

Programme Information & PLOs			
Title of the new programme – including any year abroad/ in industry variants			
Philosophy and Linguistics			
Level of qualification			
Please select:	Level 6		
Please indicate if the programme is offered with any year abroad / in industry variants			Year in Industry Please select Y/N
			No
			Year Abroad Please select Y/N
Department(s): Where more than one department is involved, indicate the lead department			
Lead Department	Philosophy		
Other contributing Departments:	Linguistics		
Programme Leader			
Barry Lee			
Purpose and learning outcomes of the programme			
Statement of purpose for applicants to the programme			
<p>Philosophy and Linguistics blend together to create a fascinating and challenging combined degree. Through linguistics, you'll explore the nature and workings of language. Using scientific and analytical tools, you'll explore the structure, history, and sociocultural impact of language, coming to understand the English language from the inside out. Through philosophy, you'll investigate fundamental questions about reality, thought, language, and value. Using critical thinking, precise argumentation, and creativity, you'll explore and evaluate potential solutions to deep and difficult problems. By studying philosophy and linguistics in conjunction, you'll be in a position to bring both unique sets of tools together to enhance your understanding of both disciplines: linguistics will help you to uncover logical structures and distinctions that will feed into your philosophical evaluations of arguments and analysis of concepts; and philosophical exploration of the relationships between language, our minds, and the world will enhance your understanding of language.</p> <p>This programme will equip you with a powerful range of skills and abilities, putting you in a position to think in a systematic way about new problems and to communicate your ideas clearly and forcefully. You will learn to deal with controversial theories and proposals, weigh evidence, assess the quality of arguments, and confidently express your own conclusions. You will emerge with advanced skills in writing, argumentation, and analysis. This skill set will place you in a unique position for a wide range of career paths, from marketing to publishing to software development, and will fundamentally change the way you view and engage with the world we live in.</p>			
Programme Learning Outcomes Please provide six to eight statements of what a graduate of the programme can be expected to do. Taken together, these outcomes should capture the distinctive features of the programme. They should also be outcomes for which progressive achievement through the course of the programme can be articulated, and which will therefore be reflected in the design of the whole programme.			
PLO	On successful completion of the programme, graduates will be able to:		
1	Produce insightful and illuminating explanations of key problems and puzzles in philosophy and linguistics and apply their understanding in approaching new problems		
2	Explore and develop potential solutions to complex problems and puzzles in philosophy and linguistics		

3	Lay out what can be said for and against these solutions, and make a measured judgement about what is the best solution in each case, supporting that judgment with a sustained line of argument
4	Use scientifically grounded approaches to the nature, use and acquisition of language to investigate complex and unfamiliar linguistic phenomena, discern relevant patterns and articulate their relevance to linguistic and philosophical audiences
5	Work effectively and productively as a thinker and learner, individually and in collaboration with others
6	Communicate complex ideas in clear and accessible terms in a range of formats

Programme Learning Outcome for year in industry (where applicable)
 For programmes which lead to the title 'with a Year in Industry' – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year in industry b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year in industry by alteration of the standard PLOs.

N/A

Programme Learning Outcome for year abroad programmes (where applicable)
 For programmes which lead to the title 'with a Year Abroad' – typically involving an additional year – please provide either a) amended versions of some (at least one, but not necessarily all) of the standard PLOs listed above, showing how these are changed and enhanced by the additional year abroad or b) an additional PLO, if and only if it is not possible to capture a key ability developed by the year abroad by alteration of the standard PLOs.

Explanation of the choice of Programme Learning Outcomes Please explain your rationale for choosing these PLOs in a statement that can be used for students (such as in a student handbook). Please include brief reference to:

i) Why the PLOs are considered ambitious or stretching?

These learning outcomes are designed to challenge students to explore problems in philosophy and linguistics from a wide variety of standpoints. Students explore complex puzzles (PLO 1), develop novel solutions (PLO 2), working out for themselves what the best solutions are (PLO 3), and explain all this in clear and accessible terms (PLO6). Students develop skills in applying a scientific approach to the study of linguistic phenomena and in providing illuminating descriptions of the structures they uncover using a variety of formal and empirical techniques (PLO 4). Overall, the programme designed around the PLOs will drive students to develop into creative, curious, collaborative, and reflective thinkers, capable of tackling difficult problems in a rigorous and systematic way. These attributes are some of the most important tools they need to be successful professionals and sensitive and responsible members of society.

ii) The ways in which these outcomes are distinctive or particularly advantageous to the student:

The programme brings together two disciplines which have interesting connections in a mutually enriching way. Linguistics involves students in adopting a broadly scientific approach to a fascinating range of phenomena which play a pervasive role in our lives. Philosophy engages students in considering puzzles which concern fundamental concepts and principles, and the careful laying out of possible solutions and construction and evaluation of systematic logical arguments. Study in philosophy develops keen critical and analytic skills which enrich consideration of linguistic phenomena. Study in linguistics deepens appreciation of issues of meaning and logic which impact upon philosophical arguments. Completing the programme will give students an understanding the workings of language, an appreciation of how to apply scientific approaches to problems, and an ability to probe difficult problems in a systematic and dispassionate way.

iii) How the programme learning outcomes develop students' digital literacy and will make appropriate use of technology-enhanced learning (such as lecture recordings, online resources, simulations, online assessment, 'flipped classrooms' etc)?

While our PLOs do not make explicit mention of digital literacy, the programme makes extensive use of technology-enhanced learning. Many lectures are available in online recordings. Modules are supported with extensive online resources, such as module outlines, lecture notes, seminar guidance, readings, podcasts, videos, and supplementary notes. Some philosophy modules, e.g. Beginning Philosophy, deliver online content and feature online assessments. Within linguistics, students work with IT across software packages and services to achieve their aims such as statistical software, data collection tools, awareness of the nature and quality of online information. Assessments involve collating, managing and accessing data in various forms including spreadsheets and databases. And many modules involve discussion fora, which help students distinguish different types of digital resources and information as well as the relevance of sharing with the appropriate audience.

iv) How the PLOs support and enhance the students' employability (for example, opportunities for students to apply their learning in a real world setting)? The programme's employability objectives should be informed by the University's Employability Strategy:

<http://www.york.ac.uk/about/departments/support-and-admin/careers/staff/>

There is a very good match between the skills highlighted in the PLOs and what research shows employers want university-level education to emphasize. Among the top list of attributes employers most desire in their employees (Hart Research Associates, 2013, <https://aacu.org/sites/default/files/files/LEAP/2013_EmployerSurvey.pdf>) are:

- Critical thinking and analytical reasoning skills, 82%
- The ability to analyze and solve complex problems, 81%
- Effective communication 80%
- Extraction and organization of information, 72%
- Teamwork skills applicable to diverse settings, 67%

The PLOs for the Philosophy/Linguistics degree are tailored to promote these attributes/skills:

- Critical thinking and analytical reasoning skills (PLOs 2, 3, 4)
- The ability to analyze and solve complex problems (PLOs 1, 2, 3, 4)
- Effective communication (PLO 6)
- Extraction and organization of information (PLOs 1, 3, 4)
- Teamwork skills applicable to diverse settings (PLO 5)

While some employer-desired skills and attributes might change over time, depending on technology or psychological fads, critical thinking, communication, and the ability to work with others are timeless skills that are not going out of fashion any time soon.

vi) How will students who need additional support for academic and transferable skills be identified and supported by the Department?

We give significant support to students who need additional support in developing academic and transferable skills. This is done (i) by module leaders in the relevant departments, and (ii) by the student's supervisor -- who may be in either the Philosophy or Linguistics department. Students are warmly encouraged to make use of module tutors' office hours where they are struggling with material. And module leaders explicitly look out for students having difficulty or failing to attend seminars -- contacting either the student directly or the student's supervisor to provide additional support.

Supervisors identify students in difficulty by reviewing attendance through regular supervision meetings, reviewing attendance, and communication with module leaders. They ensure that students in need receive appropriate support through the relevant department and/or utilizing the appropriate university support services (e.g. the Open Door Team, Disability Services, the Careers Office).

Skills work is integrated into seminar tasks in Philosophy modules. In Knowledge and Perception, in Spring, the focus is on writing skills 'from word to paragraph'; in Metaphysics, in Summer, attention shifts to skills that apply from paragraph to essay. This work starts from fundamental but should boost the performance of students at all levels of attainment.

vii) How is teaching informed and led by research in the department/ centre/ University?

The philosophy and linguistics departments have a strong commitment to research-led teaching. A wide range of specialist modules in the final year are designed with flexibility in mind so that they can provide a structured environment for teaching that is centered around the research interests of members of individual members of the department. As described in the enhancement plan, joint philosophy/linguistics students additionally have -- and are expected to continue to have -- opportunities for independent study in both disciplines, providing them with the chance to conduct independent research under the supervision of staff members who are leading experts in their areas.

Stage-level progression

Please complete the table below, to summarise students' progressive development towards the achievement of PLOs, in terms of the characteristics that you expect students to demonstrate at the end of each year. This summary may be particularly helpful to students and the programme team where there is a high proportion of option modules.

Note: it is not expected that a position statement is written for each PLO, but this can be done if preferred (please add information in the 'individual statement' boxes). For a statement that applies across all PLOs in the stage fill in the 'Global statement' box.

Stage 0 (if your programme has a Foundation year, use the toggles to the left to show the hidden rows)

Stage 1

<p>On progression from the first year (Stage 1), students will be able to:</p>				<p><i>Note on ‘Staged Challenges’ approach to stage outcomes: Students are expected to work in increasingly sophisticated, complex, and autonomous ways as they progress through the programme. The differences between the stages of the programme can be understood in terms of ‘staged challenges’: progressively more difficult materials are addressed; the quantity of basic-level guidance and analysis provided by academic staff is reduced; and expectations of students rise. (The following characterizations of the staged challenges should be read in conjunction with the PLOs.)</i></p> <p><i>Year 1:</i></p> <p><i>Philosophy: Students are exposed to carefully framed presentations of issues and debates with selected readings (of an appropriate level of difficulty) that they are not required to go beyond (as the aim at this stage is to focus attention and get to grips with those readings), with significant support from introductory material and guiding questions. Students are expected to be able to recognize and articulate key differences between the positions considered, to rehearse arguments accurately with a reasonable level of understanding, and to be able to make evaluative judgements about positions and arguments based on the evidence, showing sensitivity to key features of arguments such as validity and plausibility of premisses. Students are expected to be able to engage in discussions of philosophical texts: expressing their responses to study questions, listening carefully to the contributions of others and responding constructively. [NOTE: The following is to be included if first year is made probationary: ‘Students are expected to be able to demonstrate understanding of academic integrity—e.g. the need to avoid plagiarism and collusion—and to work on the programme with integrity.’]</i></p> <p><i>Linguistics: Students are expected to develop core conceptual and analytical skills in the central areas of linguistics including phonetics, phonology, syntax and semantics. They are expected to acquire the foundations of an up-to-date understanding of the nature and functioning of human language more broadly, and an understanding of the nature, content and scope of the discipline of linguistics. They are expected to have begun to develop their analytical and critical skills in the ability to collect, evaluate, organise and analyse linguistic data.</i></p> <p><i>[NOTE: It may be helpful in considering (a) these joint programme PLOs and staged progression for this joint programme and, in particular, (b) any potential revision to either of these, to bear in mind the following relationships between these joint PLOs and the PLOs for the relevant single subject programmes. Care will be needed in all cases, but particular care is needed in the following cases. PLO1 relates to the first part of P1 and to L1 (care). PLO2 relates to P2 and L3. PLO3 relates to P3 and P4 and to L5. PLO4 relates to L1 and L2. PLO5 relates to P5, P6 and L6 (care). PLO6 relates to the second part of P1 and to L4.]</i></p>			
PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8

<p>Understand and explain the main features of some key problems, issues, and debates presented in module materials</p> <p>Understand and explain some key fundamental concepts, terminology, and notation required for understanding philosophical texts and discussions</p> <p>In Linguistics, understand and recognise foundational methods of analysis for a range of linguistic phenomena</p>	<p>In relation to particular problems and issues, be able to articulate some alternative solutions laid out in central module materials (including set readings, lecture slides, and handouts)</p> <p>In Linguistics, be able to deploy an understanding of what constitutes a principled solution to a linguistic problem</p>	<p>Articulate arguments laid out in central module materials for and against the alternative solutions considered in relation to a particular problem, and go on to make a judgement about what is the best view on that problem, relating this to the evidence considered, showing sensitivity to key features of arguments including validity and plausibility of premisses</p> <p>In Linguistics, appreciate the value and force of different types of argument: empirical, analytical, theoretical, conceptual</p>	<p>Apply foundational methods of analysis to a range of linguistic phenomena, distinguishing what counts as "data" -- different objects of study -- in different fields of linguistics</p>	<p>—Be able to read and make notes on module materials using study guidance questions</p> <p>—Be able to apply some basic strategies for approaching texts in philosophy and linguistics with a view to understanding and evaluating them</p> <p>—Be able to schedule work on set module materials effectively</p> <p>—Be able to formulate responses to basic study questions and present these orally</p> <p>—Be able to listen attentively to the oral contributions of others and give a brief summary of what is said</p> <p>—Be able to identify strengths and weaknesses on the basis of considering feedback, and seek help with improving performance on that basis</p>	<p>State key ideas and arguments in clear and straightforward terms, in writing and orally</p>		
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------	--	--

Stage 2

On progression from the second year (Stage 2), students will be able to:				<p>Year 2:</p> <p>Phil: Students are expected to develop reasonable depth and breadth of knowledge and understanding in a number of key topic areas in philosophy, including the philosophy of language. They are given key readings and introduced to the issues, but they are expected to tackle more difficult puzzles and materials and/or are expected to do more in terms of developing their own understanding and exploring the relevant literature than in Year 1. They are expected to express their understanding of key problems, issues, positions, and arguments in clear and concise terms. They are expected to argue for their view on a question or issue, and to consider and weigh objections to central arguments and potential responses to those objections. They are expected to be able to engage in critical discussion with others.</p> <p>Ling: Students are expected to deepen their understanding of some of the core areas of linguistics, and to develop skills that will allow them to tackle advanced, research-based modules, and to engage critically with formal literature within their field of interest. They are expected to assimilate training in scientific reasoning and be able to apply the scientific method across a selection of areas of linguistics and, under guidance, to recognise problematic datasets and concepts. They are expected to be able to formulate novel questions and problems and structure plans to pursue solutions. They are expected to be aware of issues relating to data collection and management and have received training which makes them conscious of their potential place and contribution within an interdisciplinary team.</p>			
PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8

<p>Understand and explain key problems, issues, and debates across a wide range of areas of philosophy and its history</p> <p>In linguistics, understand a range of different research methods appropriate to a range of different linguistic questions/phenomena to be investigated</p>	<p>Develop and articulate ranges of alternative solutions to problems and issues in an open-minded way, drawing on module materials and seeking out novel alternatives through research, extrapolation, and analogy—applying lessons from previous study to novel problems</p> <p>Recognise the ingredients of a creative and principled solution to a linguistic problem and have awareness of criteria of scientific evaluation (empirical coverage, theoretical coherence, beauty, elegance)</p>	<p>Articulate arguments for and against the alternative solutions considered in relation to a particular problem, drawing on module materials, identifying some points of weakness and some potential options for development, then go on to make a judgement about what is the best view on a particular problem and provide a defence of this judgement, weighing objections to arguments and responses to these objections</p> <p>Engage critically with primary linguistics literature and differentiate between multiple theoretical approaches to a single problem</p>	<p>Be able to select and deploy different research methods appropriately given the linguistic question/phenomenon being investigated</p> <p>Be able to recognise and explore more complex linguistic patterns, and develop skills for expressing formal/academic argumentation to describe those patterns</p>	<p>—Be able to read and make notes on philosophical texts, identifying key claims and arguments</p> <p>—Be able to make cogent notes on lecture presentations</p> <p>—Be able to apply some strategies for approaching novel texts in philosophy and linguistics with a view to understanding and evaluating them</p> <p>—Be able to schedule independent work relating to extended module reading lists and a relatively demanding schedule for completion of tasks</p> <p>—Be able to formulate summaries of sections of philosophical texts and present these orally</p> <p>—Be able to listen to the oral contributions of others and identify key points of what is said</p> <p>—Be able to give and receive constructive criticism calmly and tactfully</p> <p>—Be able to engage in constructive dialogue on topics in philosophy and linguistics</p> <p>—Be able to engage with and discuss problems in linguistics in a collaborative context</p> <p>—Be able to apply strategies for improving work, based on a critical reflection, advice, and feedback, and evaluate one's own work in relation to stated criteria</p>	<p>Communicate ideas in clear, precise, and accessible terms in a range of formats</p> <p>Present complex ideas from primary linguistics literature clearly</p>		
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

Intermediate Phonetics and Phonology	World Englishes	Philosophy Research-Led Module (Autumn) (Various)	Philosophy Advanced Module (independent essay based on materials from a Research-led Module taken earlier in the year)	Philosophy Option Module – Autumn	LAN00005H Forensic Phonetics (Au)	LAN00013H Advanced Topics in Phonetics and Phonology (Sp/Su)	
Intermediate Syntax	History of English II	Philosophy Research-Led Module (Spring) (Various)		Philosophy Option Module – Spring (Reading Group, Essay assessed)	LAN00024H Phonological Development (Au)	LAN00002H Advanced Topics in Language Variation and Change (Sp/Su)	
	Old English I			Philosophy Option Module – Spring (Lecture-based, Exam assessed)	LAN00027H Psycholinguistics (Au)	LAN00003H Advanced Topics in Syntax and Semantics (Sp/Su)	
	The Language of Turn and Sequence			Philosophy Option Module – Summer (both types)	LAN00006H Methods in Language Variation and Change (Au)	LAN00032H English Corpus Linguistics (Sp/Su)	
	Intermediate Language Variation and Change				LAN00043H Formal Syntactic Theory (Au)	LAN00017H The Prosody of English (Sp/Su)	
	Intermediate Semantics				LAN00051H Old English 2 (Au)	LAN00035H Neurolinguistics: Language and the Brain (Sp/Su)	
	Morphology				LAN00022H Independent Study (A) (Au)	LAN00015H Second Language Syntax (Sp/Su)	
	Structure of a Language (Modern Hebrew)					LAN00025H Bilingualism (Sp/Su)	
	LFA modules						

Management and Admissions Information

This document applies to students who commenced the programme(s) in:

2017/18

Interim awards available Interim awards available on undergraduate programmes (subject to programme regulations) will normally be: Certificate of Higher Education (Level 4/Certificate), Diploma of Higher Education (Level 5/Intermediate), Ordinary Degree and in the case of Integrated Masters the Bachelors with honours. Please specify any proposed exceptions to this norm.

Certificate of Higher Education (Level 4/Certificate) generic
Diploma of Higher Education (Level 5/Intermediate) generic

Admissions Criteria

TYPICAL OFFERS

A levels
AAB (A*BB or A*AC
from three A levels)
AAA for F3V5, F3VM

BTEC Extended Diploma
DDD (may vary for
combined programmes)

Length and status of the programme(s) and mode(s) of study

Programme	Length (years)	Status (full-time/part-time) Please select	Start dates/months (if applicable – for programmes that have multiple intakes or start dates that differ from the usual academic year)	Mode				
				Face-to-face, campus-based		Distance learning		Other
BA (Hons) Philosophy and Linguistics	3	Full-time	n/a	Please select Y/N	Yes	Please select Y/N	No	n/a

Language(s) of study

English.

Language(s) of assessment

English.

Programme accreditation by Professional, Statutory or Regulatory Bodies (PSRB)

Is the programme recognised or accredited by a PSRB

Please Select Y/N:	No	if No move to next Section if Yes complete the following questions
--------------------	----	-----------------------------------------------------------------------

Name of PSRB

Are there any conditions on the approval/ accreditation of the programme(s)/ graduates (for example accreditation only for the full award and not any interim award)

Additional Professional or Vocational Standards

Are there any additional requirements of accrediting bodies or PSRB or pre-requisite professional experience needed to study this programme?

Please Select Y/N:	No	if Yes, provide details
--------------------	----	-------------------------

(max 200 words)

University award regulations

The University's award and assessment regulations apply to all programmes: any exceptions that relate to this programme are approved by University Teaching Committee and are recorded at the end of this document.

Are students on the programme permitted to take elective modules?

(See: <https://www.york.ac.uk/media/staffhome/learningandteaching/documents/policies/Framework%20for%20Programme%20Design%20-%20UG.pdf>)

Please Select Y/N:	No	
--------------------	----	--

Careers & Placements - 'With Placement Year' programmes

Students on all undergraduate and integrated masters programmes may apply to spend their third year on a work-based placement facilitated by Careers & Placements. Such students would return to their studies at Stage 3 in the following year, thus lengthening their programme by a year. Successful completion of the placement year and associated assessment allows this to be recognised in programme title, which is amended to include 'with Placement Year' (e.g. BA in XYZ with Placement Year'). The Placement Year also adds a Programme Learning Outcome, concerning employability. (See Careers & Placements for details).

In exceptional circumstances, UTC may approve an exemption from the 'Placement Year' initiative. This is usually granted only for compelling reasons concerning accreditation; if the Department already has a Year in Industry with criteria sufficiently generic so as to allow the same range of placements; or if the programme is less than three years in length.

Programme excluded from Placement Year?	No	If yes, what are the reasons for this exemption:
-----------------------------------------	----	--------------------------------------------------

Study Abroad (including Year Abroad as an additional year and replacement year)

Students on all programmes may apply to spend Stage 2 on the University-wide North America/ Asia/ Australia student exchange programme. Acceptance onto the programme is on a competitive basis. Marks from modules taken on replacement years count toward progression and classification.

Does the programme include the opportunity to undertake other formally agreed study abroad activities? All such programmes must comply with the Policy on Study Abroad

<https://www.york.ac.uk/staff/teaching/procedure/programmes/design/>

Please Select Y/N: No

Additional information

Transfers out of or into the programme

ii) Transfers into the programme will be possible? (please select Y/N)

Yes

Additional details:

Students who successfully complete Stage 1 may be permitted to transfer to Stage 2 of the BA (Hons) in Linguistics, subject to Board of Studies approval.

ii) Transfers out of the programme will be possible? (please select Y/N)

Yes

Additional details:

Students who successfully complete Stage 1 may be permitted to transfer to Stage 2 of the BA (Hons) in Linguistics, subject to Board of Studies approval.

Exceptions to University Award Regulations approved by University Teaching Committee

Exception

Please detail any exceptions to University Award Regulations approved by UTC

Date approved

Date on which this programme information was updated:

18/01/2017

Please note:

The information above provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided.

Detailed information on the learning outcomes, content, delivery and assessment of modules can be found in the module descriptions.

The University reserves the right to modify this overview in unforeseen circumstances, or where the process of academic development, based on feedback from staff, students, external examiners or professional bodies, requires a change to be made. Students will be notified of any substantive changes at the first available opportunity.

Programme Map

Please note: the programme map below is in interim format pending the development of a University Programme Catalogue.

Programme Map: Module Contribution to Programme Learning Outcomes

This table maps the contribution to programme learning outcomes made by each module, in terms of the advance in understanding/ expertise acquired or reinforced in the module, the work by which students achieve this advance and the assessments that test it. This enables the programme rationale to be understood:

- Reading the table vertically illustrates how the programme has been designed to deepen knowledge, concepts and skills progressively. It shows how the progressive achievement of PLOs is supported by formative work and evaluated by summative assessment. In turn this should help students to understand and articulate their development of transferable skills and to relate this to other resources, such as the Employability Tutorial and York Award;
- Reading the table horizontally explains how the experience of a student at a particular time includes a balance of activities appropriate to that stage, through the design of modules.

Stage	Module	Programme Learning Outcomes							
		PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
		Produce insightful and illuminating explanations of key problems and puzzles in philosophy and linguistics and apply their understanding in approaching new problems	Explore and develop potential solutions to complex problems and puzzles in philosophy and linguistics	Lay out what can be said for and against these solutions, and make a measured judgement about what is the best solution in each case, supporting that judgment with a sustained line of argument	Use scientifically grounded approaches to the nature, use and acquisition of language to investigate complex and unfamiliar linguistic phenomena, discern relevant patterns and articulate their relevance to linguistic and philosophical audiences	Work effectively and productively as a thinker and learner, individually and in collaboration with others	Communicate complex ideas in clear and accessible terms in a range of formats	#REF!	#REF!

Stage 1	Beginning Philosophy PHI00001C 10 Credits	Progress towards PLO	Students will develop a basic understanding of a range of problems and approaches in 'applied' and 'theoretical' philosophy and its history	Students will develop awareness of some different solutions to and approaches to solving philosophical problems	Students will (i) develop their ability to argue and assess arguments; (ii) develop their ability to select relevant material for discussion, and relevant points to make, and their ability to reach a conclusion which favours one view over others, presenting a coherent line of argument in favour of that conclusion	Students will: (i) [Key] reflect on and develop their understanding of what is distinctive and new to them about university level study of philosophy (e.g. the way in which a successful essay is one which presents a sustained line of argument, rather than a selection of disparate considerations), and what they need to do in order to write well and engage appropriately with the course material; (ii) students will develop their ability to prioritise and self-motivate; (iii) develop strategies for overcoming problems with their written work, and be aware of what they do well and where there is room for improvement	Students will develop the ability to state key ideas and arguments in clear and straightforward terms		

	By working on (and if applicable, assessed through)	By attending and engaging with 'taster' lectures on a wide variety of philosophical topics	By engaging with lectures and researching an essay on a chosen topic from the 'taster' lectures	By (respectively): (i) completing the Critical Thinking element of the online module material; (ii) writing an essay on a chosen topic from the 'taster' lectures in which they are expected to reach a definite conclusion about a philosophical issue in response to a particular question		By (respectively): (i) working through the material in the online tutorials; (ii) By working independently on the online elements of the module, fitting in their work around other commitments to complete it not only by the deadline but also to ensure that relevant elements are completed at appropriate times (e.g. completing Writing Skills before submitting their first essays); (iii) reading, reflecting upon and perhaps talking about the feedback provided on their essay	By writing an essay on a chosen topic from the 'taster' lectures		
--	-----------------------------------------------------	--------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------	--	--

<p>Stage 1</p>	<p>Reason and Argument A PHI00005C 20 Credits</p>	<p>Progress towards PLO</p>	<p>Students will: (i) acquire the basic logical literacy (abilities with concepts, terminology, and notation of logic) required for understanding philosophical texts and discussions in the remainder of the programme; (ii) be able to demonstrate a critical awareness of the workings of language—e.g. in relation to (a) forms of ambiguity and (b) the distinction between what a speaker succeeds in conveying by using words on a particular occasion, and what they</p>	<p>Students will develop their abilities to produce candidate solutions</p>	<p>Students will (i) come to be able to apply the concepts and techniques of logic to clarify, articulate, and evaluate arguments in a systematic way; (ii) develop their ability to weigh arguments and lay out a case for a particular verdict</p>		<p>Students will (i) develop their abilities to collaborate in seeking solutions to problems; (ii) develop their ability to correct their understandings and modify their practice in response to constructive criticism</p>	<p>Students will develop their ability to produce a structured response to a technical question</p>		
-----------------------	-----------------------------------------------------------	-----------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------	--	--

		By working on (and if applicable, assessed through)	By (respectively): (i) working to express claims and arguments expressed in natural language in logical terms; (ii) tackling puzzles and problems concerning the meaning of and logical relations between claims	By tackling puzzles and problems concerning the meaning of and logical relations between claims	By (respectively): (i) tackling puzzles and problems concerning the meaning of and logical relations between claims; (ii) working to produce an essay considering the cases for and against one theory of the logical form of a particular kind of phrase		By (respectively): (i) discussing and evaluating answers to weekly questions sets in seminars; (ii) noting the responses of their tutors and colleagues in seminar work	By working to produce an essay to a structured question		
--	--	-----------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------	--	--

Stage 1	Knowledge and Perception PHI00008C 20 Credits	Progress towards PLO	Students will: (i) come to understand and be able to explain some key problems, issues, and debates in Epistemology and Philosophy of Perception; (ii) develop their ability to understand and explain some fundamental concepts and terminology in Epistemology and Philosophy of Perception	Students will develop their abilities to imagine solutions to philosophical problems even when first encountering them	Students will be able to articulate arguments laid out in central module materials for and against the alternative solutions considered in relation to a particular problem and develop their ability to weigh arguments and lay out a case for a particular verdict		Students will: (i) develop the ability to collaborate in seeking solutions to problems; (ii) be able to identify strengths and weaknesses and seek help with improving performance on that basis	Students will develop the ability to state key ideas and arguments in clear and straightforward terms		
		By working on (and if applicable, assessed through)	By (respectively): (i) answering study questions on set readings (with support from lectures); (ii) engaging in seminar discussions and writing formative and summative essays	By participating in polls and pair-work in lectures	By working to produce an essay that defends an answer to a clearly defined question		By (respectively): (i) discussing and evaluating answers to study questions in seminars; (ii) noting (a) the responses of their tutors and colleagues in activities in seminars and lectures, and (b) written feedback on formative work	By working to produce an essay that defends an answer to a clearly defined question		

Stage 1	Metaphysics PHI00003C 10 Credits	Progress towards PLO	Students will be able to demonstrate a critical awareness of key issues such as the nature of necessity, essence, and identity	Students will develop their abilities to produce candidate solutions	Students will come to be able to develop and articulate logical arguments for and against alternative solutions to metaphysical puzzles		Students will: (i) develop their abilities to collaborate in seeking solutions to problems; (ii) develop their ability to correct their understandings and modify their practice in response to constructive criticism			
		By working on (and if applicable, assessed through)	By tackling puzzles and problems arising in one or more key texts in metaphysics	By tackling puzzles and problems concerning central metaphysical issues such as necessity, essence, and identity	By reconstructing arguments from one or more central texts in metaphysics in lecture and seminar sessions		By (respectively): (i) discussing and evaluating fundamental questions in metaphysics in seminars and lectures; (ii) noting the responses of their tutors and colleagues in seminar work			

Stage 1	Introduction to Phonetics and Phonology LAN00009C 20 Credits	Progress towards PLO	study of the nature and use of phonetic and phonological patterns to gain an understanding of a range of issues in phonetics and phonology	Learning what a principled solution to a phonetic and phonological problem would be	As a first step, to become aware of the existence of competing explanations for a range of phonetic and/or phonological patterns	approach unfamiliar linguistic data, recognise relevant phonetic and/or phonological patterns in it and explain how they can be analysed with standard descriptive tools		As a first step, learning to reliably use and interpret technical terms and concepts used by specialists in phonetics and phonology		
		By working on (and if applicable, assessed through)	By finding an example of a phenomenon; exercises in discovering patterns and making generalisations over those patterns	By learning the international phonetic alphabet; and learning about the internal structure of words and syllables; and ways of formalising these	By being exposed to a range of patterns, and explanations of them, and by reading from a range of different sources.	By attempting an analysis of data from a range of languages (in tutorials) and then in a previously unseen language (in a closed exam)		By using terminology and concepts clearly and effectively in tutorial discussions, and in written coursework and in the closed exam.		
Stage 1	Introduction to Syntax LAN00011C 20 Credits	Progress towards PLO	Begin to understand research on structural aspects of natural language	Begin to understand the notion of a principled solution to a problem within the framework of a particular theory	Begin to understand the value of competing analytical hypotheses and test them	Students are confronted probably for the first time with complex syntactic data that make them question their intuitions and understand the way we can get from intuition to structural generalisation				
		By working on (and if applicable, assessed through)	Performing basic morphological and syntactic analysis, tree drawing/ constituency tests; coverage in lectures	Summative work on the effect of proposals on the theory in general; Discussion in the seminars	Evaluating competing hypotheses and finding relevant data	Formative and Summative work on grammaticality judgments				

Stage 1	Introduction to Semantics LAN00012C 20 Credits	Progress towards PLO	Students will be introduced to the conceptual and methodological building blocks of the study of meaning in natural language.	Introduce them to the concept of principled solutions to semantic questions.	Students will learn different approaches to fundamental questions in semantics and the philosophy of language and discuss the implications for current research.	Students will be introduced to formal and informal tools for semantic analysis. In particular, they will learn how to use Predicate Logic as a metalanguage to describe a variety of semantic phenomena.				
		By working on (and if applicable, assessed through)	Students will be working on and discussing in small groups exercises testing their knowledge and understanding of these building blocks.	Examples of solutions to problems will be explored in lectures and seminars, and students will be assessed on their understanding thereof.	Through discussions in lectures and seminars and assessed via coursework and exams.	Students will apply these tools to natural language data in seminars and assessments. They will learn how to translate from English to predicate logic (and vice versa), including modal logic and the proper use of quantifiers.				

<p>Stage 2</p>	<p>Key Ideas Modules (incl Philosophy of Language) 20 Credits</p>	<p>Progress towards PLO</p>	<p>Students will: (i) come to understand and be able to explain a representative range of debates in the area addressed by the module, and apply their understanding in addressing novel problems; (ii) develop their ability to form and deploy a broad view of a subject area</p>	<p>Students will enhance their ability to identify potential solutions by extrapolation and analogy</p>	<p>Students will: (i) develop their ability to construct and critically evaluate arguments; (ii) develop their ability to make judgements on what to believe with regard to a difficult problem based on careful weighing of arguments, objections, and responses</p>		<p>Students will: (i) develop their ability to schedule and execute a sustained investigation of difficult subject matter; (ii) develop their ability to collaborate with others; (iii) develop their ability to amend their working methods and thinking in the light of constructive criticism; (iv) develop their ability to amend their written work in the light of constructive criticism</p>	<p>Students will: (i) improve their ability to express complex ideas clearly and precisely orally and in writing; (ii) develop their ability to identify express key points of a debate in clear and concise terms; (iii) develop their ability to present an extended discussion of a difficult issue</p>		
-----------------------	-----------------------------------------------------------------------	-----------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

		<p>By working on (and if applicable, assessed through)</p>	<p>By (respectively): (i) studying a representative range of debates in the area addressed by the module, reading, dissecting, and discussing key texts; (ii) engaging with teaching across the module in preparation for the short-form exam element of assessment</p>	<p>By considering, discussing, and comparing ranges of solutions presented in lectures, seminar materials, and additional readings, and trying to develop their own ideas</p>	<p>By (respectively): (i) discussing arguments for and against solutions, identifying potential objections to those solutions, and investigating how those objections might be responded to; (ii) preparing an essay addressing a specific question in the area addressed by the module</p>		<p>By (respectively): (i) engaging in a survey of the subject area addressed by the module, requiring engagement with linked lectures, regular reading from an extended reading list, and advance preparation for seminar discussions; (ii) engaging in seminar discussions and a variety of seminar activities; (iii) reflecting on comments on their contributions to seminar discussions made by colleagues and tutors; (iv) reflecting on feedback on their formative work</p>	<p>By (respectively): (i) engaging in seminar discussions and preparing written assignments; (ii) preparing for and taking the short-answer exam; (iii) working to prepare an essay on a specific topic</p>		
--	--	------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

<p>Stage 2</p>	<p>Tutorial Modules 20 Credits</p>	<p>Progress towards PLO</p>	<p>Students will develop their ability to form a sophisticated understanding of a philosophical puzzle in an autonomous way</p>	<p>Students will develop their ability to identify, distinguish, and extrapolate from different proposed solutions to a philosophical puzzle</p>	<p>Students will: (i) develop their ability to articulate and evaluate arguments; (ii) develop their ability to construct and present a detailed case for a particular judgement on a philosophical issue</p>		<p>Students will: (i) develop their ability to work collaboratively to develop knowledge and understanding; (ii) develop their ability to initiate and pursue a novel project; (iii) internalize professional criteria for evaluating philosophical work and develop their ability to evaluate and improve what they produce</p>	<p>Students will: (i) develop their ability to produce high quality philosophical writing (and internalize scholarly criteria for evaluating work); (ii) develop their ability to express themselves orally in clear, concise, and accurate terms</p>		
-----------------------	----------------------------------------	---------------------------------	---------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

	By working on (and if applicable, assessed through)	By working closely with a small group of students (4) and a tutor to get to grips with an issue by considering primary literature	By examining closely some key texts relating to a particular focused philosophical issue and considering and discussing how the positions expressed relate to one another	By (respectively): (i) working independently and with the group to identify and lay out the arguments in these texts and subject them to extended critical discussion; (ii) preparing an extended essay plan on a substantive question, presenting this to their tutorial group, and discussing it		By (respectively): (i) working with a small group of students (4) and a tutor to get to grips with a specific issue, and by giving constructive criticism on the written work of other students; (ii) selecting a topic for their main assessed essay, and producing a detailed plan for this; (iii) engaging in regular discussions of the strengths and weaknesses of their own and others written work (applying evaluative criteria used in marking assessed work)	By (respectively): (i) preparing and providing constructive criticism on tutorial essays (applying evaluative criteria used in marking assessed work); (ii) engaging in regular intensive discussions with a small group of students (4) and a tutor		
--	-----------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

<p>Stage 2</p>	<p>Second Year Option Module – Lecture Based (Optional) 10 Credits</p>	<p>Progress towards PLO</p>	<p>Students will develop their ability to form a clear view of a topic which can be exploited to develop solutions</p>	<p>Students will develop their ability to identify and articulate solutions</p>	<p>Students will: (i) develop their ability to construct and critically evaluate arguments; (ii) develop their ability to make judgements on what to believe with regard to a difficult problem based on careful weighing of arguments, objections, and responses</p>		<p>Students will: (i) develop their ability to collaborate with others; (ii) develop their ability to amend their work in the light of constructive criticism</p>	<p>Students will develop their ability to express themselves clearly and concisely</p>		
-----------------------	----------------------------------------------------------------------------------------	---------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------	--	--

	By working on (and if applicable, assessed through)	By studying some specific and interrelated problems in a specialist area of philosophy	By investigating and discussing proposals presented in lectures and seminar readings	By (respectively): (i) discussing arguments for and against solutions, identifying potential objections to those solutions, and investigating how those objections might be responded to; (ii) preparing for and answering an essay-style exam on a specific question in the area addressed by the module		By (respectively): (i) engaging in seminar discussions; (ii) reflecting on feedback on their formative work (including contributions to seminar discussions)	By making notes in advance of seminars, engaging in seminar discussions, and producing written assignments		
--	-----------------------------------------------------	----------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------	--	--

<p>Stage 2</p>	<p>Second Year Option Module – Reading Group (Optional) 10 Credits</p>	<p>Progress towards PLO</p>	<p>Students will develop their ability to work independently to form a clear view of a topic which can be exploited to develop solutions</p>	<p>Students will enhance their ability to articulate and develop solutions</p>	<p>Students will: (i) develop their ability to construct and critically evaluate arguments; (ii) develop their ability to make judgements on what to believe with regard to a difficult problem based on careful weighing of arguments, objections, and responses</p>		<p>Students will: (i) develop their ability to collaborate with others in developing knowledge and understanding; (ii) develop their ability to amend work in the light of constructive criticism</p>	<p>Students will develop their ability to express themselves clearly and concisely</p>		
-----------------------	----------------------------------------------------------------------------------------	---------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------	--	--

		By working on (and if applicable, assessed through)	By approaching some specific and interrelated problems in a specialist area of philosophy primarily by independent reading and seminar discussions of primary texts	By forming their own views of proposals presented in primary texts and discussing their nature, relations, and possible elaboration in seminar reading groups	By (respectively): (i) discussing arguments for and against solutions, identifying potential objections to those solutions, and investigating how those objections might be responded to; (ii) preparing an essay addressing a specific question in the area addressed by the module		By (respectively): (i) engaging in extended seminar discussions in which expository and clarificatory work must be completed without lecture back-up; (ii) reflecting on feedback on their formative work (including contributions to seminar discussions) and by applying evaluative criteria to the primary texts they consider	By making notes in advance of seminars, engaging in extended seminar discussions, and producing written assignments		
Stage 2	Introduction to Language Acquisition LAN000081 20 Credits	Progress towards PLO	Students gain basic understanding of research methods in language acquisition		Students are exposed to a variety of standpoints relating to language acquisition theory and the application of theory to language acquisition data.	Students begin to develop their ability to discern relevant patterns, and their understanding of the utility of examining data for patterns in the context of language acquisition research	Students in groups choose a topic for a group presentation and research it, working as a team	Students research and plan a presentation about an aspect of language acquisition that interests them		

	By working on (and if applicable, assessed through)	through exposure to experimental and observational studies covered in the content of the module, both in lectures and in seminars. This basic understanding is tested in the closed exam.		through lectures and seminar discussion of assigned primary research papers. The summative presentation provides an opportunity to synthesise and critically engage with a topic students research on their own.	through lectures that draw attention to these issues, and through seminar exercises that provide practice. Tested in the closed exam through a data analysis question.	through work towards summative group presentation, which develops all the skills of any group project: defining who does what, meeting deadlines, working with others of varied interests and abilities, asking questions when part of the presentation session audience, in addition to engagement with the academic focus of the module content.	through group work on (1) a presentation plan submitted as formative work and (2) an oral summative presentation to their seminar peers		
--	-----------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------	--	--

<p>Stage 2</p>	<p>Intermediate Phonetics and Phonology LAN000091 20 Credits (Optional, List A, but students must take this OR Int Syn, below)</p>	<p>Progress towards PLO</p>	<p>This module develops both quantitative and qualitative research methods by focusing on acoustic analysis using instrumental measurements, phonological analysis based on data from a variety of languages and combining these two in exercises that require skills in both areas. By looking at these two areas in an integrated way, students not only gain a deeper understanding of phonetics and phonology, but also have a chance to discover links between these two areas.</p>	<p>Students are given a certain degree of freedom in developing their own solutions to problems in phonetics and phonology while being required to work in a set range of theoretical and analytical frameworks.</p>	<p>Students are familiarised with a variety of theoretical and analytical frameworks and are encouraged to explore and compare these in their own work on data from a wide range of languages.</p>	<p>Building on fundamental skills acquired as part of the Introduction to Phonology and Phonetics module, students are now presented with phonetic and phonological data of substantial complexity, and provided with advanced tools from phonetic and phonological analysis to deal with these.</p>		<p>Building on essential knowledge of phonetic and phonological terminology acquired as part of the Introduction to Phonology and Phonetics module, students broaden their theoretical and analytical vocabulary and learn how to use it in reporting their own analyses and findings.</p>		
-----------------------	------------------------------------------------------------------------------------------------------------------------------------	-----------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

		By working on (and if applicable, assessed through)	By working with specialist software for acoustic analysis, creating and managing linguistic data sets, and by developing and presenting quantitative analyses of phonetic data and qualitative analyses of phonological data sets from a variety of languages.	By developing analyses of acoustic phonetic and phonological data using tools from a range of different frameworks.	By using more than a single framework in analysing phonetic and especially phonological data and by comparing the merits of different frameworks in data analysis tasks.	By discovering patterns in phonetic and phonological data sets and communicating their findings in shorter guided tasks and essays.		By being exposed to new terminology covering a broad range of areas in acoustic phonetics and phonology, by being tested on this terminology and by using it in brief research reports.		
Stage 2	Intermediate Syntax LAN000161 20 Credits (Optional, List A, but students must take this OR Int Phon&Phon, above)	Progress towards PLO	Extend and develop the basic syntactic knowledge gained in first year into a fully-fledged, coherent theory of syntax	Propose solutions to novel problems within a well defined syntactic framework	Evaluate and critique different syntactic proposals to linguistic problems	Begin to understand how to express syntactic argumentation through academic writing	Learn to think, write, and problem solve collaboratively			
		By working on (and if applicable, assessed through)	By working through a textbook and attending lectures which incrementally develops the theory over the course of a term.	By working through guided problems and learning to apply the concepts of the theory to problems not covered in the textbook	By critically thinking about multiple approaches to a single problem and learning to decide which is better	By writing formative essays and summative essays that revolve around evaluating different approaches to a variety of syntactic problems	By working in groups on problem sets and formative essay writing			

Stage 2	World Englishes LAN00031I 20 Credits (Optional, List B)	Progress towards PLO	Students will learn about the range of contexts in which English is used throughout the world, including the functions it has in spoken and written forms.		Students will analyse the different models of the development of New Englishes, and produce arguments for and against their appropriacy in different cases.	Students will learn in detail about the different linguistic forms of English that exist, and will be able to describe and analyse their grammar and phonology.	Students will acquire the tools to understand the repercussions of views put forward by proponents and opponents of the use of English in non-English speaking countries.			
		By working on (and if applicable, assessed through)	By working on understanding the history and current social and political contexts of English in several countries. This is assessed formatively through class discussion and summatively through choice of essay topics and exam questions.		By working on evaluating the different models. This is assessed formatively through class discussion and summatively through choice of essay topics and exam questions.	By working on studying the types of English spoken and written in different times and places. This is assessed formatively through class discussion and summatively through choice of essay topics and exam questions.	By working on arguments for the use of English in various roles in different countries, in particular the social repercussions of doing so. This is assessed formatively through class discussions and summatively through choice of essay topics and exam questions.			
Stage 2	History of English II LAN00001I 20 Credits (Optional, List B)	Progress towards PLO	Students develop and elaborate on their understanding of the relationship between historical and contemporary stages of the English language.	Students explore individual instances in which findings from other fields (for example, Archaeology) inform the study of language change, and vice versa.	Students engage with critical debates within the relevant literature.					

		By working on (and if applicable, assessed through)	WORK: Reading formal, scholarly articles on specific phenomena across the language's history. ASSESS: Essay summarizing a finding/reading outside of module content.	WORK: Reading and discussing individual researchers' work on integrating interdisciplinary findings in published articles.	WORK: Group discussions on readings representing conflicting and/or complementary viewpoints within the study of the history of English. ASSESS: Essay-based exam in which module readings must be discussed in relation to broader questions and concepts.					
Stage 2	Old English I LAN000371 20 Credits (Optional, List B)	Progress towards PLO	Apply knowledge of English Grammar learned in stage I to a new language, Old English			Develop basic analytical skills through intensive data analysis	Apply new language skills in the context of a creative project			

		By working on (and if applicable, assessed through)	By working on: - comparing the grammars of Modern and Old English - learning to read and write simple Old English			By working on - analysing datasets of unfamiliar grammatical phenomena, making relevant generalisations and articulating them clearly	By working on: - writing, producing and presenting a scene from OE literature as a visual narrative (film, comic, etc.) - taking on different roles with the project group (writer, illustrator, actor, producer, etc.) Assessment: production of visual narrative			
Stage 2	The Language of Turn and Sequence LAN00034I 20 Credits (Optional, List B)	Progress towards PLO	Students will learn the basics of Conversation Analysis, an empirical, qualitative approach to the study of talk-in-interaction. By the end of the module, students will have acquired a thorough understanding of the systematic nature of talk-in-interaction and know about different ways to study it.		Students will learn about the benefits of looking at conversational data from a variety of standpoints and by evaluating their strengths and weaknesses.	Students will learn to discover conversational phenomena in novel conversational data and convey their significance in written form.	Students will identify potential questions for a project report that are informed by wider reading in CA.	Students will learn about the intricacies of conversational action from a theoretical point of view and learn to communicate to each other the ways in which language influences behaviour.		

		By working on (and if applicable, assessed through)	By attending lectures covering theoretical aspects of CA and by attending seminars devoted to applying theory to natural language data. Seminars will additionally cover hands-on skills in the application of CA methodology to conversational data.		By discussing various types of conversational data in small groups in seminars.	By producing formative and summative work involving the analysis of conversational data.	Seminar exercises that require further reading and assessing different analyses of conversational data from a variety of standpoints.	By working on and discussing in small groups seminar exercises designed to stimulate negotiation among students; and through summative assessment (a project report).		
Stage 2	Intermediate Language Variation and Change LAN00010I 20 Credits (Optional, List B)	Progress towards PLO	Students will gain further understanding of a variety of research methods, both quantitative and qualitative, used in the study of language variation and change. This will allow them to appreciate the nature of some of the issues involved in research on how and why language varies and changes.		Students will widen their knowledge of theoretical and methodological debates in the field. They will develop their ability to synthesise arguments from different perspectives on topics relating to linguistic variation and change.	Students will develop their ability to analyse patterns of structured variation in language, and be able to interpret such patterns with reference to their knowledge of sociolinguistic principles and theories.	Students will expand their ability to identify novel ways of answering research questions which are grounded in relevant literature.			

		By working on (and if applicable, assessed through)	By engaging with a variety of different approaches to the study of language variation and change through the literature, students will be in a position to discuss the appropriateness of research methods in their group presentation (formative assessment).		By working on essay topics for summative assessment, students will be required to engage critically with relevant literature and demonstrate clear understanding of the arguments.	By working through exercises which involve detecting and describing patterns in datasets, students will enhance their analytical skills.	By working on a group presentation for formative assessment, students will work collaboratively and independently.			
Stage 2	Intermediate Semantics LAN00011I 20 Credits (Optional, List B)	Progress towards PLO	Students will learn how to apply rigorous semantic analysis methods to linguistic data.	Apply concepts of semantic composition to unfamiliar constructions	Critically evaluate multiple plausible approaches to a problem	Students will learn to identify subtle and complex semantic distinctions and relate them to each other. They will be able to explain these phenomena in both technical and non technical terminology		Communicate to specialists in formal language		

		By working on (and if applicable, assessed through)	By detailed coverage in the lectures, and working on problems involving semantic composition. Assessed in both formative and summative coursework and exam.	By extending the concepts of semantic compositionality to novel data, work out the semantic denotations of unfamiliar expressions. Assessed in both formative and summative coursework and exam.	Through lectures and working on problems with multiple solutions, engaging with areas in which there is disagreement in the field (e.g. definite descriptions) and understand the rationale behind choosing one semantic solution over another.	By working on complex data sets, apply key semantic concepts of compositionality towards developing a consistent method for working out unknowns.		By learning how to express natural language in formal logic and lambda calculus.		
Stage 2	Morphology LAN000201 20 Credits (Optional, List B)	Progress towards PLO	Be able to carry out appropriate cross-linguistic analysis of the way grammatical information is encoded in words	Determine areas where abstract theories are challenged by the classification of unfamiliar data and identify possible solutions	Evaluate different frameworks of morphology	Achieve a demonstrable understanding of the range of possible morphological systems to be observed in the world's languages	Students learn about fundamental issues and questions in morphology, providing them with a critical foundation for further study of other components of language where assumptions about the morphological system are made	Demonstrate familiarity with basic terms used in morphological typology and be able to explain in simple terms what the different types tell us about human language		

	By working on (and if applicable, assessed through)	By working on and being assessed in the morphological structures of a typologically diverse range of languages through tasks requiring formal analytical techniques	By working on formative bi-weekly homework assignments and receiving class feedback for group discussion	By applying different morphological frameworks to datasets to assess which framework provides a more adequate analysis of the data and to identify problematic areas of different frameworks	By critically examining the variation across languages in the prominence and nature of morphological encoding in connection with other elements, such as phonology and syntax, through material presented in lectures and discussed in seminars	By working on and being assessed in the evaluation of different morphological analyses and by connecting their morphological analysis with other parts of grammar, e.g., syntax, phonology.	By answering questions in seminars about how terms apply and discussing what the different systems tell us about how the encoding of information is partitioned across the different components of language		
--	-----------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

<p>Stage 2</p>	<p>Structure of a Language (Modern Hebrew) LAN00014I 20 Credit (Optional, List B)</p>	<p>Progress towards PLO</p>		<p>Students need to understand and be able to explain a complex morphological pattern.</p>	<p>Students are exposed to a variety of standpoints relating to the "revival" of Hebrew.</p>	<p>The entire module is about an unfamiliar language which contains challenging structures and patterns.</p>	<p>Students choose a language, besides Hebrew, which has been claimed to have undergone a "revival" and research this "revival", comparing it with that of Hebrew.</p>	<p>Students learn about controversies regarding the representation of morphological knowledge in Semitic languages; about attitudes to Hebrew and other Jewish languages in the past; and about attitudes to Hebrew and Arabic as sources of mutual contact and influence.</p> <p>[Working Note: This entry, which relates to Eng Lang and Ling single subject PLO 4, is not clearly relevant here, and it also has no 'by' entry.]</p>		
-----------------------	---------------------------------------------------------------------------------------	-----------------------------	--	--------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

		By working on (and if applicable, assessed through)		Students write a summative essay, comprised of a description of the Semitic root and pattern morphology, intended for lay readers (next year's cohort in the same module).	through lectures and seminar discussion of readings. Assessed through a formative assignment in week 2.	through lectures that draw attention to these issues, and through seminar exercises that provide practice and through seminars in which literature is discussed. Tested through the two summative essays and in the closed exam.	Assessed through a summative essay.			

<p>Stage 3</p>	<p>Philosophy Research-led Taught Modules 20 Credits</p>	<p>Progress towards PLO</p>	<p>KEY: Students will develop and demonstrate their ability to provide insightful and detailed explanations of philosophical problems</p>	<p>KEY: Students will develop and demonstrate their ability to make progress and identify solutions even where it's unclear in the first instance how to proceed</p>	<p>BOTH KEY: Students will: (i) come to be able to analyse and generate sophisticated logical arguments; (ii) come to be able to present a sustained and detailed case for a judgement based on careful weighing of arguments, objections, and responses</p>		<p>Students will: (i) hone their abilities to work independently and in collaboration with others; (ii) develop their ability to amend and enhance their practice as thinkers and learners</p>	<p>KEY: Students will develop and demonstrate their ability to express complex philosophical views in clear and accessible terms</p>		
-----------------------	----------------------------------------------------------------------	---------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------	--	--

	By working on (and if applicable, assessed through)	By tackling difficult philosophical issues, including some at the forefront of contemporary debate	By working on a cutting-edge topic and engaging with a tutor working on an area in which they research	By (respectively): (i) engaging with high-level contemporary debates and developing arguments, objections, and responses; (ii) working to produce a substantial essay seeking to provide an answer to a challenging philosophical question		By (respectively): (i) pursuing an exploration of a difficult topic, involving work on an extended reading list and regular creative dialogue with their tutor and fellow students in seminar discussions; (ii) critically evaluating philosophical work and reflecting on feedback from seminars and other formative opportunities	By tackling difficult philosophical issues, including some at the forefront of contemporary debate, engaging in seminar discussions and preparing formative and summative written work		
--	-----------------------------------------------------	----------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

<p>Stage 3</p>	<p>Philosophy Advanced Modules (independent study) 10 Credits</p>	<p>Progress towards PLO</p>	<p>Students will demonstrate their ability understand complex philosophical arguments and ideas, and to apply this understanding to developing their own philosophical positions</p>	<p>Students will develop and demonstrate their ability to identify and develop solutions even where it's unclear in the first instance how to proceed</p>	<p>Students will: (i) develop and demonstrate their ability to analyse and generate sophisticated logical arguments; (ii) test and extend their ability to present a sustained and detailed case for a judgement based on careful weighing of the arguments</p>		<p>Students will: (i) develop and demonstrate their ability to work independently; (ii) develop and demonstrate their ability to make significant improvements in their work on the basis of a one-off package of detailed constructive criticism</p>	<p>Students will develop their ability to articulate complex philosophical ideas in a clear and insightful way</p>		
-----------------------	---------------------------------------------------------------------------------------	---------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------	--	--

		By working on (and if applicable, assessed through)	By working independently on an advanced topic	By working independently to address a difficult problem	By (respectively): (i) working independently to engage with a high-level debate; (ii) working independently to produce a substantial essay seeking to provide an answer to a challenging philosophical question		By (respectively): (i) pursuing an individual project in which they have to determine the question and plot a path through the material; (ii) working to exploit the opportunity to receive feedback from their module supervisor on a substantial essay plan	By working independently on an advanced topic		
	NOTE: Linguistics Modules listed below may switch between List F and List G from year to year									
Stage 3	Forensic Phonetics LAN00005H 20 Credits (Optional, List F)	Progress towards PLO	Students will apply a range of different qualitative and quantitative research methods (including a range of auditory and acoustic analyses) to the analysis of speech in the forensic context. Students will also develop and understanding of appropriate statistical methods of evaluating speech evidence.	Students will develop creative and linguistically appropriate solutions to questions of speaker identity, and disputed utterance analysis	Students will develop their awareness and understanding of the considerable controversies in forensic speech science in terms of both the methods of analysis (i.e. linguistic issues) and the admissibility of such evidence in different countries (i.e. legal issues).		This module requires students to develop an awareness of the contexts in which speech analysis is used as forensic evidence. This involves the social complexities of speech evidence across different jurisdictions and the potential implications of speech as evidence for different groups.			

	By working on (and if applicable, assessed through)	By working on recordings from authentic forensic cases and associated research projects, applying a range of quantitative and qualitative analyses of phonetic and linguistic features. Assessment is centred on practical analysis of forensic case materials, requiring application of appropriate analysis methods to deliver forensically valid conclusions.	By working on forensic speech cases in the context of legal systems, and by integrating methods and research from phonetics and speech technology, in particular students will have to display their personal ability to apply creative solutions to speaker comparison tasks in the closed exam.	By working on forensic cases, evaluating different approaches to forensic analysis (including both phonetic and automatic methods, and different conclusion frameworks), and understanding the fluid legal contexts in which forensic evidence is presented.		By working on aspects of forensic linguistics in lab tasks and in the closed exam, including the application of language analysis in the context of asylum claims; and through experience of the role of forensic speech cases in shaping expert witness rules in the UK and beyond.			
--	-----------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

<p>Stage 3</p>	<p>Phonological Development LAN00024H 20 Credits (Optional, List F)</p>	<p>Progress towards PLO</p>	<p>Students learn Qualitative research methods in phonological development</p>	<p>Students will learn to identify and describe the patterns in child phonological production data, using qualitative methods</p>	<p>Students will be able to identify the main arguments used to justify different positions and to evaluate these arguments in the light of empirical evidence. Students will learn about the similarities and differences between patterns and trends in phonological development of infants from different language backgrounds.</p>		<p>Students formulate a research question and devise a plan for investigating it</p>	<p>Students learn about the mutual relationships between a child's own social/motoric behaviour (babbling, gesturing, interacting) and their language knowledge. Students are also introduced to a variety of theories and the ensuing controversies regarding the origins of language knowledge.</p>		
-----------------------	-------------------------------------------------------------------------------------	-----------------------------	--------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

	By working on (and if applicable, assessed through)	Students conduct a small scale research project assessed by formative essay, dedicated to the analysis of child spoken data, identifying patterns and trends in the data and presenting the findings in both table form and discursive text	through a formative essay, dedicated to the analysis of child spoken data, identifying patterns and trends in the data and presenting the findings in both table form and discursive text	Students will be able to identify the main arguments used to justify different positions and to evaluate these arguments in the light of empirical evidence. Students will learn about the similarities and differences between patterns and trends in phonological development of infants from different language backgrounds.		through writing a (general plan for) an original research proposal in one of the formative essays	through discussion and critical engagement with the literature; through delivering and serving as the audience for oral presentations; through writing bi weekly formative essays.		
--	-----------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	---------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

<p>Stage 3</p>	<p>The Prosody of English LAN00017H 20 Credit (Optional, List G)</p>	<p>Progress towards PLO</p>	<p>Gain understanding of methods used in systematic analysis of English prosody (rhythm, stress and intonation) through instrumental analysis of example data</p>	<p>By working in groups in practicals and seminars to produce an analysis of the prosodic design of samples of data, and by working individually to produce a written report of that analysis for formative coursework; by producing a written report of the prosodic design of samples of data in the open exam.</p>	<p>Evaluate the implications of competing approaches to analysis of prosody (intonation, stress and rhythm).</p>	<p>Approach intricate, complex phenomena in prosody in English, discern relevant patterns and convey their significance making use of written and oral skills</p>	<p>Identify patterns in novel data, previously unseen, and relate them to patterns seen in readings and in other data.</p>	<p>Communicate fine-grained details of the prosodic design of speech, based on instrumental analysis, in technical report format, including effective use of supporting figures and diagrams.</p>		
-----------------------	----------------------------------------------------------------------------------	-----------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

	By working on (and if applicable, assessed through)	By analysing prosodic properties of data of various types (recorded in a lab; natural conversation; radio phone-in shows; dialectal data) in practicals and formative assessments, and in the open exam. Students also learn to use instrumental methods for the analysis of speech.	By working in groups in practicals and seminars to produce an analysis of the prosodic design of samples of data, and by working individually to produce a written report of that analysis for formative coursework; by producing a written report of the prosodic design of samples of data in the open exam.	By using different models of intonation of English (ToBI and the "British School") to account for intonational patterns	By practical and theoretical work on a range of prosodic phenomena in English, and writing technical reports, combining instrumental and theoretical approaches to intonation, rhythm, and other prosodic features of English.	Students work in groups in practicals and seminars to discuss and evaluate possible accounts of the prosodic design of samples of speech, relating the analysis to readings and other sample data.	By producing a series of technical reports in which prosodic properties of one or more data samples is presented, in formative assessments, and then in the open exam.		
--	-----------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

Stage 3	Methods in Language Variation and Change LAN00006H 20 Credits (Optional, List F)	Progress towards PLO	Students will be presented with a detailed overview of a variety of different research methods used in the study of language variation and change. They will use the understanding they develop to make principled decisions about the appropriateness of different methods for their chosen area of research.	By identifying gaps in knowledge in the field in general, students will propose creative solutions to research questions they propose. Students are encouraged to consider the wider implications, in an interdisciplinary sense, of the research topics they choose.	Students must be able to contextualise their area of research in the broader sociolinguistic literature on linguistic diversity and be able to critically engage with a variety of perspectives on their topic.	Through the collection and analysis of data, students will develop their ability to analyse variation and discern patterns in the distribution of linguistic features. The methods and findings of the research projects that students devise will be presented both orally and in writing, thus improving effective communication skills effectively.	Students will both identify and formulate their own novel research questions in language variation and change. They will plan and execute their research projects based on the novel research questions they identify.	Through undertaking research of their own devising, students will come to appreciate the place of their findings in the broader context of sociolinguistics.		
		By working on (and if applicable, assessed through)	By undertaking a research project on a topic of their own choosing, students will select and use appropriate quantitative and/or qualitative research methods.	By working on the research project of their own devising and through a variety of tasks that involve hands-on data collection	By engaging with appropriate background literature in the initial research proposal and the final project (summative assessments), and also the annotated bibliography (formative assessment).	By presenting the design and findings of a research project on a topic of their own devising, students will convey the significance of the research they undertake both in writing and through an oral presentation.	By working through all stages of experimental design, data collection, data analysis, and presentation of findings, students will work effectively on the novel questions they propose.	By working on their skills in communicating research findings both in written form and orally (summative assessments)		

Stage 3	Formal Syntactic Theory LAN00043H 20 Credits (Optional, List F)	Progress towards PLO	Students learn to conceptualise new data with respect to existing data as the module progresses. They learn how a given theoretical proposal makes predictions about data sets which are not antecedently given.	Students learn how different theoretical proposals group together different sets of data, and make further predictions which can be tested empirically.	Students learn more advanced syntactic argumentation based on specific theoretical proposals.	Students learn to approach data of higher order of complexity and focus on the theory dependence of the data.		Students learn to write about the abstract properties of linguistic data.		
		By working on (and if applicable, assessed through)	By working on formative and summative assignments which increment the understanding of facts relevant in syntactic theorising and eventually require the introduction of novel data, as dictated by the student's particular proposals for theoretical analysis of the basic data.	By working on summative assessments in which data needs to be grouped, and relations between examples as dictated by a particular theoretical proposal can be evaluated.	By working on two summative assessments during the term involve developing arguments which discriminate between approaches in terms of empirical coverage or theoretical coherence.	By working on formative and summative assignments which involve the structuring of arguments based on sets of data.		By working on two summative essays which present contrastive properties of the data or of theoretical analyses.		

Stage 3	Pragmatics LAN00033H 20 Credits (Optional, List F)	Progress towards PLO	Students will acquire substantial knowledge of pragmatic theories grounded in the philosophy of language and cognitive science. They will learn how communication is shaped by our inferential capacities and develop sensitivity towards the finer nuances of human communication.		Students will learn about the strengths and weaknesses of several approaches to meaning in context. Students will also learn about cultural differences in communication and how aspects of explicit and implicit communication differ across languages.	Students will learn how to appreciate the complexity of linguistic communication by applying the theoretical machinery to natural language data.	Students will develop their own ideas for their final essays over the course of the term.	Students will learn to communicate complex linguistic questions to specialist audiences by developing critical reading and writing skills.		
		By working on (and if applicable, assessed through)	By reading some of the most foundational literature in the field and by evaluating the strengths and weaknesses of different theories and approaches to context-dependent meaning.		By discussing various different approaches in seminars and by developing critical writing skills through coursework.	By discussing in lectures and seminars the different approaches to unfamiliar linguistic phenomena and by carrying out a substantial analysis of a novel piece of data in the form of a 3000 word essay.	Formative assessments and doing wider reading after seminars and lectures.	By working on a piece of novel data to which to apply existing pragmatic theories.		

Stage 3	Psycholinguistics LAN00027H 20 Credits (Optional, List F)	Progress towards PLO	Progress towards understanding different experimental and observational methodologies		Students will be able to identify the main arguments used to justify different positions and to evaluate these arguments in the light of empirical evidence	Students will gain confidence in understanding, discussing and evaluating psycholinguistic phenomena		Students will gain understanding of the place of psycholinguistics within cognitive psychology and will be aware of major controversies in the field		
		By working on (and if applicable, assessed through)	By critically reading and engaging with psycholinguistic research literature, including both discussion in the classroom and assessments where students need to summarise and critically assess research articles.		Through reading opposing views and being asked to compare and critically evaluate them	Through discussion in lectures and seminars, assessed by formative essays and in questions in the summative exam		through discussion and critical engagement with the literature		
Stage 3	Independent Study LAN00022H 20 Credits [WORKING NOTE: This entry was prepared by BL, working independently. Still to be approved by Lang/Ling. Copy forwarded to Phil Kerswill, 20170731.]	Progress towards PLO	Students will develop their ability to form and articulate insightful explanations of puzzles and problems relating to linguistic phenomena, which may be used to work towards solutions	Students will develop their ability to identify, articulate, and develop potential solutions to puzzles and problems in linguistics	Students will develop their abilities to identify arguments and evidence for and against proposed solutions to linguistic puzzles and to weigh the cases to arrive at an evaluation of those solutions	Students will develop their ability to select and deploy appropriate qualitative and quantitative methods to investigate linguistic phenomena	Students will develop their ability to work independently	Students will develop their ability to express ideas, theories, and arguments clearly and accurately in writing		

		By working on (and if applicable, assessed through)	By working independently on a project they have framed themselves	By exploring and evaluating proposed solutions and, where appropriate, seeking to form and evaluate their own ideas	By pursuing an extended investigation of a particular issue and preparing an essay defending a particular view or theory	By choosing appropriate methods for their own investigation	By pursuing a project of their own devising and planning and executing appropriate work	By working to prepare an essay summarizing their investigation		
Stage 3	Old English LAN00051H 20 Credits (Optional, List F)	Progress towards PLO	Develop basic knowledge of Old English grammar learned in Stage II to a higher level			Further develop analytical skills				
		By working on (and if applicable, assessed through)	- reading a wide variety of different Old English texts Assessment: TBA (exam?)			- reading and analysing OE poetry in a linguistically informed way Assessment: evaluate a poem in terms of diction and form by comparing it to poetry read in class				
Stage 3	Advanced Topics in Language Variation and Change LAN00002H Advanced Topics in Phonetics and Phonology LAN00013H	Progress towards PLO	Students are introduced to a variety of topics in the relevant discipline through primary literature. They acquire knowledge of qualitative and/or quantitative methods.	Students come up with new solutions to problems. Advanced topics modules give the opportunity to students to conduct original research		Students investigate linguistic phenomena and collect, store, and organise their own data.		Students learn to articulate and present original research to specialist audiences		

	Advanced Topics in Syntax and Semantics LAN00003H 20 Credits (Optional, List	By working on (and if applicable, assessed through)	By working on individual projects and in groups for discussion of original research articles.	By working on their individual projects and writing substantial assessed work		By working on projects and discussing them in class with their peers		Class presentations, mini conferences, poster sessions are used in these modules		
Stage 3	English Corpus Linguistics LAN00032H 20 Credits (Optional, List G)	Progress towards PLO	Be able to select and deploy the appropriate corpus-based method for analyzing English usage	Demonstrate an understanding of corpus design and the ability to identify and use appropriate corpora	Determine the validity of different standpoints regarding language use through corpus-based investigation	Where appropriate, identify different types of variable in corpus analysis and their use in investigating patterns of language use	Understand how to identify good research questions and answer them using corpus-based research			
		By working on (and if applicable, assessed through)	By attending lectures on different corpus types, discussing in seminars how they are used, and by being assessed through project work on their application	Through assessment in a research project that requires use of corpora and the formulation of the appropriate queries, with appropriate use of tools for search and data analysis	By developing and carrying out corpus-based research as part of formative and summative assessment	By attending lectures on research in the analysis of English in use, by discussing in seminars, and by being assessed in projects requiring the application of simple tests of significance	By discussing the formulation of research questions in class, by attending lectures that provide guidance on this, and by being assessed in project reports that introduce the questions and discuss the methods used to address them with appropriate evaluation of the results obtained			

<p>Stage 3</p>	<p>Psycholinguistic Approaches to Second Language Acquisition LAN00055H 20 Credits (Optional, List G)</p>	<p>Progress towards PLO</p>	<p>The module is about quantitative research methods. Students are introduced to a range of methods used in psycholinguistic research</p>	<p>Students identify research questions arising out of previous psycholinguistic research and design a way of investigating them</p>		<p>Students develop understanding of how to read and understand the results of psycholinguistic studies, such as reading time data and eye tracking data, as presented in research papers. They also develop confidence in reading the results of inferential statistical tests.</p>	<p>Students identify research questions arising out of previous psycholinguistic research and design a way of investigating them</p>	<p>Students develop knowledge of how multilingualism affects linguistic processing (and thereby human behaviour)</p>		
-----------------------	-------------------------------------------------------------------------------------------------------------------	-----------------------------	-------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------	--	--

	By working on (and if applicable, assessed through)	through reading primary research papers assigned for the module and discussing them in seminars, with emphasis on understanding of and evaluation of the research methods and data analysis methods. Final summative assessment is a research proposal, where students identify a research question and select a method by which to investigate it, and design the study.	by discussing the research questions and methods of existing research, in seminars, and by writing a research proposal for the final summative assessment.		through reading and discussing primary research papers and engaging with the presentation of research during lectures. Also by presenting (in pairs) on the content of an assigned paper with the goal of the (formative) presentation being that a linguistics student who is not familiar with the given paper could understand the research method, how it is applied to the research question, and the findings. Formative exercises and the first summative assignment is designed to develop students' skills in understanding psycholinguistic data and communicating what it shows.	through the module's final summative assessment: a research proposal.	through reading and discussing primary psycholinguistic research into second language acquisition. Formative presentations and formative exercises serve as opportunities to communicate their knowledge in this area to others.		
--	-----------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

Stage 3	Neurolinguistics : Language and the Brain LAN00035H 20 Credits (Optional, List G)	Progress towards PLO	Progress towards understanding different experimental methodologies used in brain research		Students will be able to identify the main arguments used to justify different positions and to evaluate these arguments in the light of empirical evidence	Students will gain confidence in understanding, discussing and evaluating neurolinguistic phenomena		Students will gain understanding of the place of neurolinguistics within cognitive neuroscience and will be aware of major controversies in the field		
		By working on (and if applicable, assessed through)	Through lectures devoted to studying methodologies and critically reading research papers using same methodologies. Assessed directly in summative open exam.		Through reading articles presenting opposing views and being asked to compare and critically evaluate them in an essay.	Through discussion of a variety of phenomena in lectures and seminars, assessed by essay questions in a summative open exam and essay where they will be asked to summarise concepts and draw connections between them.		Through discussion and critical engagement with the literature and summer term teaching devoted to teaching a single controversial topic from various perspectives.		

<p>Stage 3</p>	<p>Second Language Syntax LAN00015H 20 Credits (Optional, List G)</p>	<p>Progress towards PLO</p>	<p>Students are exposed to primary experimental research in second language acquisition throughout the module</p>		<p>Students are exposed to lecture content that continuously brings back themes from earlier in the module to reconsider them in light of new information</p>	<p>All of the module content requires engagement with how the syntactic structures of two or more different languages interact during the course of non-native language acquisition. Students engage with the linguistic phenomena themselves, in a variety of languages, and also with the patterns that emerge in experimental research.</p>	<p>Students begin to develop quantitative data analysis skills using real second language syntax experimental data</p>			
-----------------------	-----------------------------------------------------------------------------------	-----------------------------	-------------------------------------------------------------------------------------------------------------------	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------	--	--	--

	By working on (and if applicable, assessed through)	through reading primary research papers assigned for the module and discussing them in seminars. Discussion includes evaluation of the research methods. Open exam questions include opportunities to show how choice of research method impact on the types of conclusions that can be drawn.		In a formative exercise and the open exam, students bring together the findings from two studies with at least one theory of second language acquisition, synthesising the findings and proposals, and using critical evaluation and argumentation skills to identify what this synthesis of research shows.	through reading and discussing primary research papers and engaging with the presentation of research during lectures. Also by presenting (in pairs) on the content of an assigned paper with the goal of the (formative) presentation being that a linguistics student who is not familiar with the given paper could understand the linguistic motivation for the study, and the findings.	through three practical sessions in the e-lab, using Excel. In the open exam, students can optionally choose a question that requires data analysis and discussion of the results			
--	-----------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

<p>Stage 3</p>	<p>Bilingualism LAN00025H 20 Credits (Optional, List G)</p>	<p>Progress towards PLO</p>	<p>Students learn about bilingual language data analysis, using qualitative or quantitative methods of their choice and independently identifying (or collecting) their own data</p>		<p>Students learn about the problems and benefit of living in two languages, about preconceptions about multilinguals and about the complexities of multilingual education. Students are exposed to controversies involving different approaches to issues of bilingual language acquisition, understanding of code switching and language processing in bilinguals, and the value of growing up bilingually to cognitive development.</p>	<p>Students analyse bilingual data, identify patterns and trends in it and describe those in tables, graphs, as well as discursive text</p>	<p>Students formulate a research question, find (or collect) data to investigate it, analyse the data and write a research report.</p>	<p>Students learn about controversies in the field of bilingual language acquisition and use and communicate this to their peers.</p>		
-----------------------	-----------------------------------------------------------------------------	---------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

		By working on (and if applicable, assessed through)	through an independent summative data-based essay, dedicated to the analysis of bilingual or second language data		Through reading and engaging with the oral presentation, through seminar discussions. Assessed through final summative open exam.	through a summative essay, dedicated to the analysis of child spoken data, identifying patterns and trends in the data and presenting the findings in both table form and discursive text.	through writing a data-based essay, a summative assignment.	through discussion and critical engagement with the literature; through delivering and serving as the audience for oral presentations; through writing a data-based summative essay. Also assessed in summative open essay.		
--	--	-----------------------------------------------------	-------------------------------------------------------------------------------------------------------------------	--	-----------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

<p>Stage 3</p>	<p>Language, Behaviour, and the Social Mind LAN00058H 20 Credits (Optional, List G)</p>	<p>Progress towards PLO</p>	<p>Students are given a rich overview of contemporary approaches on the study of how our social lives affect, and are affected by, our behaviours and particularly our language behaviours. It is a heavily practical module which from the outset asks them to think about research design and implementation, with a particular focus on socio psychological methods.</p>		<p>Students will acquire a critical understanding of the competing and ongoing debates in the social sciences on the extent to which our actions and behaviours are our own, and how this varies across cultures.</p>	<p>Linguistic phenomena such as phonetic and syntactic variation, voice quality, socio-indexical properties of speech and grammatical construction will be shown to have effects on non-linguistic behaviours. Discussion will be based on peer-reviewed research that is outside of the linguistic domain but has unexplored linguistic implications. Students will be encouraged to continually think of the linguistic relevance of the journal articles they read.</p>	<p>Students will learn through interactive seminars to come up with novel research questions, and ways to answer their research questions.</p>	<p>Students will develop an understanding of human cognition as a contested field, and be able to articulate the differences in approaches to human agency and will with respect to language and behaviour.</p>		
-----------------------	-----------------------------------------------------------------------------------------------------	-----------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

		By working on (and if applicable, assessed through)	By working on experimental design, online tests and experiments and fairly involved debates, students will develop a new way of looking at language use, and particularly in the real-life implications of variation in language on a wide range of behaviours. They will participate in online experiments, class based activities, and then work in groups to design, execute and write up their own experimental project looking at the effects of language on a behaviour of their choice.		By working in groups, they will look at classic papers that take either cognitive or behaviourist approaches and be asked to distill the approaches and summarize them. They will be asked to take a stance for their experimental reports, where they will use these theories to develop and argument for the effect of social information on linguistic behaviour.	By working on written and online activities, students will be asked to analyse why certain linguistic features might affect a particular behaviour. They will have one-to-one summative interviews with the convenor and another member of staff (who is unfamiliar with their work) where they will be asked to convey their project findings and their own interpretations of them. Further, there will be seminar based debates where they will be actively challenged on their assumptions and beliefs about language and behaviour.	By working on group projects, the students will be expected to generate their own experimental question and develop an appropriate experiment to answer it. They will have to discuss, in their groups, how to allocate work roles and workload, as well as manage group time and meeting schedules. They will be expected to function as an independent research group, as they would in a real-life academic or workplace setting, and this is vital experience for them for their post-University life.	Students will have oral exams at the end of their module (summative) where they have to explain to the convenor and a non-expert about the nature and implications of the research projects. There will also be opportunities for formative debates and presentation where they can express the relevance and applications of what they have learned.	
--	--	-----------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--