Course Guide

LASC08017
Linguistics and English Language 2A: Linguistic Theory and the Structure of English
2014-15

Course Organizer:
Prof Nikolas Gisborne (n.gisborne@ed.ac.uk)

Course Secretary:
Ms Paula Philip (p.philip@ed.ac.uk)

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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

The course explores the linguistic structure of Modern English in relation to central issues in linguistic theory. The teaching is organised thematically, covering the phonology, morphology, syntax and semantics of English:

1. Phonology: introduces the idea of ‘phonological theory’ within the broader context of the study of linguistic structure. Lectures will consider some of the key characteristics of the phonology of English and will present some of the central concepts in phonological analysis: contrast; naturalness; derivation vs. representation; segmental and prosodic structure (features, syllables and feet); and the idea that phonology needs multiple levels of analysis (for example, at an underlying and surface level), and ways of mapping between them (such as phonological rules).

2. Morphology: explores some central aspects of the morphological structure of words. Drawing on conceptual parallelism of the 'X-eme vs. allo-X' kind, lectures will scrutinize some of the traditional elements of morphological analysis and then move on to structural analogies such as constituency structure, headedness etc. as well as to interactions of the morphology with the phonology, syntax and semantics.

3. Syntax/Semantics: presents both syntactic and semantic properties of certain major constructions in English in such a way that students are exposed both to general theoretical concerns as well as certain specific theoretical approaches to the phenomena. Topics to be explored include: argument realisation and verb semantics; the structure and interpretation of noun phrases, including nominal modification and relative clauses; functional categories and their syntax; passivisation; finite and non-finite complementation; tense, aspect, mood and the English auxiliary system; and interrogatives.

2. Intended Learning Outcomes

After taking this course, you will be able to:

- describe some of the features of the sound system of English
- analyse English word structure
- understand some of the key problems in semantic analysis and analyse word meaning
- describe and explain key features in English sentence structure, and the theory of syntax
- apply the skills and analyses to languages other than English
- understand how to explore the different interactions between these subsystems.
3. Lecture Times and Locations

Lectures take place on Tuesdays, Thursdays and Fridays. Note, however, that the times and places are not necessarily the same on each day. Tutorial groups will be organised at the start of semester 1.

Tuesday Lecture: 2.10 pm  G.07 Meadows Lecture Theatre - Doorway 4
Thursday Lecture: 1.10 pm  G.07 Meadows Lecture Theatre - Doorway 4
Friday Lecture: 1.10 pm  G.07 Meadows Lecture Theatre - Doorway 4

4. Lecture Programme

The lectures in LEL2A are given by Peter Ackema (PA) who is giving the lectures on morphology; Ronnie Cann (RC) who is teaching semantics; Nik Gisborne (NG) who is teaching syntax and Patrick Honeybone (PH) who is lecturing on phonology.

<table>
<thead>
<tr>
<th>Week # (beginning)</th>
<th>Lecture 1</th>
<th>Lecture 2</th>
<th>Lecture 3</th>
<th>Tutorials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 (15.9.14)</td>
<td>Course Introduction NG, RC, PA, PH</td>
<td>Phonology PH</td>
<td>Phonology PH</td>
<td>[no tutorial]</td>
</tr>
<tr>
<td>Week 2 (22.9.14)</td>
<td>Phonology PH</td>
<td>Phonology PH</td>
<td>Phonology PH</td>
<td>(i) Phonology</td>
</tr>
<tr>
<td>Week 3 (29.9.14)</td>
<td>Phonology PH</td>
<td>Phonology PH</td>
<td>Phonology PH</td>
<td>(ii) Phonology</td>
</tr>
<tr>
<td>Week 4 (06.10.14)</td>
<td>Morphology PA</td>
<td>Morphology PA</td>
<td>Morphology PA</td>
<td>(iii) Phonology</td>
</tr>
<tr>
<td>Week 5 (13.10.14)</td>
<td>Morphology PA</td>
<td>Morphology PA</td>
<td>Morphology PA</td>
<td>(iv) Morphology</td>
</tr>
<tr>
<td>Week 6 (20.10.14)</td>
<td>Syntax NG</td>
<td>Syntax NG</td>
<td>Syntax NG</td>
<td>(v) Morphology</td>
</tr>
<tr>
<td>Week 7 (27.10.14)</td>
<td>Syntax NG</td>
<td>Syntax NG</td>
<td>Syntax NG</td>
<td>(vi) Syntax</td>
</tr>
<tr>
<td>Week 8 (03.11.14)</td>
<td>Syntax NG</td>
<td>Syntax NG</td>
<td>Syntax NG</td>
<td>(vii) Syntax</td>
</tr>
<tr>
<td>Week 9 (10.11.14)</td>
<td>Semantics RC</td>
<td>Semantics RC</td>
<td>Careers talk</td>
<td>(viii) Syntax</td>
</tr>
<tr>
<td>Week 10 (17.11.14)</td>
<td>Semantics RC</td>
<td>Semantics RC</td>
<td>Semantics RC</td>
<td>(ix) Semantics</td>
</tr>
<tr>
<td>Week 11 (24.11.14)</td>
<td>Semantics RC</td>
<td>Semantics RC</td>
<td>Semantics RC</td>
<td>(x) Semantics</td>
</tr>
</tbody>
</table>
5. 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/manage_your_courses.php

6. Readings


7. Tutorials

In addition to the three lectures per week, you will also sign up for a tutorial group (1 hour per week). Tutorials are designed to reinforce what you have covered in the lectures, to get practice analysing linguistic data, and to give you an idea of the kinds of questions you will be given in the assessments. Attendance is compulsory. You will sign up for a tutorial groups at the start of the semester – you will be given instructions how to do this at that time.
8. Assessment Information

There are two pieces of assessment for this course, the first is worth 40% of the total mark, and the second is worth 60%. The first is an essay style question (1,500 words), which will be given out in week 6, and which covers the phonology, morphology and lexical semantics material. The deadline for this assignment is **12.00 on Wednesday 5th November** (week 8). The second assessment for the course is an exam during the December exam period, which will include multiple choice questions covering the content of the whole of the course and two short essays on the syntax and semantics material covered in the last few weeks of the course.

8.1 Feedback

You will get many feedback or feedforward opportunities in your courses. Feedback could be in the form of an essay, a draft write-up, self-generated or peer feedback, small group discussions or quizzes within lectures etc. Feedforward might include a discussion of how to write an essay, or prepare for an exam.

Feedback is essential to learning and it takes many forms. We strongly encourage you to use all forms of feedback, including:

* Asking and answering questions in lectures or classes
* Asking questions of your Course Organiser or lecturer in their office hours
* Actively participating in your tutorials (pre-Honours students)
* Talking about your ideas outside class with fellow LEL students
* Participating in LangSoc discussion groups and study-skills events

If you have any suggestions on how to improve feedback further, please contact either:

* Your Tutor (pre-Honours students)
* Your Course Organiser
* Your Personal Tutor
* The PPLS Student Support Officers Sarah Nicol sarah.nicol@ed.ac.uk or Mhari Davidson mhari.davidson@ed.ac.uk
* Prof Ronnie Cann, Pre-Honours Director r.cann@ed.ac.uk

9. Learn

All lecture notes, tutorial exercises and other course material, including this handbook, will be made available on the LEL2A page on Learn. Lecture notes will appear on Learn shortly after the lecture is given. Please make sure to check Learn regularly for course announcements.

Information Services will shortly be making help and support for student users of Learn available online at [http://www.ed.ac.uk/schools-departments/information-services/services/learning-technology/virtual-environments/learn/students/student-help.](http://www.ed.ac.uk/schools-departments/information-services/services/learning-technology/virtual-environments/learn/students/student-help.}
10. Useful Information

The department of Linguistics and English Language (LEL) forms part of the School of Philosophy, Psychology and Language Sciences (PPLS) – see www.ppls.ed.ac.uk for further details. LEL academic staff and PPLS secretarial and administrative staff are based in the Dugald Stewart Building (DSB), on Charles Street, between George Square and Bristo Square.

The PPLS undergraduate teaching office is on the Ground floor of DSB (room G.06); this is where you can find your course secretary, Frankie Kerr-Dineen, who is your first point of contact for all matters relating to this course. The PPLS Student Support Officers, Mhairi Davidson and Sarah Nicol, work in room G.03; you should consult either of them if you have queries that relate to your wider degree programme (e.g. you want to change from one course to another). LEL staff offices are on floors 1-3. The main PPLS school administrative office is on floor 7.

The lecturers on LEL2A and their contact details are as follows:

<table>
<thead>
<tr>
<th>Lecturer</th>
<th>Room</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prof Nikolas Gisborne</td>
<td>2.03</td>
<td>650 3600 <a href="mailto:n.gisborne@ed.ac.uk">n.gisborne@ed.ac.uk</a></td>
</tr>
<tr>
<td>(Course Organiser)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr Peter Ackema</td>
<td>2.05</td>
<td>650 3495 <a href="mailto:packema@ling.ed.ac.uk">packema@ling.ed.ac.uk</a></td>
</tr>
<tr>
<td>Prof Ronnie Cann</td>
<td>2.10</td>
<td>651 1839 <a href="mailto:r.cann@ed.ac.uk">r.cann@ed.ac.uk</a></td>
</tr>
<tr>
<td>Dr Patrick Honeybone</td>
<td>3.06</td>
<td>651 1838 <a href="mailto:patrick.honeybone@ed.ac.uk">patrick.honeybone@ed.ac.uk</a></td>
</tr>
</tbody>
</table>

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.

11. Common Marking Scheme

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

<table>
<thead>
<tr>
<th>A1</th>
<th>90-100</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<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>Grade</td>
<td>Score</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>A2</td>
<td>80-89</td>
<td><strong>Excellent</strong>&lt;br&gt;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><strong>Excellent</strong>&lt;br&gt;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><strong>Very Good</strong>&lt;br&gt;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><strong>Good</strong>&lt;br&gt;The work clearly meets requirements for demonstrating the relevant learning outcomes.</td>
</tr>
<tr>
<td>D</td>
<td>40-49</td>
<td><strong>Pass</strong>&lt;br&gt;The work meets minimum requirements for demonstrating the relevant learning outcomes.</td>
</tr>
<tr>
<td>E</td>
<td>30-39</td>
<td><strong>Marginal fail</strong>&lt;br&gt;The work fails to meet minimum requirements for demonstrating the relevant learning outcomes.</td>
</tr>
<tr>
<td>F</td>
<td>20-29</td>
<td><strong>Clear fail</strong>&lt;br&gt;The work is very weak or shows a decided lack of effort.</td>
</tr>
<tr>
<td>G</td>
<td>10-19</td>
<td><strong>Bad fail</strong>&lt;br&gt;The work is extremely weak.</td>
</tr>
<tr>
<td>H</td>
<td>0-9</td>
<td><strong>Bad fail</strong>&lt;br&gt;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. It
- 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.

12. 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