



PLIN Modules – Module Information Sheet (2021/22)

1. General Information

- **Module Code:** PLIN0042
- **Title:** Experimental Phonology
- **Credits:** 15
- **Module Tutor:** Jamie White; **Contact:** j.c.white@ucl.ac.uk
- **Other Tutor(s):** **Contact:**

- **Module Available at the following levels:**

- **Level 4 UG:** No
- **Level 5 UG:** No
- **Level 6 UG:** Yes
- **Level 7 UG:** No
- **Level 7 PG:** Yes

- **Module Description:**

This is a laboratory module on experimental phonology, focused on getting students involved in conducting current experimental research in the field. Each year, a topic closely aligned with the lecturer's own research will be chosen. Students will be divided into small groups, each responsible for designing, planning, implementing, and analysing their own original experiment under the lecturer's supervision. The first two weeks will be devoted to reading and discussing background literature on the topic, including dominant experimental paradigms. Subsequent weeks will be spent developing, implementing, and analysing the experiments.

- **Prerequisites:** Introductory Phonology (PLIN0062) or equivalent.
- **Timetable:** <https://timetable.ucl.ac.uk/tt/createCustomTimet.do#>
- **Summary:**

Weeks 1-2: Introduction; background; research methods

Weeks 3-5: Experiment planning; Writing the Method section

Weeks 6-8: Experiment implementation; Writing introductions and discussions

Weeks 9-10: Analysis; Writing up results

- **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:**

3 hours per week of class time (approximately 1 hour of lecture, 2 hours of group work supervised by the lecturer). Students are expected to meet with their groups weekly outside of class time.

- **Communication:**

Students can contact the lecturer by email or using the discussion board on Moodle. Correspondence will usually be answered within 24 hours during the working week, though it may take up to three working days if I am busy. Students who would like an in-person meeting should set up an appointment by email. The best way of doing this is to suggest 3–4 possible times in the initial email; I will then respond with a time that works.

- **Workload:**

Students should expect to spend an average of 10 hours per week on this module.

- **Core Texts:** n/a

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

- **Additional Information:** n/a

- **Recording:** n/a

3. Assessment

- Level: 4/5/6/7 UG/PG

Mode of Assessment	Weight	Format
Weekly video journal (group)	10%	Blanket mark given to group.
Coursework	15%	1000-word essay written as group (Method section).
Group presentation	25%	Day/time TBC
Final essay	50%	3000 word written essay (individual)

Table 1. Assessment Formats and Weightings

4. Types of Feedback

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

4.1 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).	Yes
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 2. Generic Tutor Feedback

4.2 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
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Table 3. Automated Feedback

4.3 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)	Yes
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.	Yes
Electronic feedback on coursework. This could be via email or within VLE (e.g. using Gradebook on Moodle).	Yes

Table 4. Specific Targeted Tutor Feedback

4.4 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.)	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)	No
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Table 5. Feedback from People other than Module Staff

4.5 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.	No

Table 6. Feedback related to examinations

5. Specific Transferable Skills

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

5.1 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	Yes

Table 7. Academic transferable skills

5.2 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	Yes

Table 8. Self-management transferable skills

5.3 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 global and communicate them, including means of monitoring progress	Yes

Table 9. Communication transferable skills

5.4 Working with others

Type of transferable skill	Provided
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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

Table 10. Working with others transferable skills