



PLIN Modules – Module Information Sheet (2021/22)

1. General Information

- **Module Code:** PLIN0016
- **Title:** Syntax Research Seminar
- **Credits:** 15
- **Module Tutor:** Ad Neeleman; **Contact:** a.neeleman@ucl.ac.uk
- **Other Tutor(s):** Klaus Abels; **Contact:** k.abels@ucl.ac.uk
- **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 unsolved problem in syntactic 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 past topic is interactions between quantifier raising and extraposition.

- **Prerequisites:** Undergraduate training in linguistics, and in syntax in particular. This module is only available to students on the MA Linguistics with specialisation in Syntax.
- **Timetable:**

<https://timetable.ucl.ac.uk/tt/moduleTimet.do?firstReq=Y&moduleId=PLIN0016&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 |

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|---|------------|
| 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 |

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|---|-----------|
| 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 |

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|---|------------|
| 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 |

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| 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*