Linguistics Modules - Module Information Sheet   **2018/19**

1. General information

Module Code	PLIN0063	**Title**	Readings in Syntax A		**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		Level 6 UG	X	Level 7 UG	X	Level 7 PG	X

Module description

This course is an advanced exploration of one or more issues in syntactic theory. We will discuss seminal papers on and current approaches to some issue or issues of current interest in generative grammar.

This course focuses on ellipsis. Starting with elliptical questions, a.k.a. sluicing, we will investigate the following issues:
- What if any syntactic structure is silently present at the ellipsis site?
- What is the nature of the identity and licensing conditions on ellipsis?
- What is the cross-linguistic variability in these conditions?

Prerequisites	Two years of undergraduate syntax
Timetable	https://timetable.ucl.ac.uk/tt/moduleTimet.do?firstReq=Y&moduleId=PLIN0063

Week by week summary

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

This is an advanced course which meets twice a week for 90mins each. The first half of term will be occupied largely by lectures summarizing and criticizing milestones in the literature. My aim will be to follow a more conventional lecture format on Mondays and have more of a discussion and question-answer session on Thursdays – though the distinction will be fluid. During the second half of term, students will present the results of their group projects and develop their essay topics. Teaching formats will vary between group presentations, one-on-one meetings, plenary discussions, individual lightning presentations.
You are also strongly encouraged to submit questions on Moodle between classes, which will be addressed either directly on Moodle or in the seminar components of the course. I aim for a dialogical, discursive format.

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 in my office. I will try to reply to all communication within three business days.

Workload

10x1.5h	lecture
10x1.5h	seminar
10x.1h	moodle
10x3h	reading

1x20h	preparation for presentation
1x20h	preparation for project outline
1x40h	project and writing up

Core texts	

Libraries and other resources

Additional information

Assessment:
Please refer to the 'Assessment tab' on the module Moodle page for assessment submission dates.
100% of your grade will come from an essay between 2,700 and 3,300 words in length. The essay will deal with an issue connected to the content of the course. Both under length and over length submissions will be penalised according to UCL guidelines. Information on what is and what is not included in the word count can be found on the moodle site of the course under the assessment tab.

Possible projects to consider include: The investigation of elliptical structures in a language not covered in the course; investigating a data set more closely than was discussed in class, for example, because it is reported in an incomplete way in the literature or because the reported data seem questionable; investigating a prediction from one or more of the theories discussed; contrasting predictions from two or more of the theories discussed.

You should submit your essay via moodle.

Citing of sources: Students are expected to have familiarised themselves with the plagiarism guidelines on the Moodle page for this module.

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)	100% (~3000 words)	Essay
(Add more if needed)		
(Add more if needed)		
Other assessment information		

Level 7 postgraduate		
Mode of assessment	Weight	Format
Exam		
Coursework	100% (~3000 words)	Essay
(Add more if needed)		
(Add more if needed)		
Other assessment information		

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) Further details: Throughout the course, I will provide feedback on the questions submitted as part of your course assessment or raised in class.	X
Electronic feedback to the whole group (eg see oral feedback above) Further details: This will be provided by answering your questions on Moodle.	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) Further details: You will receive handouts with possible solutions for the problems provided as home assignments.	X
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) Further details: Questions are invited via various channels. The seminar class is intended to cover areas of particular interest or areas requiring clarification.	X
Electronic responses to the whole group via the VLE or via email (eg sending replies to individual queries to the whole group) Further details: Any questions that arise and require immediate feedback or ab immediate answer will be discussed on the Moodle forum.	X
Other generic tutor feedback (please give details) You will receive personal feedback on returned home-assignments	
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) Further details Peer-to-peer and tutor-to-peer feedback on project proposals.	X
Oral responses outside class (eg students are invited to telephone or meet with module staff with individual queries regarding topics taught) Further details There will be consultations outside of class about the presentations and about the proposed essay topic. k.abels@ucl.ac.uk 02076794061 Meet me when my door is open or email for an appointment My office is in Chandler House, Rm 115b.	X
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) Further details:	X

Feedback on project proposals will be given in individual meetings towards the end of the course. Written comments will be provided via turnitin on the final essay. Further details: Feedback on project proposals will be given in individual meetings towards the end of the course. Written comments will be provided via turnitin on the final essay.	
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) Further details: Marking criteria will be made available and performance against those criteria indicated on turnitin.	X
Feedback using a standard feedback form (eg essay feedback form or lab marking forms) Further details: Marking criteria will be made available and performance against those criteria indicated on turnitin.	X
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	X
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) Further details: Peer feedback on presentations and on projects will be encouraged.	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	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	X
Solving Problems - Able to use systematic approaches to overcome difficulties in producing a desired outcome	X
Managing Projects - Able to plan a coordinated set of tasks and enact over time to produce a substantial result	X
Self-management	

Skill	
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	
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	
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	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	