



Linguistics Modules - Module Information Sheet

2018/19

1. General information

Module Code	PLIN0006	Title	Introduction to Language				Credits	15
Module Tutor	Kearsy Cormier		Contact	k.cormier@ucl.ac.uk				
Other tutor(s)	Caroline Newton: caroline.newton@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								
An introduction to the main areas of linguistics, including the application of scientific methodology in linguistics.								
Prerequisites	None							
Timetable	https://timetable.ucl.ac.uk/tt/moduleTimet.do?firstReq=Y&moduleId=PLIN0006							
Week by week summary								
<p>Week 1: Introduction to the module; General introduction to Linguistics.</p> <p>Week 2: Phonetics, with an emphasis on how the smallest units of language (e.g. sounds) are produced by speakers and transcribed by the linguist.</p> <p>Week 3: Phonology, the study of how these smallest units of language are mentally encoded and combined.</p> <p>Week 4: Morphology, the study of how the minimal meaningful units of language – <i>morphemes</i> – combine to form words.</p> <p>Week 5: Syntax, the study of how words combine to form phrases and sentences.</p> <p>Week 6: Semantics and Pragmatics, the study of meaning - including inherent meaning in words and utterances (including truth conditions and ambiguity) as well as meaning in context.</p> <p>Week 7: Language Acquisition, including the developmental milestones through which children progress.</p> <p>Week 8: Sign Languages: how sign languages used by deaf communities work at various levels, including comparisons between signed and spoken languages.</p> <p>Week 9: Sociolinguistics; here, we discuss various ways in which various demographic and cultural factors influence language.</p> <p>Week 10: Language and the Brain; here, we look at how language is processed in the brain and how it breaks down in language disorders.</p>								
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 Alexa Richardson: enquiries-linguistics@pals.ucl.ac.uk .								

2. Teaching

Teaching methods and tutorial/lab arrangements
<p>Per week, the students will attend one 2-hour lecture and one 1-hour backup session. Each backup session, whose purpose will be to review and reinforce the material covered in the lecture and to prepare for assessments, will be attended by 10-15 students. Students will swap timeslots halfway through the term – thus students assigned to the first backup timeslot at the start of term will swap to the second backup timeslot after reading week, and vice versa.</p> <p>Students should attend the tutorial to which they have been assigned. If a student has significant personal circumstances requiring a change of tutorial (e.g. they need to leave early because they have carer responsibilities), they should contact enquiries-linguistics@pals.ucl.ac.uk by email specifying which tutorial they have been assigned</p>

to, and which tutorial they would like to attend. Students who wish to change for other reasons need to find a swap partner and can then contact the same email address with details of the swap.

Communication

For general questions about the course (e.g. relating to course content, reading, backup exercises, assessment, etc.), students are encouraged to use the Moodle forums in the first instance. We will aim to answer questions on the Moodle forums within 48 hours.

In all other matters, students should communicate via email with the lecturer or their backup tutor. Replies may take 3-4 working days. If your query is urgent, please mark it as urgent in your subject heading.

Workload

Attendance: 30 hours;
Private Reading: 40 hours;
Written portfolio/assignments: 30 hours;
Preparing for the final Examination: 50 hours
Preparing for the final Essay (*Affiliates only*): 80 hours

Core texts

Burridge, K., & Stebbins, T. (2015). *For the love of language: An introduction to linguistics*. Cambridge: Cambridge University Press.
Fromkin, V., Rodman, R., & Hyams, N. (2014). *An introduction to language* (10th ed.). Wadsworth Cengage.

Libraries and other resources

na

Additional information

There will be an online practice quiz to help with exam preparation.

Please refer to the 'Assessment tab' on the module Moodle page for assessments submission dates.

Citing of sources: Students are expected to have familiarised themselves with the plagiarism guidelines on the Moodle page for this module.

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 for this module are recorded via the UCL Lecturecast system, and a link to recordings will be made available via the Moodle page for this module. Please note that recordings can fail for a number of reasons.

3. Assessment

Level 4/5/6 undergraduate

Mode of assessment	Weight	Format
Exam, 2 hours	70%	Unseen electronic exam
Coursework, 1200 words	30%	Assignment
<i>Other assessment information</i>	(Information for Affiliates only) Assessment: One essay of 2500 words: 100%	

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)	
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>	
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.	
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>	
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	
Indication of achievement against set marking criteria (eg for an individual essay or a lab report)	
Feedback using a standard feedback form (eg essay feedback form or lab marking forms)	
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	X
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>	

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	
Managing Projects - Able to plan a coordinated set of tasks and enact over time to produce a substantial result	X
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	X
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	