



# Semantic-Pragmatic Development (PLIN0019)

## 1. Key information

**Faculty:** Faculty of Brain Sciences

**Teaching department:** Division of Psychology and Language Sciences

**Credits:** 15

**Who to contact for more information:** [pals.lingteachingoffice@ucl.ac.uk](mailto:pals.lingteachingoffice@ucl.ac.uk)

**Restriction:** PLIN0001 Introduction to Semantics and Pragmatics A and PLIN0011 Introduction to Semantics and Pragmatics A, and an intermediate module in semantics or pragmatics or equivalent.

## 2. Alternative Credit Options

N/A

## 3. Module description

The module focuses on children's developing pragmatic competence and, within this domain, a selection from the following topics will be covered: - The acquisition of various cognitive abilities necessary for full-fledged linguistic communication (e.g., grasp of understanding of common ground). - The development and understanding of pointing and ostensive gestures. - The role of pragmatics in language acquisition, and in particular, word learning. - The early production and understanding of pronouns. The early production and understanding of quantifiers. - The early production and understanding of scalar inferences (and other types of implicatures). - The early production and understanding of non-literal language (metaphor and irony).

Module aims:

- To delineate the theoretical issues raised by children's early acquisition of communicative skills and language.
- To explain the uses (and misuses) of developmental experimental data for theoretical accounts of pragmatic skills.
- To achieve an appreciation of the development through childhood of a wide range of pre-linguistic and linguistic pragmatic processes (including pointing, non-literal interpretation, metaphor, irony, implicatures).

Module objectives, Intended learning outcomes:

- Understanding of the concepts and issues outlined in the aims of the module given above.
- Understanding of the importance of the interaction and interdependence of pragmatic theorizing and experimental research on early communication skills.
- An ability to provide a pragmatic analysis of some of the experimental results on children's communicative competence.

## 4. Module deliveries for 2019/20 academic year

#### 4.1. Term 2, Undergraduate (FHEQ Level 6)

**Mode of study:** Face-to-face

**Mark scheme:** Numeric Marks

**Module leader:** Dr Nausika Pouscoulous

**Assessment pattern:**

Assessment description	Weighting	Exam duration	Assessment type
Essay (2000 Words)	60		Coursework
Poster (1000 Words Equivalent)	35		Coursework
Tutorial Participation	5		Other Not Scheduled

#### 4.1. Term 2, Postgraduate (FHEQ Level 7)

**Mode of study:** Face-to-face

**Mark scheme:** Numeric Marks

**Module leader:** Dr Nausika Pouscoulous

**Assessment pattern:**

Assessment description	Weighting	Exam duration	Assessment type
Essay (2000 Words)	60		Coursework
Poster (1000 Words Equivalent)	35		Coursework
Tutorial Participation	5		Other Not Scheduled

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