Course Guide

LASC08015
Linguistics and English Language 1
&
LASC08016
A Brief Introduction to Language
2014-2015

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Department of Linguistics and English Language
School of Philosophy, Psychology and Language Sciences
University of Edinburgh
1. Course Aims and Objectives

*Linguistics and English Language 1* (LEL1, LASC08015) is available as a self-contained, two semester, 40 credit course. (For details relating specifically to LASC08016 *A Brief Introduction to Language*, see section 2.)

LEL1 provides an introductory course to the structure and use of English and other languages with three broad aims:

1. To introduce you to the scientific study of language in a coherent and systematic way.
2. To introduce you to the fundamental terminology and analytic concepts involved in the study of the linguistic structure of English and other languages.
3. To encourage you to see language in its broader setting as a social, historical and biological phenomenon.

In relation to these general aims, the course embodies in its content and components certain specific objectives, so that students who have participated fully in LEL1 will understand:

- basic principles for the description of the sounds and sound systems used in languages around the world, and how they can be applied to describe English;
- basic principles for the description of grammatical structure and the structure of words, phrases and sentences, and how they can be applied to describe English and other languages;
- basic principles for the systematic study of word and sentence meaning, and how they can be applied to describe English;
- aspects of the structure of texts and discourse, largely applied to the description of English;
- basic principles of and links between language variation and language change; the ways in which speakers vary in their use of language and how English varies around the English-speaking world;
- the fundamental ways in which English has changed over time and what basic phenomena are exhibited by language change in general;
- basic claims about what human language is, how it differs from other communication systems, how it is acquired and how it relates to human brains.

2. A Brief Introduction to Language

*A Brief Introduction to Language* (BIL, LASC08016) is a one semester, 20 credit course that parallels the first semester of LEL1 which can be taken instead of the full course.

Note: BIL is not available to students studying for degrees that involve Linguistics and/or English Language.

*A Brief Introduction to Language* does NOT qualify students to take any second-year courses in Linguistics and English Language, apart from Linguistics and English Language 2E: ‘Structure and History of the Western European Languages’ (LASC08021). It is primarily intended for (i) visiting students who are only at Edinburgh for semester 1 and for (ii) students who wish to combine it with Linguistics and English Language 2E: ‘Structure and History of the Western European Languages’ (LASC08021) or some 20 credit course in modern languages. First-year
students looking to take Linguistics and English Language as an outside subject should take Linguistics & English Language 1 (LASC08015), instead.

BIL consists of the first two blocks of LEL1 as described in section 4, and the timetable of lectures is as set out for semester 1 of LEL1. BIL shares the aims and objectives of the first semester of LEL1:

1. To introduce you to the scientific study of language in a coherent and systematic way.
2. To introduce you to the fundamental terminology and analytic concepts involved in the study of the linguistic structure of English and other languages.

Students who have participated fully in the course will understand:

- basic principles for the description of the sounds and sound systems used in languages around the world, and how they can be applied to describe English;
- basic principles for the description of grammatical structure and the structure of words, phrases and sentences, and how they can be applied to describe English and other languages.

All classes for BIL are shared with those for the first semester of LEL1, and the general arrangements, with the exception of assessment, are the same for both courses, so most of what follows in this course handbook applies to BIL as much as to LEL1. Details relating to the assessment for BIL specifically are given below.

The Learn area for LEL1 will be used for BIL as well; students enrolled for BIL will automatically be given access to this.

**Assessment for a Brief Introduction to Language (BIL)**

The assessment for BIL consists of an exam at the end of semester 1. The exam will contain multiple choice questions as well as some essay-style questions. The final mark for BIL will be based entirely on the mark for this exam. To pass the course, a mark of at least 40% is needed. The resit exam in August must be taken by students who fail the December exam for BIL. Students who are unable to sit the exam in December because of illness will be allowed to sit in August as if for a first attempt only if they have written permission (to obtain which they will need a Medical Certificate, or comparable written evidence, for consideration at the Exam Board).

### 3. Lecture Times and Locations

**Lectures** take place three times a week throughout both semesters on the following days and times:

**Semester 1**

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>15.10 – 16:00</td>
<td>Appleton Tower, Lecture Theatre 5</td>
</tr>
<tr>
<td>Tuesday</td>
<td>10:00 – 10:50</td>
<td>Appleton Tower, Lecture Theatre 4</td>
</tr>
<tr>
<td>Thursday</td>
<td>10:00 – 10:50</td>
<td>Appleton Tower, Lecture Theatre 4</td>
</tr>
</tbody>
</table>
Due to the large number of students which will be attending the lectures please ensure you are seated prior to the scheduled start time.

**4. Lecture Content**

Linguistics and English Language 1 is divided into four themed blocks of teaching, two in each semester, plus a strand of lectures that runs through both semesters.

The blocks in Semester 1 concentrate on core topics of language structure in general and the structure of English in particular.

- **Phonetics and Phonology**: Basic principles and terminology of general phonetic description and transcription. Basic principles involved in describing the sound systems of languages. Application of these principles to describe the sounds and sound systems of English.

  In these lectures, we will be looking at ‘structure’ and ‘regularity’ at the level of the sounds of language. We will see how speech sounds are described and analysed, and how a person’s capacity to produce or perceive a practically infinite number of ‘different’ sounds is harnessed in specific languages so as to distinguish ‘the sounds’ of that language. In some lectures, we focus on the sounds of English, to consider how these principles can be applied to describe and transcribe the language. We will also see how languages impose constraints on which sounds may go together to form larger units such as syllables and which syllables can be stressed in the words of a language.

- **Morphology and Syntax**: Basic principles and terminology for the general description of grammatical structure. Analysis of the structure of words (morphology). Analysis of the structure of phrases and sentences (syntax).

  In this segment, we see how words are structured, in the sense that they are made up of recurrent building blocks not only of sound but also of meaning. We will see how words can be constructed to signal different concepts (derivation and compounding) or different grammatical properties (inflection). We will also see how words can be divided into classes of particular types (nouns, adjectives, etc.) and how words in the different classes can be combined to make phrases and sentences, introducing methods of describing and explaining the structure of these. We also look at surprising properties of human languages such as how words and phrases can appear in different positions in a sentence and how languages may differ from each other.
Semester 2 of LEL1 introduces concepts for studying meaning and interpretation of linguistic forms, such as words, sentences and texts, and discusses how languages vary within themselves and change over time.

• **Meaning and Text**: Basic principles and terminology for describing the meanings of words and sentences and how they relate to each other and to things outside the linguistic system. Analysis of meaning of sentences in terms of their use in conversation, text or other type of discourse.

  These lectures explore how word meanings can be described, the way they contribute to phrase and sentence meanings and how such things can be represented and interpreted. Certain meanings also arise not just from the words and constructions used, but also from the way expressions are used in conversation. Vocabulary for talking about such things and how they arise will be discussed, as will the more complex meanings apparent in texts.

• **Variation and Change**: Basic principles and terminology for describing and understanding linguistic change and its relation to variation within languages. Describing and analysing language as part of society.

  In this block, we look at how English has changed over time, the techniques we can use to discover the properties of long lost languages and how different parts of the grammar are subject to change both in English and other languages. The lectures also explore linguistic variation along certain social dimensions such as gender, race and class, and they look at differentiation of English based on place, both in the British Isles and across the world.

In addition, there is a strand of lectures throughout the course entitled **Language, Cognition and Communication**. In this part of the course, we consider language in its wider context such as: what makes human language special; how do we acquire languages; what does it mean to be bilingual; how does sign language relate to spoken language; how does language relate to the brain; writing systems of the world; can we do experiments to test hypotheses about languages; and so on.

A Brief Introduction to Language consists of the first two blocks (*Phonetics/Phonology* and *Morphology/Syntax*) and the first half of the *Language, Cognition and Communication* strand.
5. **Timetable of Lectures**

### SEMESTER 1: BLOCK 1 - PHONETICS and PHONOLOGY

<table>
<thead>
<tr>
<th>Week</th>
<th>Mon Lecture</th>
<th>Tues Lecture</th>
<th>Thurs Lecture</th>
<th>Tutorial</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>INTRODUCTION</strong></td>
<td>Phonetics and Phonology</td>
<td>Consonants 1</td>
<td>NO TUTORIAL</td>
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<tr>
<td></td>
<td>Ronnie Cann</td>
<td>Warren Maguire</td>
<td>Warren Maguire</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Consonants 2</td>
<td>Consonants 3</td>
<td>LCC: Animal Communication</td>
<td>Tutorial 1</td>
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<tr>
<td></td>
<td>Warren Maguire</td>
<td>Warren Maguire</td>
<td>Simon Kirby</td>
<td>phonetics &amp; phonology</td>
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<tr>
<td>3</td>
<td>Vowels 1</td>
<td>Vowels 2</td>
<td>Vowels in English</td>
<td>Tutorial 2</td>
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<tr>
<td></td>
<td>Patrick Honeybone</td>
<td>Patrick Honeybone</td>
<td>Patrick Honeybone</td>
<td>phonetics &amp; phonology</td>
</tr>
<tr>
<td>4</td>
<td>Phonemic Analysis 1</td>
<td>Phonemic Analysis 2</td>
<td>LCC: Design Features of Language</td>
<td>Tutorial 3</td>
</tr>
<tr>
<td></td>
<td>Warren Maguire</td>
<td>Warren Maguire</td>
<td>Simon Kirby</td>
<td>phonetics &amp; phonology</td>
</tr>
<tr>
<td>5</td>
<td>Phono- logical Rules</td>
<td>Syllabic Phonology</td>
<td>Word Stress</td>
<td>Tutorial 4</td>
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### SEMESTER 1: BLOCK 2 - MORPHOLOGY and SYNTAX

<table>
<thead>
<tr>
<th>Week</th>
<th>Mon Lecture</th>
<th>Tues Lecture</th>
<th>Thurs Lecture</th>
<th>Tutorial</th>
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<tbody>
<tr>
<td>6</td>
<td><strong>Words: Form and Distribution</strong></td>
<td>Words as Complex Units</td>
<td>LCC: Experimental Methods</td>
<td>Mock Test</td>
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<tr>
<td></td>
<td>Rhona Alcorn</td>
<td>Rhona Alcorn</td>
<td>Ellen Gurman Bard</td>
<td></td>
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<tr>
<td>7</td>
<td>Compounding &amp; Derivation</td>
<td>Inflection</td>
<td>Morphological Typology</td>
<td>Tutorial 5</td>
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<tr>
<td></td>
<td>Rhona Alcorn</td>
<td>Rhona Alcorn</td>
<td>Ronnie Cann</td>
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<tr>
<td>8</td>
<td>Morphological Analysis</td>
<td>Beyond Words</td>
<td>LCC: Sign Language 1</td>
<td>Tutorial 6</td>
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<tr>
<td></td>
<td>Ronnie Cann</td>
<td>Ronnie Cann</td>
<td>Alice Turk</td>
<td>morphological analysis</td>
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<td>9</td>
<td>Word Classes Revisited</td>
<td>Sentences and Phrases</td>
<td>LCC: Terms of Address</td>
<td>Tutorial 7</td>
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<td>Caroline Heycock</td>
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<td>10</td>
<td>Constituency</td>
<td>Modifiers and Functions</td>
<td>LCC: Sign Language 2</td>
<td>Tutorial 8</td>
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<td>Ronnie Cann</td>
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<td>Alice Turk</td>
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<td>11</td>
<td>Putting It All Together</td>
<td>Syntactic Typology and Linguistic Universals</td>
<td>LCC: Language and Gender</td>
<td>Tutorial 9</td>
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<td>Lauren Hall-Lew</td>
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### SEMESTER 2: BLOCK 1 - MEANING and TEXT

<table>
<thead>
<tr>
<th>Week</th>
<th>Mon Lecture</th>
<th>Tues Lecture</th>
<th>Thurs Lecture</th>
<th>Tutorial</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>WORDS AND THEIR MEANINGS</td>
<td>TYPICALITY AND PROTOTYPES</td>
<td>POLYSEMY</td>
<td>TUTORIAL 10</td>
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<td>Nik Gisborne</td>
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<tr>
<td>2</td>
<td>SEMANTIC CHANGE</td>
<td>SENTENCE MEANING</td>
<td>LCC: SPEECH TECHNOLOGY</td>
<td>TUTORIAL 11</td>
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<td>Nik Gisborne</td>
<td>Nik Gisborne</td>
<td>Bob Ladd</td>
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<tr>
<td>3</td>
<td>SENTENCE MEANING AND UTERANCE MEANING</td>
<td>CROSS-SENTENCE PHENOMENA</td>
<td>LCC: WRITING SYSTEMS</td>
<td>TUTORIAL 12</td>
</tr>
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<td>Chris Cummins</td>
<td>Chris Cummins</td>
<td>Simon King</td>
<td>MEANING</td>
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<tr>
<td>4</td>
<td>SPOKEN DISCOURSE</td>
<td>INFORMATION STRUCTURE</td>
<td>LCC: PSYCHOLINGUISTICS</td>
<td>TUTORIAL 13</td>
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<td>Hannah Rohde</td>
<td>Hannah Rohde</td>
<td>Ellen Gurman Bard</td>
<td>MEANING</td>
</tr>
<tr>
<td>5</td>
<td>POWER AND IDEOLOGY IN DISCOURSE</td>
<td>COMMUNICATION ACROSS LANGUAGES &amp; CULTURES</td>
<td>LCC: LANGUAGE IN THE BRAIN</td>
<td>TUTORIAL 14</td>
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<td></td>
<td>Lara Ryazanova-Clarke</td>
<td>Hannah Rohde</td>
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### SEMESTER 2: BLOCK 2 - VARIATION and CHANGE

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<tr>
<th>Week</th>
<th>Mon Lecture</th>
<th>Tues Lecture</th>
<th>Thurs Lecture</th>
<th>Tutorial</th>
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</thead>
<tbody>
<tr>
<td>6</td>
<td>LANGUAGE CHANGE: THEORY</td>
<td>LANGUAGE CHANGE: METHODS</td>
<td>LCC: FIRST LANGUAGE ACQUISITION</td>
<td>TUTORIAL 15</td>
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<td></td>
<td>Michael Ramsammy</td>
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<td>Mits Ota</td>
<td>HISTORICAL EXERCISES</td>
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<tr>
<td>7</td>
<td>SOUND CHANGE 1</td>
<td>SOUND CHANGE 2</td>
<td>CHANGE IN THE LEXICON</td>
<td>TUTORIAL 16</td>
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<td>8</td>
<td>SYNTACTIC &amp; MORPHOLOGICAL CHANGE</td>
<td>GRAMMATICALISATION</td>
<td>LCC: BILINGUALISM</td>
<td>TUTORIAL 17</td>
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<td>Nik Gisborne</td>
<td>Vicky Chondrogianni</td>
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<td>Joanna Kopaczyk</td>
<td>Joanna Kopaczyk</td>
<td>Joanna Kopaczyk</td>
<td>UK ENGLISH DIALECTS</td>
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<td>10</td>
<td>VARIATION IN LANGUAGE I</td>
<td>VARIATION IN LANGUAGE II</td>
<td>LCC: DIALECT SYNTAX</td>
<td>TUTORIAL 19</td>
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<td>Joe Fruehwald</td>
<td>Joe Fruehwald</td>
<td>Caroline Heycock</td>
<td>SOCIOLINGUISTIC VARIATION</td>
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<tr>
<td>11</td>
<td>LANGUAGE ATTITUDES</td>
<td>MULTILINGUALISM AND LANGUAGE CONTACT</td>
<td>WORLD ENGLISHES</td>
<td>TUTORIAL 20</td>
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<tr>
<td></td>
<td>Lauren Hall-Lew</td>
<td>Claire Cowie</td>
<td>Claire Cowie</td>
<td>LANGUAGE ATTITUDES</td>
</tr>
</tbody>
</table>

Note that Innovative Learning Week occurs between the two teaching blocks in Semester 2.
TBC = to be confirmed
6. PPLS Undergraduate Student Handbook

The PPLS Undergraduate Student Handbook has more information on Student Support and academic guidance; late coursework and plagiarism; illness and disability adjustments, and useful sources of advice.

The Handbook can be found here:

http://www.ppls.ed.ac.uk/students/undergraduate/documents/PPLS_Student_Handbook_FINAL.pdf

7. Tutorials

One hour weekly, in groups of about 12-15 students. Tutorial groups are scheduled for various times on Thursday afternoon and on Fridays, mostly in seminar rooms in the Central Area. **You will need to sign up to a tutorial group within the first ten days of the course.** Please do this as early as possible, once you have been given relevant instructions. If there are no places left for any of the times that fit your timetable, you should contact the course secretary (room G.06, Dugald Stewart Building) immediately. Arrangements – time, place, tutor's name – will be announced as early as possible after this. **Consult Learn for announcements.** Be sure to contact the course secretary (room G.06, Dugald Stewart Building) immediately should your tutorial group meet at a time that clashes with another class that you are in. Tutorials begin in Week 2 of Semester 1 and Week 1 of Semester 2.

**PLEASE READ THIS CAREFULLY NOW**

Your tutorial will either be at 14:10 (2.10 pm), 15:10 (3.10 pm) or 16:10 (4.10 pm) on Thursdays OR 10:00 (10 am), 11:10 (11.10 am), 12:10 (12.10 pm), 14:10 (2.10 pm) or 15:10 (3.10 pm) on Fridays.

You must sign up for tutorials through **Learn.** If you need to change tutorial groups, you must do so by contacting the course secretary (to be confirmed) IMMEDIATELY and not by contacting the course organisers.

Tutorial group assignments are worked out during the first week of the course. Check the website on Monday 22nd September for details of where and when your group meets. Your first tutorial will be Thursday 25th September or Friday 26th September.

**PLEASE BE SURE YOU KNOW HOW TO GET TO YOUR TUTORIAL BY WEDNESDAY 24th SEPTEMBER.**

You are expected to attend all lectures, and **attendance at tutorials is compulsory.** You must notify your tutor if you are unable to attend your tutorial. In addition, you should inform your Personal Tutor as soon as you possibly can of any illness or problem that prevents you from attending classes for more than three days. (Alternatively, if you are a student within PPLS, you may contact one of the School’s Student Support Officers instead of your Personal Tutor if you prefer: Sarah Nicol (sarah.nicol@ed.ac.uk) and Mhari Davidson (Mhari.Davidson@ed.ac.uk), Dugald Stewart Building room G.03.)

If illness has seriously affected your written work or class attendance, or made you unable to attend one of the Exams, then you must supply the course secretary with written medical evidence as soon as possible. You should also notify your Personal tutor and discuss with them about submitting a Special Circumstances Form.
8. Assessment Information
(N.B. For details about the assessment for A Brief Introduction to Language, see section 2.)

There are four items of assessment for Linguistics and English Language 1: two exams and two pieces of coursework.

- a language analysis exercise set during semester 1 requiring students to apply the techniques discussed in semester 1 to some language data - due in at the beginning of semester 2;
- an exam at the end of semester 1 covering all topics in semester 1, consisting of multiple choice questions only;
- an essay set during semester 2 on some aspect of the material covered in the first block of semester 2, due in week 7 of semester 2;
- an exam at the end of semester 2 covering the material of semester 2, consisting of multiple choice questions and two essay questions.

In session 2014/2015, the submission dates for coursework are as follows:

- Coursework 1: Midday (12:00 hrs) Thursday 22nd January 2015
- Coursework 2: Midday (12:00 hrs) Thursday 5th March 2015

The Final Mark for LEL1 is calculated on the basis of these four items of assessment, all weighted equally at 25% of the overall total. To pass the course, a Final Mark of 40% (Grade D) or above is needed. Should you fail an item of assessment for LEL1, it is possible to compensate for this by doing well enough in the other items of assessment for the course; if the average of your marks for the four items of assessment is at least 40%, you will still pass the course. You will be notified of your Final Mark for the course by University Registry.

If your Final Mark for the course is below 40%, you will be required to take the resit exam in August, covering the material from the entire course (see below).

8.1 Coursework Requirements
During the year you will be asked to submit two pieces of written work. For the material covered in Semester 1, this consists of a language data analysis project; in Semester 2 there is an essay related to the Meaning/Text segment.

Both pieces of work need to be submitted in a hard and an electronic copy. The hard copy should be dropped off into the drop-boxes at reception on the ground floor of the Dugald Stewart Building by the date and time given. You are required to fill in, sign and attach a cover sheet to the front of the assignment when you submit. These forms can be found on top of the drop-boxes in the reception area. The cover sheet includes a statement for you to sign, confirming that the assignment being submitted is your own work.

For the electronic copy, you need to log onto Learn and submit this through the link on the Learn page for the course. Full instructions on how to do this are on Learn. The electronic copy must be submitted within 48 hours of submitting the hard copy. Otherwise the assignment will be subject to the same late penalties as the hard copy, as detailed below.

If you are submitting an assignment late, you will need to hand in the assignment directly into the Teaching Office on the ground floor of the Dugald Stewart Building and ALSO fill in a Late Submission Form which can be picked up from the shelves on the ground floor of the Dugald Stewart Building, next to the Teaching Office.
Your teachers and tutors will be happy to advise on all matters relating to your written work. You are strongly urged to take every opportunity to ensure that your work is of appropriate content and quality.

In keeping with guidance from School and College, and University regulations, the department is always ready to co-operate with arrangements made to permit disabled students to sit examinations and to submit assessed course work, wherever this counts towards final assessment. The department will also co-operate with guidance and regulations pertaining to the assessment of work submitted by disabled students.

8.2 Examinations
There is an exam for LEL1 at the end of both Semester 1 (in December) and Semester 2 (usually in May). Each of these exams will consist partly or wholly of multiple-choice questions that are answered on a machine-readable answer sheet. (If the exam in addition contains any essay questions, those questions must be answered in separate script booklets.) Copies of past multiple choice questions are not published, but there is a short practice exam in the tutorial hour in week 6 of semester 1 to familiarise you with the kinds of multiple choice questions used and to give you a chance to monitor your progress. *This practice exam does not count toward your final mark.*

8.3 Resit exams
For those who have failed the course (i.e. have achieved an average mark of less than 40% over the whole relevant assessment), a resit examination is held in late August. The resit exam is three hours long and will cover the content of the whole course; details of the structure of the resit exam will be made available in due course. It is the student's responsibility to check the resit timetable on the Registry's website [http://www.registry.ed.ac.uk](http://www.registry.ed.ac.uk), find the time and location of the resit exam and ensure they are present for that resit. No formal registration is necessary and students will not be individually notified of the resit date and location of resit exams. If you take the resit exam, your final mark will be calculated using the mark from the resit exam only.

8.4 Feedback
In Linguistics and English Language, we recognise the importance to students of feedback on their work in reasonable time. For coursework, we aim to provide results and feedback within **four working weeks** of submission date. If there is a problem with this turnaround time, we will let you know as soon as possible and give you the reasons for any delay.

In general, written feedback will be given for coursework assignments on the cover sheet as well as on the text of the piece of work by the marker. If you have any questions about the marked coursework or the written feedback provided, you can ask your tutor for a brief meeting. Your tutor may also decide to go over a few things in tutorial if there were common problems.

8.5 Visiting Undergraduates
The assessment arrangements for visiting undergraduates are the same as for all other students.
9. Learn

You should regularly check your university email and check for announcements on the course Learn page, which can be assessed from your MyEd page via http://www.myed.ed.ac.uk/

The course Learn page will provide information concerning:
- General information and announcement about the course
- Lecture notes and PowerPoint slides
- Tutorial arrangements
- Information about assessment arrangements

10. Contact Details for Staff on the Course

If you have a query regarding lecture content, you can post questions on the discussions board in Learn. We encourage students to use this means of communication rather than email whenever the answer to your question may be of interest to other students on the course. For anything else, you’re of course welcome to contact any of us by e-mail. Most lecturers also have an office hour when you can drop by with questions, or else you can make an appointment with them. Your tutor is also likely to be able to clarify course issues for you or direct you to the appropriate person.

The discussions board on Learn can also be used to post questions for the course organisers, and again we encourage you to use the discussions board rather than email for questions whenever the response might be useful to other students. For anything that is more personal, you should of course email us instead. Our contact details are as below:

Course Organiser: Dr Linda van Bergen
Office: Room 3.02, Dugald Stewart Building
Telephone: (0131) 651 1998
E-mail: l.vanbergen@ed.ac.uk

If you have questions not specifically about lecture content, you should speak to the Course Secretary, whose office-hours and other contact details are as below:

Office: Room G.06, Dugald Stewart Building
Telephone: (0131) 650 3961
E-mail: to be confirmed
Office-hours: 9.30am to 4.30pm, Monday to Thursday

Contact details of Lecturers:

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Telephone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr Rhona Alcorn</td>
<td>DSB 2.07</td>
<td>650 6660</td>
<td><a href="mailto:rhona.alcorn@ling.ed.ac.uk">rhona.alcorn@ling.ed.ac.uk</a></td>
</tr>
<tr>
<td>Dr Ellen Gurman Bard</td>
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<td>651 1759</td>
<td><a href="mailto:ellen@ling.ed.ac.uk">ellen@ling.ed.ac.uk</a></td>
</tr>
<tr>
<td>Name</td>
<td>Office</td>
<td>Phone</td>
<td>Email</td>
</tr>
<tr>
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</tr>
<tr>
<td>Dr Vicky Chondrogianni</td>
<td>DSB 2.07a</td>
<td>650 50020</td>
<td><a href="mailto:v.chondrogianni@ed.ac.uk">v.chondrogianni@ed.ac.uk</a></td>
</tr>
<tr>
<td>Dr Claire Cowie</td>
<td>DSB 1.08</td>
<td>650 8392</td>
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<tr>
<td>Dr Chris Cummins</td>
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<td>Dr Joe Fruehwald</td>
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<tr>
<td>Prof Nik Gisborne</td>
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<td>650 3600</td>
<td><a href="mailto:nik.gisborne@ed.ac.uk">nik.gisborne@ed.ac.uk</a></td>
</tr>
<tr>
<td>Dr Lauren Hall-Lew</td>
<td>DSB 2.04</td>
<td>651 1836</td>
<td><a href="mailto:Lauren.Hall-Lew@ed.ac.uk">Lauren.Hall-Lew@ed.ac.uk</a></td>
</tr>
<tr>
<td>Prof Caroline Heycock</td>
<td>DSB 2.10A</td>
<td>651 1999</td>
<td><a href="mailto:caroline.heycock@ed.ac.uk">caroline.heycock@ed.ac.uk</a></td>
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<tr>
<td>Dr Patrick Honeybone</td>
<td>DSB 3.06</td>
<td>651 1838</td>
<td><a href="mailto:patrick.honeybone@ed.ac.uk">patrick.honeybone@ed.ac.uk</a></td>
</tr>
<tr>
<td>Prof Simon King</td>
<td>Informatics Forum 3.11</td>
<td>651 1725</td>
<td><a href="mailto:simon.king@ed.ac.uk">simon.king@ed.ac.uk</a></td>
</tr>
<tr>
<td>Prof Simon Kirby</td>
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<td>650 3494</td>
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<tr>
<td>Dr Joanna Kopaczyk</td>
<td>DSB 2.01</td>
<td>651 5507</td>
<td><a href="mailto:jkopaczy@staffmail.ed.ac.uk">jkopaczy@staffmail.ed.ac.uk</a></td>
</tr>
<tr>
<td>Prof Bob Ladd</td>
<td>DSB 2.14</td>
<td>650 6977</td>
<td><a href="mailto:bob@ling.ed.ac.uk">bob@ling.ed.ac.uk</a></td>
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<tr>
<td>Dr Warren Maguire</td>
<td>DSB 3.07</td>
<td>650 3947</td>
<td><a href="mailto:w.maguire@ed.ac.uk">w.maguire@ed.ac.uk</a></td>
</tr>
<tr>
<td>Dr Mits Ota</td>
<td>DSB 2.21</td>
<td>650 3949</td>
<td><a href="mailto:mits@ling.ed.ac.uk">mits@ling.ed.ac.uk</a></td>
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<tr>
<td>Dr Michael Ramsammy</td>
<td>DSB 1.13</td>
<td>650 3959</td>
<td><a href="mailto:m.ramsammy@ed.ac.uk">m.ramsammy@ed.ac.uk</a></td>
</tr>
<tr>
<td>Dr Hannah Rohde</td>
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<td>650 6802</td>
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<tr>
<td>Dr Lara Ryazanova-Clarke</td>
<td>Room 3.15, 50 George Square</td>
<td>650 3668</td>
<td><a href="mailto:Lara.Ryazanova-Clarke@ed.ac.uk">Lara.Ryazanova-Clarke@ed.ac.uk</a></td>
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<tr>
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<tr>
<td>Prof Alice Turk</td>
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<td>650 3483</td>
<td><a href="mailto:turk@ling.ed.ac.uk">turk@ling.ed.ac.uk</a></td>
</tr>
</tbody>
</table>

**Contact details of tutors** will be made available on Learn (under ‘General Course Information’). Learn will also be used to make course-related information and resources to you. You can access Learn through MyED (under the tab called ‘Studies’).

### 11. Innovative Learning Week

There will be an extra week of teaching in Semester 2: Innovative Learning Week, 16th – 20th February 2014. Normal teaching slots will be suspended and in their place will be a range of other activities such as master classes and research days.

More information will follow nearer the time so please check the School website where details will be available.
12. Common Marking Scheme

http://www.ed.ac.uk/schools-departments/registry/exams/regulations/common-marking-scheme

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>90-100</td>
<td>Excellent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Outstanding in every respect, the work is well beyond the level expected of a competent student at their level of study.</td>
</tr>
<tr>
<td>A2</td>
<td>80-89</td>
<td>Excellent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Outstanding in some respects, the work is often beyond what is expected of a competent student at their level of study.</td>
</tr>
<tr>
<td>A3</td>
<td>70-79</td>
<td>Excellent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Very good or excellent in most respects, the work is what might be expected of a very competent student.</td>
</tr>
<tr>
<td>B</td>
<td>60-69</td>
<td>Very Good</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Good or very good in most respects, the work displays thorough mastery of the relevant learning outcomes.</td>
</tr>
<tr>
<td>C</td>
<td>50-59</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The work clearly meets requirements for demonstrating the relevant learning outcomes.</td>
</tr>
<tr>
<td>D</td>
<td>40-49</td>
<td>Pass</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The work meets minimum requirements for demonstrating the relevant learning outcomes.</td>
</tr>
<tr>
<td>E</td>
<td>30-39</td>
<td>Marginal fail</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The work fails to meet minimum requirements for demonstrating the relevant learning outcomes.</td>
</tr>
<tr>
<td>F</td>
<td>20-29</td>
<td>Clear fail</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The work is very weak or shows a decided lack of effort.</td>
</tr>
<tr>
<td>G</td>
<td>10-19</td>
<td>Bad fail</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The work is extremely weak.</td>
</tr>
<tr>
<td>H</td>
<td>0-9</td>
<td>Bad fail</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The work is of very little consequence, if any, to the area in question.</td>
</tr>
</tbody>
</table>

The marking scheme used for all coursework and for degree and resit examinations is the University Common Marking Scheme. The principal grades and descriptors, as approved by the School of PPLS, of the University’s Extended Common Marking Scheme, are as follows.

**A1 90-100 Excellent**

*Outstanding in every respect, the work is well beyond the level expected of a competent student at their level of study.*

- Shows creative, subtle, and/or original independent thinking
- Demonstrates breadth of knowledge and deep understanding of the subject matter
- Draws on a wide, relevant literature base
- Demonstrates an excellent standard of synthesis and evaluation and a critical and insightful analysis of the literature
- Is well focused, with concentration on the main issues to be addressed
• Presents a compelling case by means of clear logically structured argument or debate, well supported with evidence
• Is written with flair
• Has, where appropriate, complete and correct referencing
• Is flawless in grammar and spelling

A2 80-89 Excellent

Outstanding in some respects, the work is often beyond what is expected of a competent student at their level of study. It
• Shows original, sophisticated independent thinking
• Demonstrates a thorough understanding of the subject matter
• Draws on a wide, relevant literature base
• Demonstrates critical and insightful analysis of the literature
• Is well focused, with concentration on the main issues to be addressed
• Presents a strong case by means of clear, logically structured argument or debate, supported with evidence
• Shows a good standard of academic writing
• Has, where appropriate, complete and correct referencing
• Shows a high standard of grammar and spelling

A3 70-79 Excellent

Very good or excellent in most respects, the work is what might be expected of a very competent student. It
• Explores the topic under discussion fully
• Shows some complex and/or sensitive independent thinking Complexity and or sensitivity is reflected in the argument
• Demonstrates a sound understanding of the subject matter
• Draws in a wide relevant literature base
• Demonstrates critical analysis of the literature
• Is well focused, with concentration on the main issues to be addressed
• Presents a good case by means of clear, logically structured argument or debate, supported by evidence
• Shows a competent standard of fluent academic writing
• Has, where appropriate, complete and correct referencing
• Shows a good standard of grammar and spelling

B 60-69 Very Good

Good or very good in most respects, the work displays thorough mastery of the relevant learning outcomes. It
• Demonstrates a good understanding of the area in question
• Draws on adequate references
• Demonstrates good synthesis, analysis, reflection and evaluation of the literature
• Concentrates on the main issues to be addressed
• Presents an adequate case by means of clear, well structured, logical argument supported with evidence.
• Has, where appropriate, complete and correct referencing of sources
• Shows a good standard of grammar and spelling

C 50-59 Good

The work clearly meets requirements for demonstrating the relevant learning outcomes. It
• Shows evidence of sufficient knowledge and understanding of the material
• Uses references appropriately to support the argument, though they may be limited in number or reflect restricted reading.
• Demonstrates limited critical analysis and evaluation of sources of evidence.
• Addresses the area in question clearly and coherently
• Has satisfactory structure, presentation, and expression
• Has, where appropriate, complete referencing of sources, though there may be minor
  flaws in referencing technique

D 40-49 Pass

The work meets minimum requirements for demonstrating the relevant learning outcomes.
It
• Demonstrates a sufficient level of knowledge and understanding but at a basic level,
  and there may be minor inaccuracies
• Lacks detail, elaboration or explanation of concepts and ideas.
• Displays limited synthesis and analysis of the literature
• Presents a highly descriptive account of the topic with no real critical analysis
• Presents a weak argument which is not logically structured or which lacks clarity or is
  based on unsubstantiated statements
• Has, where appropriate, complete referencing of sources, though there may be flaws in
  referencing technique.
• Has largely satisfactory expression, though there may be minor spelling or grammatical
  errors

E 30-39 Marginal fail

The work fails to meet minimum requirements for demonstrating the relevant learning
outcomes. It
• Does not demonstrate a sufficient level of knowledge and understanding
• Utilises only limited reference sources and offers poor analysis of them
• May not adequately address the area in question, because its content is too limited or
  because there are some inaccuracies
• Presents a poorly structured, poorly developed, or incoherent argument, or no
  argument at all
• Has an awkward writing style or poor expression of concepts
• Has incomplete or inadequately presented references
• Shows a lack of attention to spelling and grammar.

F 20-29 Clear fail

The work is very weak or shows a decided lack of effort. It
• Displays very poor or confused knowledge and understanding
  Does not address the area in question.
• Presents no argument or one based on irrelevant and erroneous content
• Displays an unacceptable academic writing style and/or presentation
• Has incomplete or inadequately presented references, if any

G 10-19 Bad fail

The work is extremely weak. It
• Displays no knowledge or understanding of the area in question
• Presents incomplete, muddled, and/or irrelevant material
• Provides no coherent discussion of the area in question
• Has incomplete or inadequately presented references, if any

H 0-9 Bad fail

The work is of very little consequence, if any, to the area in question. It
• Is incomplete in every respect.
13. Students on a Tier 4 Visa

As a Tier 4 student, the University of Edinburgh is the sponsor of your UK visa. The University has a number of legal responsibilities, including monitoring your attendance on your programme and reporting to the Home Office where:

- you suspend your studies, transfer or withdraw from a course, or complete your studies significantly early;

- you fail to register/enrol at the start of your course or at the two additional registration sessions each year and there is no explanation;

- you are repeatedly absent or are absent for an extended period and are excluded from the programme due to non-attendance. This includes missing Tier 4 census points without due reason. The University must maintain a record of your attendance and the Home Office can ask to see this or request information about it at any time;

As a student with a Tier 4 visa sponsored by the University of Edinburgh, the terms of your visa require you to, (amongst others):

- Ensure you have a correct and valid visa for studying at the University of Edinburgh, which, if a Tier 4 visa, requires that it is a visa sponsored by the University of Edinburgh;

- Attend all of your University classes, lectures, tutorials, etc where required. This includes participating in the requirements of your course including submitting assignments, attending meetings with tutors and attending examinations. If you cannot attend due to illness, for example, you must inform your School. This includes attending Tier 4 Census sessions when required throughout the academic session.

- Make sure that your contact details, including your address and contact numbers are up to date in your student record.

- Make satisfactory progress on your chosen programme of studies.

- Observe the general conditions of a Tier 4 General student visa in the UK, including studying on the programme for which your visa was issued, not overstaying the validity of your visa and complying with the work restrictions of the visa.

Please note that any email relating to your Tier 4 sponsorship, including census dates and times will be sent to your University email address - you should therefore check this regularly.

Further details on the terms and conditions of your Tier 4 visa can be found in the “Downloads” section at www.ed.ac.uk/immigration

Information or advice about your Tier 4 immigration status can be obtained by contacting the International Student Advisory Service, located at the International Office, 33 Buccleuch Place, Edinburgh EH8 9JS

Email: immigration@ed.ac.uk