



## Linguistics Modules - Module Information Sheet

2019/20

### 1. General information

<b>Module Code</b>	PLIN0069	<b>Title</b>	Advanced Phonological Theory A					<b>Credits</b>	15
<b>Module Tutor</b>	Florian Breit			<b>Contact</b>	florian.breit.12@ucl.ac.uk				
<b>Other tutor(s)</b>									
<b>Module available at the following levels</b>									
Level 4 UG		Level 5 UG		Level 6 UG	X	Level 7 UG	X	Level 7 PG	
<b>Module description</b>									
<p>This module is designed to cover core developments in phonological theory at an advanced level. We will start with a critical review of rule-based phonology, articulatory features, underlying forms and the notion of derivation, with the aim of gaining a deeper understanding of the theoretical issues at stake. Following this, a principles and parameters-based theory of phonology, Government Phonology (GP), is introduced. We will focus particularly on the issue of representation: what are the entities that phonology manipulates, how are they organised, and in what relation do they stand to one another. We will look at a number of important issues in phonology which shed more light on the above, often comparing different theoretical options. The topics we will cover include the feature system of phonology, syllable structure, vowel-consonant interaction, vowel-zero alternation, and phonotactics. The module aims to develop the skills necessary to (a) create and defend a coherent analysis of phonological data within a given framework, (b) critically evaluate different theoretical assumptions, and (c) present theoretical arguments based on appropriate evidence.</p>									
<b>Prerequisites</b>	Familiarity with intermediate-level phonological theory (e.g. PLIN0066) and general phonetics. Students are expected to have a strong understanding of basic formal phonology (including phonological rules, features, underlying forms, alternations, and derivations) before taking this module.								
<b>Timetable</b>	<a href="https://timetable.ucl.ac.uk/tt/moduleTimet.do?firstReq=Y&amp;moduleId=PLIN0069">https://timetable.ucl.ac.uk/tt/moduleTimet.do?firstReq=Y&amp;moduleId=PLIN0069</a>								
<b>Week by week summary</b>									
<p>The following is a rough outline, subject to change in response to the development of the class. Notice will be given at the end of each lecture what we will aim to cover in the following week.</p> <ol style="list-style-type: none"> <li>1. Introduction; Review of rules, features, URs, alternations, and derivations</li> <li>2. Different approaches to Phonology; Phonology from a Principles and Parameters point of view</li> <li>3. Element Theory I: The feature system of Government Phonology</li> <li>4. Element Theory II: Licensing constraints</li> <li>5. Government Phonology I: Constituents, licensing, and government</li> <li>6. Government Phonology II: Projections, processes, and derivations</li> <li>7. More on syllable structure and phonotactics</li> <li>8. More on alternations with zero</li> <li>9. Topic to be confirmed</li> <li>10. Current developments in Government Phonology</li> </ol>									
<b>Information for students on other programmes and Affiliate/intercollegiate students:</b>									
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

<b>Teaching methods and tutorial/lab arrangements</b>
There is a two-hour lecture and one-hour back-up tutorial.
<b>Communication</b>

For non-private matters (e.g. questions or clarifications about module content), we will insist that you use the Discussion Forum on the Moodle webpage so that other students who may have the same question can benefit. For private matters, please feel free to email us (see contact information above). Correspondence will usually be answered within 48 hours during the working week, though we may take up to three working days if we are 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; we will then respond with a time that works for us.

### Workload

Students should expect to spend at least 10 hours per week on this module.

### Core texts

During the first two weeks, we will use the following text:

Kaye, Jonathan (1989) *Phonology: A cognitive View*. Hillsdale, NJ: Lawrence Erlbaum Associates.

There are limited numbers of this available in the library, so if you are not purchasing this text you should plan ahead to have access to the material. You will have to read Chs. 1-3 for Week 1, and Chs. 4-5 for Week 2. You should try your best to complete these readings BEFORE THE LECTURE takes place.

Weeks 4-10 will be based on individual readings, which will be available either via moodle or digitally through the library. Readings for these weeks can be done before or after the lecture, to suit your own timetable. However, it is assumed that the reading will be completed BEFORE the TUTORIAL takes place.

*Optionally*, students may additionally find the following text on Element Theory helpful for reference purposes, as it contains a more comprehensive overview than what we can address in the lectures, although we won't make much explicit reference to the text in the course:

Backley, Philip (2012) *An Introduction to Element Theory*. Edinburgh: Edinburgh University Press.

### Libraries and other resources

### Additional information

n/a

### Recording

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

### Level 4/5/6 undergraduate

Mode of assessment	Weight	Format
Coursework 1	50%	1500 word essay
Coursework 2	50%	1500 word essay

### Other assessment information

- Mandatory summative coursework should be submitted online via Moodle.
- Word counts include everything except the title, numbered examples, language data, transcriptions, glosses, formal statements of rules/constraints/derivations, figures and tables (however, table and figure captions are included in the word count).
- For each piece of coursework, students may write up to 2000 words without penalty. Pieces of coursework above 2000 words will be assessed a 10% penalty (though the penalty will not take the mark below a passing mark).

*Students will also be invited to complete an optional piece of formative coursework for feedback only (no marks).*

- Feedback on the formative assessment will be useful in completing the summative assessment.
- Optional formative coursework should be submitted to Florian in hard copy.

### Level 7 postgraduate

Mode of assessment	Weight	Format
Coursework	100%	3000 word essay

<i>Other assessment information</i>	<ul style="list-style-type: none"> <li>• The topic is open, but it must be related to the module and it must be agreed with Florian by 6 December 2019 (though it is recommended to start narrowing down a topic much earlier).</li> <li>• The term paper must be submitted online via Moodle.</li> <li>• Word counts include everything except the title, numbered examples, language data, transcriptions, glosses, formal statements of rules/constraints/derivations, figures and tables (however, table and figure captions are included in the word count).</li> <li>• Students may write up to 3500 words without penalty. Term papers above 3500 words will be assessed a 10% penalty (though the penalty will not take the mark below a passing mark).</li> </ul> <p>MA students are also strongly encouraged to complete one of the BA students' assignments as formative assessment (feedback only; no marks), though this remains optional.</p> <p>MA students are also encouraged to complete a 500-word outline for their term paper. This should be emailed to Florian no later than 12noon on Fri 13 December 2019. If completed, Florian will provide feedback that may be helpful in drafting the term paper.</p>
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#### 4. Types of feedback

Types of feedback students on this module can expect to receive	This type of feedback is provided (X)
<b>Generic tutor feedback</b>	
<b>Oral feedback</b> is given to the whole class (eg this may be about coursework, an in-class or online task )	X
<b>Electronic feedback</b> to the whole group (eg see oral feedback above)	
<b>Printed feedback</b> to the whole group (eg answers to an exercise done in class, feedback relating to general performance on coursework or a task etc)	X
<b>Coverage of topics in class</b> 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
<b>Electronic responses</b> 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>	
<b>Automated feedback</b>	
<b>Tests / quizzes</b> 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.	
<b>Personal Response Systems</b> 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>	
<b>Specific, targeted tutor feedback</b>	
<b>Oral responses within class</b> (eg demonstrators talking to students in lab, stats and computing classes)	X
<b>Oral responses outside class</b> (eg students are invited to telephone or meet with module staff with individual queries regarding topics taught)	X
<b>Electronic responses to queries</b> from individual students are provided (as above)	X
<b>Summative comments on coursework</b> (eg handwritten feedback at the end of a written assessment which counts towards the module mark)	X
<b>On-script comments</b> in the body of individual summative coursework	X
<b>Indication of achievement</b> against set marking criteria (eg for an individual essay or a lab report)	X
<b>Feedback using a standard feedback form</b> (eg essay feedback form or lab marking forms)	

<b>Oral feedback on coursework</b> 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
<b>Electronic feedback on coursework</b> 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>	
<b>Feedback from people other than module staff</b>	
<b>Peer feedback:</b> 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
<b>Self-feedback</b> (eg students evaluating their own coursework, worksheet answers, etc)	
<b>Feedback from seminar tutors</b> 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>	
<b>Feedback related to examinations</b>	
<b>A mock examination</b> is given to help students prepare for the final exam	
<b>Marks for the previous year provided online</b> , with a breakdown of marks for individual questions	
<b>Samples of real student work</b> , 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)

<b>Transferable students on this module can expect to develop</b>	
<b>Academic</b>	
<b>Learning Actively</b> - Able to approach learning as an active agent, taking responsibility for the process and outcomes	X
<b>Analysing Data</b> - Able to filter and organise information to develop an argument and work toward a conclusion, applying numerical analysis where appropriate	X
<b>Thinking Critically</b> - Able to consider claims made against the evidence available and to develop one's own view systematically	X
<b>Using Sources</b> - Able to locate and use appropriate books, journals, websites and other sources to gather relevant data	X
<b>Solving Problems</b> - Able to use systematic approaches to overcome difficulties in producing a desired outcome	X
<b>Managing Projects</b> - Able to plan a coordinated set of tasks and enact over time to produce a substantial result	X
<b>Self-management</b>	
<b>Reflecting on Learning</b> - Able to review dispassionately one's approaches to learning and the outcomes and progressively improve the process.	X
<b>Managing Time</b> - Able to prioritise tasks and commitments to achieve optimum results in a designated timeframe	X
<b>Being Creative / Innovative</b> - Able to generate and apply original approaches to tasks and problems and produce improved outcomes	X
<b>Assessing Oneself</b> - Able to identify one's own strengths, weaknesses, progress made and action needed to improve effectiveness	X
<b>Being Independent</b> - Able to work at own initiative with minimal supervision, taking responsibility for action and outcomes	X
<b>Managing Resources</b> - Able to allocate and conserve funds and other resources on a day to day basis and to support projects	X
<b>Communication</b>	
<b>Writing</b> - Able to communicate in textual forms (essays, reports, journal entries, web pages etc.) in an appropriate style with a clear narrative flow	X
<b>Listening</b> - Able to hear and appreciate the content, background and purpose of what someone else is communicating to you	X

<b>Using Information Technology</b> - Able to use digital technology for managing information and to mediate communication for learning and other purposes	X
<b>Presenting</b> - Able to speak to an audience, using visual aids as appropriate and respond to questions	X
<b>Communicating globally</b> - Able to understand and manage factors affecting communication across cultures, including learning other languages	
<b>Planning and making decisions</b> - Able to identify steps needed to work towards goals and communicate them, including means of monitoring progress	X
<b>Working with others</b>	
<b>Working in teams</b> - Able to co-operate with others, to contribute your strengths and learn from theirs with a common purpose	X
<b>Negotiating</b> - Able to respect the needs and interests of others when they differ from your own and to find common ground	X
<b>Leading</b> - Able to galvanise a team into cooperative action, to manage, guide or facilitate a group to maximise success	X
<b>Understanding others</b> - Able to recognise the variety of ways in which people can think and approach tasks, adjusting your own to suit	X
<b>Assessing self and peers</b> - Able to assess your own performance objectively and to give and receive constructive feedback with others	X
<b>Managing change</b> - Able to adapt to changing circumstances and maintain focus on the group's declared goals	X
<b>Other transferable skills developed in this module</b>	