

Linguistics Modules - Module Information Sheet**2020/21****1. General information**

Module Code	PLIN0024	Title	Intermediate Generative Grammar: Locality			Credits	15							
Module Tutor	Klaus Abels			Contact	k.abels@ucl.ac.uk									
Other tutor(s)														
Module available at the following levels														
Level 4 UG		Level 5 UG	X	Level 6 UG		Level 7 UG								
Module description														
This is a mid-level course in generative grammar with a special emphasis on theories treating displacement and islands.														
Prerequisites	One year of undergraduate syntax (PLIN0004 or equivalent)													
Timetable	https://timetable.ucl.ac.uk/tt/moduleTimet.do?firstReq=Y&moduleId=PLIN0024													
Week by week summary														
Week 1:	Displacement and islands: Some phenomena													
Week 2:	An appealing idea: Cyclicity + subjacency = islands?													
Week 3:	Strong and weak islands and the Condition on extraction domains (CED)													
Week 4:	Aside: The Coordinate Structure Constraint and the coordination of likes													
Week 5:	Weak islands: Syntactic Minimality, semantic coherence, or both?													
Week 6:	Implementing CED													
Week 7:	Quantifiers: Scope, c-command, and generalized quantifiers													
Week 8:	Movement approaches to quantifier scope: QR													
Week 9:	Non-movement approaches to quantifier scope													
Week 10:	Review													
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														

2. Teaching

Teaching methods and tutorial/lab arrangements
Lecture (asynchronous): Pre-recorded lecture videos on moodle
Backup sessions (synchronous): Wednesday, 9am London time on zoom (2 hours)
Students watch the lecture videos and attend the weekly synchronous backup sessions.
Communication
You should use the moodle forum for general questions both regarding content and administrative matters. If you have a more personal concern that doesn't belong on the forum, please email me directly at k.abels@ucl.ac.uk or come see me during my office hours. I will try to reply to all communication within three business days.
Workload

Weekly lectures and backup:	3.5 hours/week
Weekly reading and revision:	5 hours/week
Preparing portfolio, presentation:	25 hours
Revision prior to coursework:	20 hours
Preparing coursework:	15 hours

Core texts

Background readings:

Carnie, Andrew (2002). *Syntax : a generative introduction*. Oxford: Blackwell. Part 3 Movement: Chapter 9-12 covers material from introductory syntax.

More in depth introductions to the contents of the chapters from Carnie can be found here:

Roberts, Ian (2001). “Head Movement”. In: *The Handbook of Syntactic Theory*. Ed. by Mark Baltin and Chris Collins. Oxford: Blackwell. Chap. 5, pp. 113–147.

Baltin, Mark (2001). “A-Movements”. In: *The Handbook of Syntactic Theory*. Ed. by Mark Baltin and Chris Collins. Oxford: Blackwell. Chap. 8, pp. 226–254.

Baltin, Mark and Chris Collins, eds. (2001). *The Handbook of Contemporary Syntactic Theory*. Oxford: Blackwell.

Barss, Andrew (2001). “Syntactic Reconstruction Effects”. In: *The Handbook of Syntactic Theory*. Ed. by Mark Baltin and Chris Collins. Oxford: Blackwell. Chap. 21, pp. 670–696.

Cheng, Lisa Lai-Shen and Norbert Corver, eds. (2006). *Wh-Movement: Moving On*. Cambridge, MA: MIT Press. Chapter 1.

Before reading week, we will refer to several different papers:

Abels, Klaus (2016). “Displacement in Syntax”. In: *Oxford Research Encyclopedia of Linguistics*. Ed. by Mark Aronoff. New York: Oxford University Press. DOI: [10.1093/acrefore/9780199384655.013.313](https://doi.org/10.1093/acrefore/9780199384655.013.313).

I. Roberts. *Comparative Syntax*. Arnold, London, 1997 (especially chapter 4).

Szabolcsi, Anna (2006). “Strong vs. Weak Islands”. In: *The Blackwell Companion to Syntax*. Ed. by Martin Everaert and Henk van Riemsdijk. Vol. 4. Malden, MA: Blackwell Publishers. Chap. 64, pp. 479–531.

Gazdar, Gerald (1981). “Unbounded dependencies and coordinate structure”. In: *Linguistic Inquiry* 12.2, pp. 155–184.

Abrusán, Márta (2011). “Wh-islands in degree questions: A semantic approach”. In: *Semantics & Pragmatics* 4. Article 5, pp. 1–44. DOI: dx.doi.org/10.3765/sp.4.5.

Hackl, Martin (2013). “The syntax–semantics interface”. In: *Lingua* 130. SI: Syntax and cognition: core ideas and results in syntax, pp. 66 –87. ISSN: 0024-3841. DOI: <https://doi.org/10.1016/j.lingua.2013.01.010>. URL: <https://www.sciencedirect.com/science/article/pii/S0024384113000314>.

Wurmbrand, Susi (2018). "The cost of raising quantifiers". In: *Glossa: a journal of general linguistics* 3.1, pp. 1–40. DOI: 10.5334/gjgl.329. URL: <https://www.glossa-journal.org/articles/10.5334/gjgl.329/>.

Libraries and other resources

See Moodle page

Additional information

Assessment:

Please refer to the 'Assessment tab' on the module Moodle page for assessment submission dates.

PLIN0024 (undergraduate delivery)

10% abstract of your group's proposed presentation (i.e. a summary of 1-2 pages).

40% Presentation: the slides or handout you use and the actual presentation, which will be scheduled during the week of February 22 2020 enter equally into this component.

50% Final coursework: a critical review of a primary research paper (1,000 words)

PLIN0024 (postgraduate delivery)

Postgraduate students must also hand in an abstract, prepare a presentation, and present – but this is not marked.

100% Coursework: a critical review of a primary research paper (1,500 words)

Submission procedure and policy

- All work is to be submitted electronically via Moodle (as a Moodle or Turnitin task). Accepted file formats are .pdf (strongly preferred), .doc or .docx and .ppt or .pptx.
- The lower word limit (UG 750, PG 1,200) and the upper limit (UG 1,000, PG 1,500) are strict. Markers may exclude material past the word limit from assessment and feedback.
- For correct citation etiquette, please consult the following resources:
On the correct form of citations in linguistics: http://courses.washington.edu/lingclas/Citation_ref.pdf
On the when and why of citations: <https://moodle.ucl.ac.uk/course/view.php?id=17435>
- Students are expected to have familiarised themselves with UCL's guidelines on academic misconduct and to abide by them strictly: <https://www.ucl.ac.uk/students/exams-and-assessments/academic-integrity>

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 for this module will be made available through the UCL Lecturecast system, and a link to recordings will be made available via the Moodle page for this module.

3. Assessment

Level 4/5/6 undergraduate

Mode of assessment	Weight	Format
Exam (include duration)		
Coursework (include word count)	10%	Presentation abstract
	40%	Presentation
	50%	Critical paper review
Other assessment information		

Level 7 postgraduate

Mode of assessment	Weight	Format
Exam		
Coursework	0% (mandatory)	Presentation abstract
	0% (mandatory)	Presentation
	100%	Critical paper review
<i>Other assessment information</i>		

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
<u>Further details:</u> Oral feedback on submitted questions will be given in the lecture. Oral comments on the draft of your presentation will be given at the meeting before you present. Immediate feedback will be given in small-group sessions during the backups.	
Electronic feedback to the whole group (eg see oral feedback above)	X
<u>Further details:</u> Electronic comments on your presentation will be provided. Electronic comments on your coursework and final exam will be given.	
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)	X
<u>Further details:</u> Sample solutions to backup problems will be provided where applicable.	
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
<u>Further details:</u> For questions that cannot or are not addressed in the lecture, the moodle forum can be used for further discussion.	
<i>Other generic tutor feedback (please give details)</i>	
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)	
<i>Other automated feedback (please give details)</i>	
Specific, targeted tutor feedback	
Oral responses within class (eg demonstrators talking to students in lab, stats and computing classes)	X
<u>Further details:</u> Immediate feedback in small groups in backup	
Oral responses outside class (eg students are invited to telephone or meet with module staff with individual queries regarding topics taught)	X
Electronic responses to queries from individual students are provided (as above)	
<u>Further details:</u> Moodle forum	X

Summative comments on coursework (eg handwritten feedback at the end of a written assessment which counts towards the module mark)	
On-script comments in the body of individual summative coursework <u>Further details:</u> Comments on coursework and final will be provided directly on the script.	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)	
<i>Other specific, targeted tutor feedback (please give details)</i>	
Feedback from people other than module staff	
Peer feedback: fellow students commenting on/marketing each other's work, or working together on a task (eg group work providing students with feedback on their ideas/understanding) <u>Further details:</u> Group work in the backups provides a mechanism for peer feedback.	X
Self-feedback (eg students evaluating their own coursework, worksheet answers, etc) <u>Further details:</u> The course encourages to compare the model answers to backup problems with the students' own preparations for those backups.	X
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)	
<i>Other feedback from those not teaching module (please give details)</i>	
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. <u>Further details:</u> For the presentation a sample is provided ahead of time. A sample of real student work will be given for the encyclopedia entry (second part of portfolio).	X
<i>Other exam-related feedback (please give details)</i>	

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	X
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	
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	
Assessing Oneself - Able to identify one's own strengths, weaknesses, progress made and action needed to improve effectiveness	
Being Independent - Able to work at own initiative with minimal supervision, taking responsibility for action and outcomes	
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	X
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	X
Working with others	
Working in teams - Able to co-operate with others, to contribute your strengths and learn from theirs with a common purpose	X
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	X
Understanding others - Able to recognise the variety of ways in which people can think and approach tasks, adjusting your own to suit	
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	