



## PLIN Modules – Module Information Sheet (2023/24)

### 1. General Information

- **Module Code:** PLIN0009
- **Title:** Semantic Theory
- **Credits:** 15
- **Module Tutor:** Stefano Castiglione; **Contact:** stefano.castiglione.20@ucl.ac.uk
- **Other Tutor(s):** Boyan Yin; **Contact:** boyan.yin.20@ucl.ac.uk
- **Module Available at the following levels:**
  - **Level 4 UG:** No
  - **Level 5 UG:** Yes
  - **Level 6 UG:** Yes
  - **Level 7 UG:** No
  - **Level 7 PG:** Yes
- **Module Description:**
  - This course is an intermediate course on the study of meaning in natural language, focusing on issues related to the syntax-semantics interface: compositionality, quantification, and polarity sensitivity.
- **Prerequisites:** PLIN0001
- **Timetable:** <https://timetable.ucl.ac.uk/tt/createCustomTimet.do#>
- **Summary:**

See above
- **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 [pals.lingteachingoffice@ucl.ac.uk](mailto:pals.lingteachingoffice@ucl.ac.uk).

## 2. Teaching

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

One 1-hour lecture and one 1-hour tutorial per week. Backup size: up to max 20 students.

- **Communication:**

- By email or via Moodle.

- **Workload:**

- 20 hours attendance;
- 20 hours private reading and other preparation;
- 10 hours revision and assessment;
- 0 hours of experimental participation

- **Core Texts:** n/a /

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

- **Additional Information:** N/A

- **Recording:** n/a / 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: 4/5/6/7 UG/PG

Mode of Assessment	Weight	Format
Coursework 1	50%	Written assessment, 2000 words.
Coursework 2	50%	Written assessment, 2000 words.

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
<b>Oral feedback</b> is given to the whole class (e.g. this may be about coursework, an in-class or online task).	Yes
<b>Electronic feedback</b> to the whole group (e.g. see oral feedback above).	Yes
<b>Printed feedback</b> to the whole group (e.g. answers to an exercise done in class, feedback relating to general performance on coursework or a task etc).	Yes
<b>Coverage of topics in class</b> 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
<b>Electronic responses</b> 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 <b>delete table row</b> ).	Yes

Table 2. Generic Tutor Feedback

#### 4.2 Automated Feedback

Type of Feedback	Provided
<b>Tests / quizzes</b> within Virtual Learning Environment (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.	Yes

<b>Personal Response Systems</b> used within class (e.g. to test that students understand a concept, to survey which topics students would like elaborated).	<b>No</b>
Other automated feedback (please give details or <b>delete table row</b> ).	<b>Yes</b>

Table 3. Automated Feedback

### 4.3 Specific Targeted Tutor Feedback

Type of Feedback	Provided
<b>Oral responses within class</b> (e.g. demonstrators talking to students in lab, stats and computing classes).	<b>Yes</b>
<b>Oral responses outside class</b> (e.g. students are invited to telephone or meet with module staff with individual queries regarding topics taught).	<b>Yes</b>
<b>Electronic responses to queries</b> from individual students are provided (as above)	<b>Yes</b>
<b>Summative comments on coursework</b> (e.g. handwritten feedback at the end of a written assessment which counts towards the module mark).	<b>Yes</b>
<b>On-script comments</b> in the body of individual summative coursework	<b>Yes</b>
<b>Indication of achievement</b> against set marking criteria (e.g. for an individual essay or a lab report).	<b>No</b>
<b>Feedback using a standard feedback form</b> (e.g. essay feedback form or lab marking forms)	<b>No</b>
<b>Oral feedback on coursework</b> 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.	<b>No</b>
<b>Electronic feedback on coursework.</b> This could be via email or within VLE (e.g. using Gradebook on Moodle).	<b>Yes</b>
Other specific, targeted feedback (please give details or <b>delete table row</b> ).	<b>Yes</b>

Table 4. Specific Targeted Tutor Feedback

### 4.4 Feedback From People Other Than Module Staff

Type of Feedback	Provided
<b>Peer feedback:</b> 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).	<b>No</b>

<b>Self-feedback</b> (e.g. students evaluating their own coursework, worksheet answers, etc.)	<b>No</b>
<b>Feedback from seminar tutors:</b> 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)	<b>Yes</b>
Other feedback from those not teaching module (please give details or <b>delete table row</b> )	<b>No</b>

Table 5. Feedback from People other than Module Staff

## 4.5 Feedback related to examinations

Type of Feedback	Provided
<b>A mock examination</b> is given to help students prepare for the final exam.	<b>No</b>
<b>Marks for the previous year provided online</b> , with a breakdown of marks for individual questions	<b>No</b>
<b>Samples of real student work</b> , such as coursework, exam essays, and projects from previous students on the module.	<b>No</b>
Other exam-related feedback (please give details or <b>delete table row</b> )	<b>Yes</b>

Table 6. 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
<b>Learning Actively</b> – Able to approach learning as an active agent, taking responsibility for the process and outcomes.	<b>Yes</b>
<b>Analysing Data</b> – Able to filter and organise information to develop an argument and work toward a conclusion, applying numerical analysis where appropriate.	<b>Yes</b>
<b>Thinking Critically</b> – Able to consider claims made against the evidence available and to develop one’s own view systematically	<b>Yes</b>
<b>Using Sources</b> – Able to locate and use appropriate books, journals, websites and other sources to gather relevant data	<b>Yes</b>
<b>Solving Problems</b> – Able to use systematic approaches to overcome difficulties in producing a desired outcome	<b>Yes</b>

<b>Managing Projects</b> – Able to plan a coordinated set of tasks and enact over time to produce a substantial result	<b>No</b>

Table 7. Academic transferable skills

## 5.2 Self-Management

Type of transferable skill	Provided
<b>Reflecting on Learning</b> – Able to review dispassionately one’s approaches to learning and the outcomes and progressively improve the process	<b>Yes</b>
<b>Managing Time</b> – Able to prioritise tasks and commitments to achieve optimum results in a designated timeframe	<b>Yes</b>
<b>Being Creative/Innovative</b> – Able to generate and apply original approaches to tasks and problems and produce improved outcomes	<b>Yes</b>
<b>Assessing Oneself</b> – Able to identify one’s own strengths, weaknesses, progress made and action needed to improve effectiveness	<b>Yes</b>
<b>Being Independent</b> – Able to work at own initiative with minimal supervision, taking responsibility for action and outcomes	<b>Yes</b>
<b>Managing Resources</b> – Able to allocate and conserve funds and other resources on a day to day basis and to support projects	<b>No</b>

Table 8. Self-management transferable skills

## 5.3 Communication

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

Table 9. Communication transferable skills

## 5.4 Working with others

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

Table 10. Working with others transferable skills

## 5.5 Other transferable skills developed in this module

- *Provide details or delete section*