



## PLIN Modules – Module Information Sheet (2022/23)

### 1. General Information

- **Module Code:** PLIN0016
- **Title:** Syntax Research Seminar
- **Credits:** 15
- **Module Tutor:** Klaus Abels; **Contact:** k.abels@ucl.ac.uk
- **Other Tutor(s):** Ad Neeleman; **Contact:** a.neeleman@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&acadYearFl=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: 4/5/6/7 UG/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
<b>Oral feedback</b> is given to the whole class (e.g. this may be about coursework, an in-class or online task).	<b>Yes</b>
<b>Electronic feedback</b> to the whole group (e.g. see oral feedback above).	<b>No</b>
<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).	<b>No</b>
<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).	<b>Yes</b>
<b>Electronic responses</b> to the whole group via the VLE or via email (eg sending replies to individual queries to the whole group).	<b>Yes</b>

Table 2. Generic Tutor Feedback

#### 4.2 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>Yes</b>
<b>Feedback using a standard feedback form</b> (e.g. essay feedback form or lab marking forms)	<b>Yes</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>

Table 3. Specific Targeted Tutor Feedback

### 4.3 Feedback From People Other Than Module Staff

Type of Feedback	Provided
<b>Peer feedback:</b> fellow students commenting on/marketing each other's work, or working together on a task (e.g. group work providing students with feedback on their ideas/understanding).	<b>Yes</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>

Table 4. Feedback from People other than Module Staff

### 4.4 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>

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
<b>Learning Actively</b> – Able to approach learning as an active agent, taking responsibility for the process and outcomes.	Yes
<b>Analysing Data</b> – Able to filter and organise information to develop an argument and work toward a conclusion, applying numerical analysis where appropriate.	Yes
<b>Thinking Critically</b> – Able to consider claims made against the evidence available and to develop one’s own view systematically	Yes
<b>Using Sources</b> – Able to locate and use appropriate books, journals, websites and other sources to gather relevant data	Yes
<b>Solving Problems</b> – Able to use systematic approaches to overcome difficulties in producing a desired outcome	Yes
<b>Managing Projects</b> – 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
<b>Reflecting on Learning</b> – Able to review dispassionately one’s approaches to learning and the outcomes and progressively improve the process	Yes
<b>Managing Time</b> – Able to prioritise tasks and commitments to achieve optimum results in a designated timeframe	Yes
<b>Being Creative/Innovative</b> – Able to generate and apply original approaches to tasks and problems and produce improved outcomes	Yes
<b>Assessing Oneself</b> – Able to identify one’s own strengths, weaknesses, progress made and action needed to improve effectiveness	Yes
<b>Being Independent</b> – Able to work at own initiative with minimal supervision, taking responsibility for action and outcomes	Yes
<b>Managing Resources</b> – 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
<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	No
<b>Listening</b> – Able to hear and appreciate the content, background and purpose of what someone else is communicating to you	Yes
<b>Using Information Technology</b> – Able to use digital technology for managing information and to mediate communication for learning and other purposes	Yes
<b>Presenting</b> – Able to speak to an audience, using visual aids as appropriate and respond to questions	No
<b>Communication globally</b> – Able to understand and manage factors affecting communication across cultures, including means of monitoring progress	No
<b>Planning and making decisions</b> – 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
<b>Working in teams</b> – Able to co-operate with others, to contribute your strengths and learn from theirs with a common purpose	No
<b>Negotiating</b> – Able to respect the needs and interests of others when they differ from your own and to find common ground	No
<b>Leading</b> – Able to galvanise a team into cooperative action, to manage, guide or facilitate a group to maximise success	No
<b>Understanding others</b> – Able to recognise the variety of ways in which people can think and approach tasks, adjusting your own to suit	No
<b>Assessing self and peers</b> – Able to assess your own performance objectively and to give and receive constructive feedback with others	No
<b>Managing change</b> – Able to adapt to changing circumstance and maintain focus on the group's declared goals	No

Table 10. Working with others transferable skills