yes
Thinking Critically – Able to consider claims made against the evidence available and to develop one’s own view systematically	Yes
Using Sources – Able to locate and use appropriate books, journals, websites and other sources to gather relevant data	Yes
Solving Problems – Able to use systematic approaches to overcome difficulties in producing a desired outcome	Yes
Managing Projects – Able to plan a coordinated set of tasks and enact over time to produce a substantial result	No

Table 7. Academic transferable skills

5.2 Self-Management

Type of transferable skill	Provided
Reflecting on Learning – Able to review dispassionately one’s approaches to learning and the outcomes and progressively improve the process	Yes
Managing Time – Able to prioritise tasks and commitments to achieve optimum results in a designated timeframe	Yes
Being Creative/Innovative – Able to generate and apply original approaches to tasks and problems and produce improved outcomes	Yes

Assessing Oneself – Able to identify one’s own strengths, weaknesses, progress made and action needed to improve effectiveness	Yes
Being Independent – Able to work at own initiative with minimal supervision, taking responsibility for action and outcomes	Yes
Managing Resources – Able to allocate and conserve funds and other resources on a day to day basis and to support projects	No

Table 8. Self-management transferable skills

5.3 Communication

Type of transferable skill	Provided
Writing – Able to communicate in textual forms (essay, reports, journal entries, web pages etc.) in an appropriate style with a clear narrative flow	No
Listening – Able to hear and appreciate the content, background and purpose of what someone else is communicating to you	Yes
Using Information Technology – Able to use digital technology for managing information and to mediate communication for learning and other purposes	Yes
Presenting – Able to speak to an audience, using visual aids as appropriate and respond to questions	No
Communication globally – Able to understand and manage factors affecting communication across cultures, including means of monitoring progress	No
Planning and making decisions – Able to identify steps needed to work towards global and communicate them, including means of monitoring progress	No

Table 9. Communication transferable skills

5.4 Working with others

Type of transferable skill	Provided
Working in teams – Able to co-operate with others, to contribute your strengths and learn from theirs with a common purpose	No
Negotiating – Able to respect the needs and interests of others when they differ from your own and to find common ground	No
Leading – Able to galvanise a team into cooperative action, to manage, guide or facilitate a group to maximise success	No
Understanding others – Able to recognise the variety of ways in which people can think and approach tasks, adjusting your own to suit	No
Assessing self and peers – Able to assess your own performance objectively and to give and receive constructive feedback with others	No

Managing change – Able to adapt to changing circumstance and maintain focus on the group’s declared goals	No
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Table 10. Working with others transferable skills

5.5 Other transferable skills developed in this module

- *Provide details or delete section*