



PLIN Modules – Module Information Sheet (2023/24)

1. General Information

- **Module Code:** PLIN0001
- **Title:** Introduction to Semantics and Pragmatics A
- **Credits:** 15
- **Module Tutor:** Yasu Sudo; **Contact:** y.sudo@ucl.ac.uk
- **Other Tutor(s):**
Stefano Castiglione; **Contact:** stefano.castiglione.20@ucl.ac.uk
Tim Jantarungsee; **Contact:**
- **Module Available at the following levels:**
 - **Level 4 UG**
- **Module Description:**

This course is an introduction to the study of meaning in natural language (semantics and pragmatics) and to some basic logical concepts and their application therein.
- **Prerequisites:** None
- **Timetable:** <https://timetable.ucl.ac.uk/tt/moduleTimet.do?firstReq=Y&moduleId=PLIN0001>
- **Summary:**

Lecture 1: The Study of Meaning

Lecture 2: Extensions and Set Theory

Lecture 3: Adjectives and vagueness

Lecture 4: Plurality

Lecture 5: Mass/Count and crosslinguistic variation

--- Reading Week ---

Lecture 6: Propositional Logic

Lecture 7: Connectives in Logic and English

Lecture 8: Disjunction

Lecture 9: Conditionals

Lecture 10: Compositionality

- **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:**

Students are expected to watch an asynchronous lecture and attend a one-hour synchronous tutorial session every week. You will be allocated automatically to one of the tutorial groups, and this allocation appears in your personal timetable. If you have a genuine reason for needing to change tutorial group then you should contact the department by e-mail (linguistics-enquiries@pals.ucl.ac.uk) specifying which tutorial group you have been assigned to, which tutorial group you need to attend instead, and what the reason is.

In the tutorials you will have an opportunity to ask questions on the material covered in the lectures, and to discuss as a group your answers to exercises that you will have been set. This has two purposes: in order to check your comprehension of the material covered in the lectures, and also in order to stretch you and get you thinking like a linguist. You are expected to attend lectures and tutorials and a register will be taken.

- **Communication:**

Your main tool for communicating with the lecturers should be the Moodle forum. This will enable everybody to see both your question and the answer and to join in the conversation.

If your question is of a private nature or otherwise inappropriate for the Moodle forum, please send an email to the lecturer. We will reply to any query within two working days.

- **Workload:**

- 2 hours a week of Lectures;
- 1 hour a week of Tutorials;
- 2-3 hours a week of Assignments;
- 2-3 hours a week of Private reading

- **Core Texts:** n/a

- **Libraries and other resources:**

You should already be enrolled on this course on Moodle and so there is no need for an enrolment key. Let us know if this is not the case.

The lecture material, including the pre-recorded video lecture, will be put up on the Moodle page every week.

The Moodle page also contains readings. These are intended to reinforce and supplement the material covered in the lectures and should not be skipped.

- **Additional Information:**

- 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:**

- All the lectures will be pre-recorded and made available on Moodle.

3. Assessment

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

Mode of Assessment	Weight	Format
Coursework	50% (2000 words) x 2	Take Home coursework

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.	Yes
Personal Response Systems used within class (e.g. to test that students understand a concept, to survey which topics students would like elaborated).	No

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/marketing each other's work, or working together on a task (e.g. group work providing students with feedback on their ideas/understanding).	No
Self-feedback (e.g. students evaluating their own coursework, worksheet answers, etc.)	No
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

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	No

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	No

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	No
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	No
Communication globally – Able to understand and manage factors affecting communication across cultures, including learning other languages	No
Planning and making decisions – Able to identify steps needed to work towards global and communicate them, including means of monitoring progress	No

Table 9. Communication transferable skills

5.4 Working with others

Type of transferable skill	Provided
Working in teams – Able to co-operate with others, to contribute your strengths and learn from theirs with a common purpose	No
Negotiating – Able to respect the needs and interests of others when they differ from your own and to find common ground	No
Leading – Able to galvanise a team into cooperative action, to manage, guide or facilitate a group to maximise success	No

Understanding others – Able to recognise the variety of ways in which people can think and approach tasks, adjusting your own to suit	No
Assessing self and peers – Able to assess your own performance objectively and to give and receive constructive feedback with others	No
Managing change – Able to adapt to changing circumstances and maintain focus on the group's declared goals	No

Table 10. Working with others transferable skills