



PLIN0081: Semantics and Pragmatics II

2023/24 Module information sheet

Lecturers:

Part I: Tim Pritchard – t.pritchard@ucl.ac.uk

Part II: Nathan Klinedinst – nathank@ucl.ac.uk

Course description: The module falls into two parts.

Part I (first 3 lectures) is a continuation of Part II of PLIN0045. It looks in more depth at pragmatics: the nature of communication, the relation between language and communication, and some recent approaches to the study of communication.

Part II (last 7 lectures) looks in more depth at the study of meaning in both formalized and natural languages, focusing on the syntax-semantics and semantics-pragmatics interfaces.

Prerequisites: PLIN0045

Teaching methods and backup arrangements

Students attend lectures and assigned 1.5 hour work-group sessions every week.

From the start of term onwards, students are assigned to particular work-groups by the timetabling system the day after they sign up for the module. If a student has significant personal circumstances requiring a change of tutorial (e.g. because they have carer responsibilities), they should contact Stefanie Anyadi by email specifying which tutorial they have been assigned to, and which tutorial they would like to attend.

Communication

Lecturers can be contacted by email and will respond within two working days.

Workload

Students are expected to spend around 12 hours per week on private reading for this course, as well as attending lectures and backup classes.

Lecture recording

Subject to availability

Libraries and other resources:

A full UCL library catalogue and on-line resources can be found at <http://www.ucl.ac.uk/library/main.shtml>

Additional information:

The lecture handouts and weekly reading materials will be put on-line a couple of days before the lecture. Please print a copy and bring it with you in class.

Assessment: (see [moodle page](#) for details)

Essay 1 (1500 words) Assignment (35%)

Essay 2 (1500 words) Assignment (65%)

Citing of sources: Students are expected to have worked through the information on Plagiarism and Plagiarism detection at <http://www.ucl.ac.uk/ioe-writing-centre/reference-effectively-avoid-plagiarism/plagiarism-guidelines>

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.

Feedback

See below for information on how feedback is provided.

Transferable skills

See below for information on the transferable skills you will acquire by studying this course.

Feedback Mechanisms

Types of Feedback (categorised into feedback areas) For those responses you tick, further details may be provided in the relevant box below (optional)	This type of feedback is provided for this module (✓ all that apply)
GENERIC TUTOR FEEDBACK	
Oral feedback is given to the whole class (e.g. this may be about coursework done, a task completed in-class, or an online task) <u>Further details:</u>	✓
Electronic feedback to the whole group (e.g. see oral feedback above) <u>Further details:</u>	✓
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.) <u>Further details:</u>	
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) <u>Further details:</u>	✓
Electronic responses to the whole group via the VLE or via email (e.g. sending replies to individual queries to the whole group) <u>Further details:</u>	✓
Other generic tutor feedback (please give details) <u>Further details:</u>	
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. <u>Further details:</u>	
Personal Response Systems (“clickers”) used within class (e.g. to test that students understand a concept, to survey which topics students would like elaborated) <u>Further details:</u>	
Other automated feedback (please give details) <u>Further details:</u>	
SPECIFIC, TARGETED TUTOR/DEMONSTRATOR FEEDBACK	

<p>Oral responses within class (e.g. demonstrators talking to students in lab, stats and computing classes). <u>Further details:</u></p>	
<p>Oral responses outside class (e.g. students are invited to telephone or come to see the module convenor/demonstrators/members of staff teaching on the module with individual queries regarding topics taught) <u>Further details:</u> (e.g. contact details/office hours may be specified here)</p>	✓
<p>Electronic responses to queries from individual students are provided (as above) <u>Further details:</u></p>	✓
<p>Summative comments on coursework (e.g. handwritten feedback at the end of a written assessment which counts towards the module mark) <u>Further details:</u></p>	
<p>On-script comments in the body of individual summative coursework <u>Further details:</u></p>	✓
<p>Indication of achievement against set marking criteria (e.g. for an individual essay or a lab report) <u>Further details:</u></p>	✓
<p>Feedback using a standard feedback form (e.g. essay feedback form or lab marking forms) <u>Further details:</u></p>	
<p>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. <u>Further details:</u></p>	✓
<p>Electronic feedback on coursework This could be via email or on a VLE (e.g. using Gradebook on Moodle) <u>Further details:</u></p>	✓
<p>Other specific, targeted tutor feedback (please give details) <u>Further details:</u></p>	
<p>FEEDBACK FROM PEOPLE OTHER THAN MODULE STAFF</p>	
<p>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) <u>Further details:</u></p>	
<p>Self-feedback (e.g. students evaluating their own coursework, worksheet answers, etc.) <u>Further details:</u></p>	

<p>Feedback from seminar/year tutors Students may receive feedback on their understanding of topics/answers to queries/feedback on coursework from their tutor (e.g. 1105 poster, Research Project presentations etc.) <u>Further details:</u></p>	✓
<p>Other feedback from those not teaching module (please give details) <u>Further details:</u></p>	
FEEDBACK RELATED TO EXAMINATIONS	
<p>A mock examination is given to help students prepare for the final exam <u>Further details:</u></p>	
<p>Marks for the previous year provided online, with a breakdown of marks for individual questions (where relevant). NB Marks will be anonymous. <u>Further details:</u></p>	
<p>Samples of real student work provided, such as coursework, exam essays, and projects from previous students on the module. NB for exam essays these will be anonymous, for coursework and projects they may be cited with the students' consent. <u>Further details:</u></p>	
<p>Other exam-related feedback (please give details) <u>Further details:</u></p>	

Please note that the categories of feedback and specific examples within categories were adapted from ideas on the HE Academy website at: <http://www.heacademy.ac.uk/resources/detail/new-to-teaching/HEA-Feedback-Toolkit/what-are-the-various-forms-that-feedback-can-take> (July 2013).

UCL Personal and Professional Development Framework: Transferable Skills

Specific transferable skills (categorised into skill areas)	Skill developed in module? (✓ all that apply)
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	
SELF-MANAGEMENT	
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	x
Managing Resources - Able to allocate and conserve funds and other resources on a day to day basis and to support projects	
COMMUNICATING	
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	
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	
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 BY THIS MODULE (please give details)	

Please note that the categories and skills listed here were taken from the *Personal and Professional Development Framework* provided online by the UCL Centre for the Advancement of Learning and Teaching: <http://www.ucl.ac.uk/ppd/resources/framework> (July 2013).