1. **Title of the module**

LING8330 (LL833) – Structure

1. **School or partner institution which will be responsible for management of the module**

School of European Culture and Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

15 Credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Compulsory for MA Linguistics; MA Applied Linguistics with TESOL

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Demonstrate an understanding of the central areas of linguistic theory, as well as the basics of empirical enquiry;

8.2 Use analytic techniques, the purpose of which is to provide a comprehensive representation of linguistic structure and operations;

8.3 Develop lines of argument and conduct theoretically informed cross-linguistic analyses of data;

8.4 Demonstrate their capacity for critical thought and their ability to express these thoughts accurately to others through workshop discussions, pair work and presentations;

8.5 Assess the extent to which the linguistic theory they have been introduced to can both describe and explain the linguistic properties of the data they have been presented, using data sheets given out in class.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Demonstrate confident and professional written and spoken fluency through presentations, and pair work;

9.2 Demonstrate efficient management skills through weekly preparatory reading, conducting informal data analyses during the term, and handing in assessments punctually.

1. **A synopsis of the curriculum**

This course constitutes an in-depth introduction to syntax, focusing specifically on the question of what constitutes knowledge of language. By examining a core area of linguistic investigation (syntax), students will have the opportunity to explore the form and structure of the various kinds of linguistic knowledge speakers possess. The investigation will proceed from a theoretical as well as a descriptive perspective, and students will be encouraged to evaluate theoretical claims in the light of observations drawn from a wide range of languages. As such, the module will equip students with the theoretical and methodological tools required in the specialised modules and will highlight the crucial role of description in supporting and testing theoretical claims.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Carnie, A. (2006). *Syntax: A Generative Introduction* (2nd edition.). Oxford: Blackwell.

Haegeman, L. (2005). *Thinking Syntactically: A Guide to Argumentation and Analysis*. Oxford: Blackwell.

Isac, D and C Reiss (2013) *I-Language: An Introduction to Linguistics as Cognitive Science*. Oxford: OUP.

Poole, G. (2011) *Syntactic Theory* (2nd edition.). New York: Palgrave.

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
	1. Main assessment methods
* Data-based Task 1 – 25%
* Data-based Task 2 – 25%
* Essay (2,000 words) – 50%
	1. Reassessment methods
* Reassessment Instrument: 100% Coursework
1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |
| Data-based Task 1 | **x** | **x** |  |  | **x** | **x** | **x** |
| Data-based Task 2 | **x** | **x** |  |  | **x** | **x** | **x** |
| Essay |  |  | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/ declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Linguistics is an intrinsically international subject, given that it is the study of Language in the abstract and languages in use, and necessarily requires the analysis of languages from around the world. In this module, students are presented with data from many different languages as part of constructing and testing hypotheses and working towards building a universal theory.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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| Revised FSO Jan 2018 |