



PLIN Modules – Module Information Sheet (2023/24)

1. General Information

- **Module Code:** PLIN0070
- **Title:** Advanced phonological theory
- **Credits:** 15
- **Module Tutor:** Professor Andrew Nevins; **Contact:** a.nevins@ucl.ac.uk
- **Teaching Assistant:** James Zheng; **Contact:** Zhenhao.zheng.19@ucl.ac.uk
- **Module Available at the following levels:**

FHEQ Level 6 & 7

- **Module Description:**
- This module explores current developments in phonological theory. The module is designed to cover advanced issues in phonological theory, including recent developments. Each year, the course selects a topic of current interest in the phonological literature. The selected topic is explored in depth and critically evaluated with regard to the theoretical issues it poses to phonologists. This year, the module covers issues in phonological theory such as infixation, chain shifts, loanword phonology, and the syntax-phonology interface, through the lens of Sinitic languages, such as Cantonese, Mandarin, Pingding, and Xiamen.
- **Prerequisites:** PLIN0066 Intermediate Phonology
- **Timetable:**
<https://timetable.ucl.ac.uk/tt/moduleTimet.do?firstReq=Y&moduleId=PLIN0070&acadYearFI=N>
- **Summary:**

Week 1	Overview	
Week 2	Fanqie and Language Games	(Mandarin and others)
Week 3	Retroflex Infixation	(Pingding)
Week 4	Introduction to tone sandhi	(Mandarin and others)
Week 5	Xiamen sandhi circle	(Xiamen)
Week 6	Sandhi and Syntax	(Mandarin and others)

Week 7	Loanword phonology	(Cantonese and others)
Week 8	Tone language textsetting	(Cantonese)
Week 9	Characters as Phonological	(Chinese Orthography)
Week 10	Sign Languages in China	(Shanghai, HK Sign Language)

- **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:**

There is a two-hour lecture and a one-hour back-up tutorial. The purpose of the back-up tutorials is to discuss class materials and practice problem sets in a smaller group setting.

- **Communication:**

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 four working days, though we may take up to five working days if we are busy. Students who would like an in-person meeting may make an appointment by email. The best way to do this is to suggest 3-4 possible times that you can meet in your initial email.

- **Workload:**

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

- **Core Texts:**

- Weekly readings see Moodle page.

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

- **Additional Information:**

- Moodle page available at <https://moodle.ucl.ac.uk/course/view.php?id=36631>

- **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

- FHEQ Level 6 & 7

Mode of Assessment	Weight	Deadlines
3000 word Term Paper	100%	29/04/2023

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).	No
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

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).	No
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)	No
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.	No
Electronic feedback on coursework. This could be via email or within VLE (e.g. using Gradebook on Moodle).	No

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).	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)	Np

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.	No
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	No
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	No

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 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	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	Yes
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