1.

2. The definition of Focus (potentially including the relation between Focus and Intonation)
3. The definition of Contrast
4. The definition of Topichood
5. The Cartographic view of the Left-Periphery
6. Challenges to the Cartographic view (potentially including the discussion of Italian Right Dislocation)

Libraries and other resources: n/a

Additional Information:

Please refer to the 'Assessment tab' on the module Moodle page for assessment submission dates and information.

100% of your grade will come from an essay between 2,700 and 3,300 words in length. The essay will deal with an issue connected to the content of the course which you will be able to choose yourself with guidance from the module lecturer. Both under length and over length submissions will be penalised according to UCL guidelines. Information on what is and what is not included in the word count can be found on the Moodle site of the course under the assessment tab.

Possible projects will include (i) the investigation of the syntax of focus, or contrast, or topichood, or givenness, in a language of your choice using the conceptual tools developed in the course; (ii) investigating a data set proposed in the literature or in the course more closely, for example, because it is reported in an incomplete way or because other data appear to challenge current theoretical analyses; (iii) investigating a prediction from one or more of the theories discussed in the course; (iv) contrasting predictions from two or more of the theories discussed; (v) critically comparing two papers about the same discourse relation but reaching different conclusions.

Recording: If possible, the Monday practical sessions will be recorded via the UCL Lecturecast system, and a link to recordings will be made available via the Moodle page for this module. Please note that recordings can fail for a number of reasons.

3. Assessment

Mode of assessment	Weight	Format
Exam (include duration)	100% (3000 words)	Essay

Mode of assessment	Weight	Format
Exam	100% (3000 words)	Essay

4. Types of Feedback

Types of feedback students on this module can expect to receive.

4.1 Generic Tutor Feedback

Type of Feedback	Provided
Oral feedback is given to the whole class (e.g. this may be about coursework, an in-class or online task).	Yes
Electronic feedback to the whole group (e.g. see oral feedback above).	No
Printed feedback to the whole group (e.g. answers to an exercise done in class, feedback relating to general performance on coursework or a task etc).	Yes
Coverage of topics in class which have been raised by members of the class (e.g. in areas where students ask for clarification/elaboration, these topics are addressed in class).	Yes
Electronic responses to the whole group via the VLE or via email (eg sending replies to individual queries to the whole group, or through the Ask a question forum).	Yes
Other generic tutor feedback (please give details or **delete table row**). Feedback on chosen final-paper topic project and presentations	Yes

Table 1. Generic Tutor Feedback

4.2 Automated Feedback

Type of Feedback	Provided
Tests / quizzes within Virtual Learning Environment (VLE). These are tests which do not	

Personal Response Systems used within class (e.g. to test that students understand a concept, to survey which topics students would like elaborated).	No

Table 2. Automated Feedback

4.3 Specific Targeted Tutor Feedback

Type of Feedback	Provided
Oral responses within class (e.g. demonstrators talking to students in lab, stats and computing classes).	Yes
Oral responses outside class (e.g. students are invited to telephone or meet with module staff with individual queries regarding topics taught).	Yes (week 9 only)
Electronic responses to queries from individual students are provided (as above)	Yes
Summative comments on coursework (e.g. handwritten feedback at the end of a written assessment which counts towards the module mark).	Yes
On-script comments in the body of individual summative coursework	Yes
Indication of achievement against set marking criteria (e.g. for an individual essay or a lab report).	Yes
Feedback using a standard feedback form (e.g. essay feedback form or lab marking forms)	No
Oral feedback on coursework talking to individual students about their coursework on the phone or in person, this could be summative points or specific comments on parts of the essay / lab report / project.	No
Electronic feedback on coursework. This could be via email or within VLE (e.g. using Gradebook on Moodle).	No

Table 3. Specific Targeted Tutor Feedback

4.4 Feedback From People Other Than Module Staff

Type of Feedback	Provided
Peer feedback: fellow students commenting on/marking each other's work, or working together on a task (e.g. group work providing students with feedback on their ideas/understanding).	Yes (for groups sharing final presentation topics)
Self-feedback (e.g. students evaluating their own coursework, worksheet answers, etc.)	No

Feedback from seminar tutors: Students may receive feedback on their understanding of

5.2   Self-Management

Type of transferable skill

Working in teams – Able to co-operate with others, to contribute your strengths and learn from theirs with a common purpose	Yes, if working in a group on week 9/10
Negotiating – Able to respect the needs and interests of others when they differ from your own and to find common ground	No
Leading – Able to galvanise a team into cooperative action, to manage, guide or facilitate a group to maximise success	No
Understanding others – Able to recognise the variety of ways in which people can thing and approach tasks, adjusting your own to suit	No
Assessing self and peers – Able to assess your own performance objectively and to give and receive constructive feedback with others	No
Managing change – Able to adapt to changing circumstance and maintain focus on the group's declared goals	No

Table 10. Working with others transferable skills

5.5 Other transferable skills developed in this module