



PLIN Modules – Module Information Sheet (2023/24)

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):** Gump Manowang **Contact:** w.manowang@ucl.ac.uk
- **Module Available at the following levels:**
 - **Level 5 UG:** Yes
 - **Level 7 PG:** Yes
- **Module Description:**

This is a mid-level course in generative grammar with a special emphasis on theories treating displacement and islands.
- **Prerequisites:** Introductory Syntax
- **Timetable:** <https://timetable.ucl.ac.uk/tt/createCustomTimet.do#>
- **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:** Weekly in-person lecture
- **Backup session:** Weekly in-person backup session
- Students attend both sessions.

- **Communication:**

You should use the moodle forum for general questions both regarding content and administrative matters. Otherwise, the preferred means of communications is by email to the course coordinator. You can expect a response within three working days.

- **Workload:**

- 30 hours attendance;
- 90 hours private reading and other preparation;
- 30 hours revision and assessment;

- **Core Texts:**

Core text will be uploaded to moodle, but the following are all good places to start:

- Abels, K (2016). “Displacement in Syntax”. In: Oxford Research Encyclopedia of Linguistics.
- Roberts, I. (1997). “Comparative Syntax”. London: Arnold (chapter 4).
- Szabolcsi, Anna (2006). “Strong vs. Weak Islands”. In: The Blackwell Companion to Syntax.

- **Libraries and other resources:** n/a /

- **Additional Information:** XXX

- **Recording:** n/a / Lectures for this module are recorded via the UCL Lecturecast system, and a link to recordings will be made available via the Moodle page for this module. Please note that recordings can fail for a number of reasons.

3. Assessment

- Please refer to the ‘Assessment tab’ on the module Moodle page for assessment submission dates.
- **Level: 5 UG**

Mode of Assessment	Weight	Format
Abstract	10%	Abstract (1-2 pages) of your group’s presentation.
Presentation Slides	40%	Slides of your group’s presentation
Coursework	50%	Critical review of a primary research paper (1,000 words)

Table 1. Level 5 UG Assessment Formats and Weightings

- **Level: 7 PG**

Mode of Assessment	Weight	Format
Abstract	0%	Abstract (1-2 pages) of your group’s presentation.
Presentation Slides	0%	Slides of your group’s presentation
Coursework	100%	Critical review of a primary research paper (1,500 words)

Table 2. Level 7 PG Assessment Formats and Weightings

- **Other assessment information:**

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/academicintegrity>

The use of AI is not allowed in the assessments.

Types of Feedback

Types of feedback students on this module can expect to receive.

3.1 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).	Yes
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

Table 3. Generic Tutor Feedback

3.2 Automated Feedback

Type of Feedback	Provided
Tests / quizzes within Virtual Learning Environment (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.	No
Personal Response Systems used within class (e.g. to test that students understand a concept, to survey which topics students would like elaborated).	No

Table 4. Automated Feedback

3.3 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

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)	No
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
Consultation on group presentation	Yes

Table 5. Specific Targeted Tutor Feedback

3.4 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.) The course encourages to compare the model answers to backup problems with the students' own preparations for those backups	Yes
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

Table 6. Feedback from People other than Module Staff

3.5 Feedback related to examinations

Type of Feedback	Provided
A mock examination is given to help students prepare for the final exam.	No

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.	Yes

Table 7. Feedback related to examinations

4. Specific Transferable Skills

Transferable skills students on this module can expect to develop, categorised into skill areas.

4.1 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

4.2 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

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

4.3 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	Yes
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	Yes
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 goal and communicate them, including means of monitoring progress	No

Table 9. Communication transferable skills

4.4 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	Yes
Negotiating – Able to respect the needs and interests of others when they differ from your own and to find common ground	Yes
Leading – Able to galvanise a team into cooperative action, to manage, guide or facilitate a group to maximise success	Yes
Understanding others – Able to recognise the variety of ways in which people can think and approach tasks, adjusting your own to suit	Yes
Assessing self and peers – Able to assess your own performance objectively and to give and receive constructive feedback with others	Yes

Managing change – Able to adapt to changing circumstance and maintain focus on the group's declared goals	Yes
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Table 10. Working with others transferable skills

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