



Linguistics Modules - Module Information Sheet

2018/19

1. General information

Module Code	PLIN0041	Title	Seminar on Expressive Prosody				Credits	15	
Module Tutor	Yi Yu	Contact	yi.xu@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									
<p>The course will survey a wide range of topics on expressive speech prosody, covering linguistic prosody, information structure, emotional and attitudinal expressions, sexual dimorphism, charisma and attractiveness. We will also discuss relations between expressive prosody and music, and disorders such as Autism and aprosodia. These topics will be examined from both linguistic and evolutionary perspectives.</p> <p>There will be an alternation of lectures and seminars. Each seminar will consist of 2-3 sessions, each lead by a single or a small group of students reporting their findings on a number of papers assigned a week in advance. The assignment of papers will be accompanied by a number of guiding questions that focus on the critical issues. A brief summary will be given by the lecturer after each seminar presentation.</p>									
Prerequisites	Basic knowledge of phonetics								
Timetable	https://timetable.ucl.ac.uk/tt/moduleTimet.do?firstReq=Y&moduleId=PLIN0041								
Week by week summary									
<ol style="list-style-type: none"> 1. Introduction + overview; Tonal aspect of prosody 1 (lecture) 2. Tonal aspect of prosody 2 (seminar) 3. Timing, rhythm 1 (lecture) 4. Timing, rhythm 2 (seminar) 5. Emotional expression 1 (lecture) 6. Emotional expression 2 (seminar) 7. Attitudinal prosody, sarcasm, charisma etc. (lecture) 8. Autism, aprosodia and display rules (seminar) 9. Prosody in language teaching, speech and pathology and speech technology (lecture) 10. Emotional link between music and speech (seminar) 									
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 Alexa Richardson: enquiries-linguistics@pals.ucl.ac.uk.									

2. Teaching

Teaching methods and tutorial/lab arrangements
<p>There will be an alternation of lectures and seminars by weeks. The lecture is 2 hrs. The seminars will consist of 2-3 sessions, each led by a single or a small group of students reporting their findings on a number of papers assigned a week in advance. The assignment of papers will be accompanied by a number of guiding questions that focus on the critical issues. A brief summary will be given by the lecturer after each seminar presentation.</p>
Communication
Preferably email. Response time is usually within 48 hours

Workload	
Lectures:	10 (5 are seminar summaries)
Private reading:	60
Seminars/ problem classes / tutorials:	5
Required written work and assessment:	60
Revision:	48
Core texts	
Libraries and other resources	
Additional information	
<p>Citing of sources: Students are expected to have familiarised themselves with the plagiarism guidelines on the Moodle page for this module.</p>	
<p>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.</p>	
Recording	
Lectures and other classes for this module are not recorded via the UCL Lecturecast system, but you are welcome to make your own audio recording for your own use. This should not be shared with others.	

3. Assessment

<i>Level 4/5/6 undergraduate</i>		
Mode of assessment	Weight	Format
Exam (include duration)		
Coursework (include word count)	100% (3000 words)	Essay
(Add more if needed)		
(Add more if needed)		
<i>Other assessment information</i>	Coursework submission is via Turnitin on Moodle	

<i>Level 7 postgraduate</i>		
Mode of assessment	Weight	Format
Exam		
Coursework	100% (3000 words)	Essay
(Add more if needed)		
(Add more if needed)		
<i>Other assessment information</i>	Coursework submission is via Turnitin on Moodle	

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)	
Electronic feedback to the whole group (eg see oral feedback above)	
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
<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
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)	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	
Indication of achievement against set marking criteria (eg for an individual essay or a lab report)	X
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
<i>Other specific, targeted tutor feedback (please give details)</i>	
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)	X
<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.	
<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	
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.	
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	
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	
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	
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	
Managing change - Able to adapt to changing circumstances and maintain focus on the group's declared goals	
Other transferable skills developed in this module	