Linguistics Modules - Module Information Sheet   **2021/22**

1. General information

Module Code	PLIN0019	Title	Semantic-Pragmatic Development		Credits	15
Module Tutor	Nausicaa Pouscoulous			Contact	n.pousoulous@ucl.ac.uk	
Other tutor(s)						

Module available at the following levels							
Level 4 UG		Level 5 UG		Level 6 UG	X	Level 7 UG		Level 7 PG	X

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).

Prerequisites	There are no prerequisites for this course, but some knowledge of basic meaning theories (semantics and pragmatics) would be helpful.
Timetable	https://timetable.ucl.ac.uk/tt/moduleTimet.do?firstReq=Y&moduleId=PLIN0019

Week by week summary
Week 1: Introduction, Pragmatics and Theory of Mind
Week 2: The development of cognitive skills necessary to human communication
Week 3: Pointing as a communicative device
Week 4: Word learning and intention reading
Week 5: The development of reference
READING WEEK
Week 6: Children's understanding of implicit meaning
Week 7: Children's metaphorical abilities
Week 8: Presupposition and irony
Week 9: Pragmatics and atypical development
Week 10: Pragmatics and bilingualism

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 Lisa Cagnacci: enquiries-linguistics@pals.ucl.ac.uk.

2. Teaching

Teaching methods and tutorial/lab arrangements
Lectures are on a Monday at 2pm for one hour. This is followed by a one hour backup for the MA students at 3pm, and a one hour backup for the BA students at 4pm. The size of each backup is 12-15 students.

Communication
Students should always first consider consulting the Moodle page for information, and posting questions on the Moodle forum of the course. For more specific or personal requests the lecturer can be emailed.

Workload

In addition to attendance to lectures and tutorials, students are expected to spend roughly 160 hours in private reading, assignments and exam revisions	
Core texts	
There are no core texts for this module.	
Libraries and other resources	
Additional information	
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 and other classes for this module should not be recorded. If you have a Statement of Reasonable Adjustment (SoRA) from UCL Disability Services recommending that you record classes, you are welcome to do so provided you abide by the conditions specified in the SoRA.	

3. Assessment

Level 4/5/6 undergraduate		
Mode of assessment	Weight	Format
Exam (include duration)		
Coursework (include word count)	35%	Poster
(Add more if needed)	60%	Essay
(Add more if needed)	5%	Oral participation in tutorials
Other assessment information	Please refer to the 'Assessment tab' on the module Moodle page for assessment submission dates. Method of assessment for BA and MA students • Assignment 1 – Poster, 35% • Assignment 2 – Essay, 60% • Oral participation to tutorials, 5% All coursework is submitted via Moodle Citing of sources: Students are expected to have familiarised themselves with the plagiarism guidelines on the Moodle page for this module. Word counts will be provided for each assignment. These are inclusive of footnotes, but not of appendices (where this is appropriate). Penalties may be applied for over length submissions – these will not exceed 10 percentage points or take the mark below the pass mark. On the exam, all questions will have to be answered. Students have the opportunity to ask revision questions during the tutorial preceding the exam.	

Level 7 postgraduate		
Mode of assessment	Weight	Format
Exam		
Coursework	35%	Poster
(Add more if needed)	60%	Essay
(Add more if needed)	5%	Oral participation in tutorials
Other assessment information	Please refer to the 'Assessment tab' on the module Moodle page for assessment submission dates.	

	Method of assessment for BA and MA students
	• Assignment 1 – Poster, 35% • Assignment 2 – Essay, 60% • Oral participation to tutorials, 5% All coursework is submitted via Moodle Citing of sources: Students are expected to have familiarised themselves with the plagiarism guidelines on the Moodle page for this module. Word counts will be provided for each assignment. These are inclusive of footnotes, but not of appendices (where this is appropriate). Penalties may be applied for over length submissions – these will not exceed 10 percentage points or take the mark below the pass mark. On the exam, all questions will have to be answered. Students have the opportunity to ask revision questions during the tutorial preceding the exam.

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
Other generic tutor feedback (please give details)	
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)	
Other automated feedback (please give details)	
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)	
Electronic responses to queries from individual students are provided (as above)	
Summative comments on coursework (eg handwritten feedback at the end of a written assessment which counts towards the module mark)	X
On-script comments in the body of individual summative coursework	X
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
Other specific, targeted tutor feedback (please give details)	

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)	X
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)	
Other feedback from those not teaching module (please give details)	

Feedback related to examinations	
A mock examination is given to help students prepare for the final exam	
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.	
Other exam-related feedback (please give details)	

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	
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	
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	X
Assessing self and peers - Able to assess your own performance objectively and to give and receive constructive feedback with others	X
Managing change - Able to adapt to changing circumstances and maintain focus on the group's declared goals	
Other transferable skills developed in this module	