



Coláiste na Tríonóide, Baile Átha Cliath  
Trinity College Dublin

Ollscoil Átha Cliath | The University of Dublin

Centre for Language and Communication Studies

# Visiting & Exchange Students

2023-2024

Modules offered to visiting and exchange students by  
the Centre for Language and Communication Studies

2023-2024

<https://www.tcd.ie/slscs/undergraduate/visiting/>

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## A note on this handbook

This handbook lists and describes the CLCS course modules that may be taken by visiting and exchange students. Please retain it for future reference.

The information provided in this handbook is accurate at the time of preparation. Any necessary revisions are notified to students via e-mail or by notices on the noticeboard outside the CLCS office (Arts Building, Room 4091). Please note that in the event of any conflict or inconsistency between the general regulations published in the University Calendar and the information contained in programme or local handbooks, the provisions of the General Regulations in the Calendar will prevail.

This handbook is also available electronically from the CLCS Visiting Students web pages:

<http://www.tcd.ie/slscs/undergraduate/visiting/>

Alternative formats of the Handbook can be made available on request.

## Emergency Procedure

In the event Information Procedure of an emergency, dial Security Services on extension 1999.

Security Services provide a 24-hour service to the college community, 365 days a year. They are the liaison to the Fire, Garda and Ambulance services and all staff and students are advised to always telephone extension 1999 (+353 1 896 1999) in case of an emergency.

Should you require any emergency or rescue services on campus, you must contact Security Services. This includes chemical spills, personal injury or first aid assistance.

It is recommended that all students save at least one emergency contact in their phone under ICE (In Case of Emergency).

## Student Information System

College administrative processes, including registration, are integrated in a student information system, SITS, which is accessible to all staff and students via the web portal [my.tcd.ie](http://my.tcd.ie).

All communications from College will be sent to you via your online portal which will give you access to your messages. You will also be able to view your timetables online. You will be able to view your personal details – some sections of which you will be able to edit yourself.

Full user helpline facilities, including emergency contact details, will be available from when you register to guide you through these processes and to answer any queries that you may have.

## Introduction

The course modules that may be taken by visiting and exchange students fall into two categories:

- i. Modules taken by Trinity undergraduates in various degree courses (degrees Clinical Speech and Language Studies; Deaf Studies; Computer Science, Linguistics and Language)
- ii. Some of the course modules that form part of the M.Phil. programmes in Linguistics, Applied Linguistics, Speech and Language Processing, English Language Teaching, and Chinese Studies

CLCS's co-ordinator for visiting and exchange students is Professor Neasa Ní Chiaráin ([neasa.nichiarain@tcd.ie](mailto:neasa.nichiarain@tcd.ie)).

Admission to CLCS course modules depends on the availability of places and in some instances on the applicant's academic background. Note also that some of the M.Phil. course modules listed may not be available if they are undersubscribed.

Course modules are taught for one term, two hours per week. Timetables are available both on the CLCS visiting student webpage (URL on cover of this handbook) and are displayed on the noticeboard outside Room 4091, Arts Building.

All course modules are assessed by exercises and/or term essays only. Visiting and exchange students to CLCS do not sit examinations. The grades awarded for exercises/term essays are automatically communicated to the student's home university by Academic Registry.

## List of modules

### Michaelmas Term

- LIU11008 (5 Credits) Introduction to Linguistics I
- LIU22007 (5 Credits) Sociolinguistics
- LI7872 (10 Credits) Formal Foundations of Linguistic Theories
- LI7883 (10 Credits) Multilingualism

### Hilary Term

- LIU11012 (5 Credits) Introduction to Linguistics II
- LIU22010 (5 Credits) Applied Linguistics I
- LIU33009 (5 Credits) Applied Linguistics II
- LIU33010 (5 Credits) Historical Linguistics
- LI7860 (10 Credits) Technology, Language and Communication
- LI7862 (10 Credits) Linguistic Pragmatics
- LI7869 (10 Credits) Describing Meaning
- LIP12005 (10 Credits) Corpora in Speech and Language Processing

# Module Descriptions - Michaelmas Term

## *(i) Undergraduate degree course modules*

### **LIU11008 Introduction to Linguistics I**

Credits: 5

Module coordinator: Dr. Conor Pyle

#### **Module Content**

- What is Linguistics?
- Brain and Language
- Phonetics: the sounds of language
- Phonology: the sound patterns of language
- Morphology: the study of words
- Syntax: from words to phrases
- Semantics
- Pragmatics
- Sign languages and Sign Language Linguistics

This module is an introduction to linguistics. It gives a general knowledge of each area of linguistics drawing from a range of spoken and signed languages. Its aim is to provide the students who have no previous knowledge of linguistics with a background in core areas of the field – phonetics, phonology, syntax, morphology, semantics, and their acquisition. The module is divided in three parts: the first part is an introduction to the field of linguistics, the second part is concerned with the structure of natural languages, and the third part is related to language modality, with particular attention to signed languages and gesture.

#### **Learning Outcomes**

On successful completion of this module, students should be able to:

- LO1. Discuss critically a range of introductory topics in linguistics.
- LO2. Analyse the structure of spoken and signed languages.
- LO3. Identify major concepts in linguistics related to the language modalities.
- LO4. Evaluate different accounts of the relationship between language and thought.

- LO5. Apply knowledge and understanding of linguistics to engage with linguistic data.

### **Assessment**

Take-home test (100%)

Take-home test: students are required to complete a take-home test based on selected weekly topics.

### **Suggested Reading**

Fromkin, V., Rodman, R., Hyams, N. 2017. An introduction to Language (11th edition). Boston: Cengage.

O'Grady, W., Archibald, J., Aronoff, M., Rees-Miller, J. 2017. Contemporary Linguistics. An Introduction (7th edition). Boston/New York: Bedford/St. Martin's.

## **LIU22007 Sociolinguistics**

Credits: 5

Lecturer: Prof. Valentina Colasanti

### **Module Content**

Sociolinguistics is the systematic study of language as a social phenomenon. The way that an individual speaks is determined by many factors, such as:

- a) where they are from
- b) how old they are
- c) who they are speaking with at a particular time
- d) who they generally speak with
- e) what they think about how others speak

This class is a hands-on exploration of how social factors influence the way that language is used. We investigate variation that occurs in language and how languages change. Some of the topics we cover include regional variation, language attitudes, multilingualism, social networks, and language contact.

### **Learning outcomes**

On successful completion of this module students should be able to:

- LO1. Describe socially-significant variation in the use of language within specific language communities.

- LO2. Identify socially-significant variables within languages and to examine these in the light of hypotheses on historical change.
- LO3. Critically discuss language standardisation as a social process.
- LO4. Critically review relationships between language and other aspects of culture and cognition.
- LO5. Conduct library or field research on language in its social context.

### **Assessment**

Assignment 1 (10%) Assignment 2 (30%) Assignment 3 (60%).

### **Suggested reading**

Janet Holmes and Nick Wilson. 2017. *An Introduction to Sociolinguistics*. 5th edition. London: Routledge. (required text)

Tagliamonte, Sali. 2012. *Variationist Sociolinguistics: Change, Observation and Interpretation*. London/New York: Wiley-Blackwell.

Van Herk, Gerard. 2012. *What is sociolinguistics?* London/New York: Wiley-Blackwell.

Wardhaugh, Ronald and Janet M. Fuller. 2015. *An Introduction to Sociolinguistics*. 7th ed. Oxford: Wiley-Blackwell.

[Detailed reading list available on Blackboard]

## *(ii) M.Phil. course modules*

### **LI7872 Formal Foundations of Linguistic Theories**

Credits: 10

Lecturer: Carl Vogel

#### **Aims**

The course is designed to establish competence in foundational mathematical concepts used in contemporary cognitive science and computationally-oriented approaches to linguistic theory. Basic concepts of discrete mathematics are reviewed with attention to their relevance in linguistics: sets, operators, relations, trees, logic, formal language theory. Emphasis is placed on finite recursive specification of infinite formal languages as an idealization of grammar specification for natural languages (each of which is thought to be infinite but managed by finite brains). Natural languages are modelled as uninterpreted sets of grammatical sentences whose internal structural complexity has implications related to constraints on human syntactic processing. Human languages are also modelled via their translation into logical languages supplied with deductive mechanisms supplying representational and denotational semantic analysis. Logical languages within a range of expressivity classes are considered in terms of their syntax, semantics, and inference mechanisms as simulations of human recognition, interpretation, and reasoning with natural language expressions. Thus, the aims of the course are to (i) establish competence with the core concepts and analytical tools, (ii) develop awareness of the range of applicability of the tools and concepts within linguistic theory and cognitive science, (iii) foster confident and fluent use of formal methods in analysing human language and reasoning.

#### **Working methods**

The course relies on lectures and hands-on practice with the formal tools. Self-access practice with the tools is essential. An automated theorem prover is introduced to facilitate specification of formal theories of natural language syntax and semantics within one of the logical languages addressed in the lectures in order to use the theorem prover to test the consequences of

theories of language on natural language inputs. Thought-problems designed to test understanding of key concepts will be offered at the end of each session.

## **Syllabus**

Topics addressed in the module include:

- Sets, characteristic functions, operators, relations
- Languages as sets of sentences
- Propositional logic: syntax, semantics & valid inference
- Deductive inference and human reasoning
- Predicate logic: syntax, semantics & valid inference
- First order logic (FOL): syntax & semantics & valid inference
- Translating natural language utterances into FOL
- Axiomatizing theories in Prolog (Horn Logic).

## **Learning outcomes**

On successful completion of the module students should be able to:

- Define the basic constructs in discrete mathematics: sets (finite, infinite and impossible), algebraic operations on sets (intersection, union, complement, difference), characteristic functions, relations (e.g. reflexivity, transitivity, symmetry), partial orders, total orders, equivalence classes; properties of trees; propositional logic, predicate logic, first order logic, Horn logic (syntax, semantics, limits and valid inference in each case).
- Demonstrate the relevance to syntax of human languages in idealizing natural languages as infinite sets of grammatical sentences;
- Demonstrate the relevance to syntax of human languages in providing finite recursive definitions for infinite logical languages;
- Demonstrate the relevance to semantics of human languages in providing a compositional denotational semantics (with a syntax-semantics interface) to infinite logical languages;
- Explain how natural language semantics may be represented indirectly using formal logical languages and their model-theoretic semantics;
- Specify clear theories of grammar as axioms in a deductive framework capable of testing theoretical predictions;
- Transfer abstract competence to practical

## **Assessment**

In previous years, students completed a take-home assignment with a mixture of problems intended to elicit demonstration of mastery of core concepts and ability to reason with those concepts in representing relevant phenomena.

## Recommended readings

Course handouts and sources in their bibliographies.

Partee, B. A. ter Meulen and R. Wall. 1993. *Mathematical Methods in Linguistics*. Dordrecht: Kluwer Academic Press.

## LI7883 Multilingualism

Credits: 10

Lecturers: Caitríona O'Brien

### Aims

The goal of this module is to introduce students to ideas and concepts of multilingualism, and to examine situations where three or more languages are present in an individual's language repertoire or speech community. This module takes as its point of departure multilingual individuals (children and adults) and their social context. It has three key themes: (1) to explore concepts and theories in multilingual individuals, communities and societies, (2) to introduce cognitive and acquisitional aspects of multilingualism; and (3) to assess critically successes and failures in policies to encourage multilingual language learning and use, particularly in education. The module is intended as an introduction to research for students who are considering research on multilingualism in individuals and societies. Whilst drawing on examples from across the world, the module nevertheless has a strong European flavour, with references to the work of the European Union and Council of Europe in language education policy, and case studies drawn from multilingualism in Europe.

### Syllabus

Specific aspects addressed in the module include:

- General issues and concepts in individual and societal multilingualism
- Multilingual language acquisition, the role of prior native and non-native language knowledge in the language acquisition process, multilingualism and cognitive development, crosslinguistic influence
- Multilingual education programmes, tools to encourage multilingual language use and learning, and evaluation/assessment
- Language policy and language education policy in multilingual contexts

### Learning outcomes

On successful completion of this module, students should be able to:

- Analyse general issues and concepts in research on individual and societal multilingualism

- Critically evaluate theory and research relevant to multilingual practices and policies.
- Assess research on acquisitional and cognitive aspects of multilingual language acquisition
- Examine the impact of official language policies on multilingualism
- Critically assess the role of different types of educational systems and policies in affording opportunities for multilingual language learning and use
- Conduct research on multilingualism in the individual and society

### **Assessment**

In previous years, the module involved a site visit to a local example of multilingualism in practice. After this visit, students wrote and submitted a reaction paper (1000-1500 words) which was weighted at 40% towards the mark for the module. At the end of the module each student submitted a research paper (2000-2500 words) weighted at 60% of the final mark.

### **Suggested readings**

Aronin, L., & Singleton, D. (2012). *Multilingualism*. Amsterdam: John Benjamins.  
 De Angelis, G. (2007). *Third or Additional Language Acquisition*. Clevedon: Multilingual Matters.  
 Weber, J.-J., & Horner, K. (2012). *Introducing Multilingualism: A Social Approach*. New York: Routledge.

## **Module Descriptions - Hilary Term**

### ***(i) Undergraduate degree course modules***

#### **LIU22010 Applied Linguistics I**

Credits: 5

Lecturer: TBA

#### **Aims**

This module introduces students to fundamental principles of applied linguistics. In particular, the module focuses on language teaching, particularly learner-centred approaches to language curriculum. Through the lens of research

conducted in the field of applied linguistics, it explores the cycle of curriculum design, including the analysis of learner needs, the specification of learning outcomes, teaching materials and classroom activities.

The module's content focuses on fundamental principles in language teaching from a communicative perspective. Using theories and findings generated within the field of Applied Linguistics, the module develops a deep understanding of how classroom language teaching is organised, ordered and implemented according to curricular aims and goals. Through a series of lectures and hands-on tutorials, students will explore the steps involved in curriculum design cycle, including language needs analysis, the specification of language learning outcomes, the design and selection of teaching materials and classroom activities. The module has a particular focus on action-oriented language learning, including the concept of plurilingualism and learner-centred approaches to language teaching. It draws on case studies selected from real-life examples of language teaching in international contexts, at various proficiency levels and for various learner groups at different stages of their language learning journeys.

### **Learning outcomes**

On successful completion of this module students should be able to:

- LO1. Demonstrate an understanding of how theories and findings from the field of Applied Linguistics relate to key concepts in language teaching.
- LO2. Identify the identifying features of communicative approaches to formal language learning and teaching.
- LO3. Explain and evaluate the processes involved in the language curriculum design cycle, including language needs, goals and outcomes.
- LO4. Critically analyse the implementation of language curriculum design in a specific societal context.

### **Assessment**

Assignment 1 (50%): In-class presentation focussing on one aspect of the language curriculum design process.

Assignment 2 (50%): Essay on analytical case study applying theoretical aspects of the module to a specific curriculum design context

### **Suggested reading**

Badger, R., & MacDonald, M.N. 2011. Making it Real: Authenticity, Process and Pedagogy. *Applied Linguistics* 31(4), 578-582.

- Council of Europe (2001). A common European framework of reference for languages: Learning, teaching, assessment. Strasbourg: Council of Europe.
- Graves, K. 2000. Designing language courses: A guide for teachers. London: Heinle & Heinle.
- Macalister, J. & Nation, I. S. P. (eds.). 2011. Case Studies in Language Curriculum Design: Concepts and Approaches in Action Around the World. New York: Routledge.

## **LIU 33009 Applied Linguistics II**

Credits: 5

Module coordinator: Prof. Bronagh Ćatibušić

### **Module Content:**

The module's content focuses on fundamental principles in language assessment. Using theories and findings generated within the field of Applied Linguistics, it explores how communicative language proficiency – the productive skills of speaking/writing and the reception skills of listening/reading – may be captured and measured with confidence, both in contexts of informal assessment (e.g. within the language classroom) and formal assessment (e.g. national examination systems) . Through a series of lectures and hands-on tutorials, students will explore and discussion the key steps and decisions involved in language assessment and testing, and learn about validity and reliability of assessment. The module has a particular focus on the social impact of language assessment, and addresses the impact (both positive and negative) of language testing on learners, teachers and educational systems in different international contexts.

*Learning aims:* This module introduces students to fundamental principles in Applied Linguistics, with particular focus on language assessment. Through the lens of research conducted in the field of Applied Linguistics, it explores how communicative language proficiency can be captured and measured with confidence. It examines the design cycle of language tasks and tests, the key decisions involved in language assessment, and the impact (both positive and negative) of language testing on learners, teachers and educational systems.

### **Learning outcomes:**

On successful completion of this module, students should be able to:

- LO1. Demonstrate an understanding of how theories and findings from the field of Applied Linguistics relate to key concepts in language assessment.
- LO2. Identify the principles of and steps involved in capturing and measuring communicative language proficiency.
- LO3. Explain and evaluate the decisions and methods used in language assessment and testing.
- LO4. Critically analyse the design and implementation of language tests in a specific societal context.

### **Assessment:**

Assignment 1 (50%): In-class presentation focussing on one aspect of the language assessment process.

Assignment 2 (50%): Essay on analytical case study applying theoretical aspects of the module to a specific language test example.

### **Recommended Reading:**

Bailey, K. (1998) Learning About Language Assessment: Dilemmas, Decisions and Directions. London: Heinle & Heinle.

McNamara, T. (2000) Language Testing. New York: Oxford University Press.

Stansfield (2008) 'Where we have been and where we should go.' Language Testing, 25 (3), 311.

Weir, C.J. (1990) Communicative Language Testing. London: Prentice Hall International.

Weir, C.J. (2005) Language Testing and Validation. New York: Palgrave MacMillan.

## **LIU 33010 Historical Linguistics**

Credits: 5

Module Coordinator: Prof. Nathan Hill

### **Module Content**

In the early 19th century, it was discovered that in some cases the words of today's languages have systematic correspondences between each other. For example, where Latin has a p- and English an f-, the corresponding Old Irish word begins with a vowel (pater, father, athair; piscis, fish, iasc). Using such correspondences linguists were able to reconstruct, Indo-European, the language ancestral to Latin, English and Irish. Groups of languages related by common descent are called 'language families'. Other large families include

Sino-Tibetan, which gave rise to Tibetan, Chinese, Burmese and about 300 other languages, and Uralic, which includes Finnish, Hungarian, and many languages spoken by small populations in Russia.

This module will introduce students to the major language families of the world, the ways in which the relatedness of languages are demonstrated and the methods for reconstructing ancestral languages. In addition students will learn about those processes that shape languages through time, including the borrowing of vocabulary (e.g. the successive borrowing of 'chief' and 'chef' from the same French word into English under different social conditions of contact with speakers of French) and changes in grammar, such as the loss of 'thou' in English or the replacement of 'holpen' with 'helped'.

### **Learning outcomes**

On successful completion of this module, students should be able to:

- LO1. Identify recurrent correspondence patterns in a comparative word list from related languages.
- LO2. Explain some of the most important changes that account for the divergence of languages within a particular language family.
- LO3. Evaluate the merits of a phonological versus an analogical explanation for a language change .
- LO4. Utilize reconstructed vocabulary to make arguments about the material and social world of a pre-historic people

### **Assessment**

Assignment 1 (20%): In-class presentation focussing on one topic related to historical linguistics.

Assignment 2 (80%): A maximum 2,000 words essay on a topic related to historical linguistics.

### **Recommended reading**

Campbell, L. (2013). Historical Linguistics: An Introduction. Edinburgh: Edinburgh University Press. 3rd edition.

Dimmendaal, G. (2011). Historical Linguistics and the Comparative Study of African Languages. Amsterdam: John Benjamins.

Fortson, B. (2009). Indo-European Language and Culture: An Introduction. 2nd Edition. Malden: Wylie.

## **LIU11012 Introduction to Linguistics II**

Credits: 5

Lecturer: Dr. Conor Pyle

### **Module Content:**

- Introduction to language variation
- Language and society
- Historical Linguistics: the study of language change
- Dynamics of language change
- Linguistic typology
- Multilingualism and Bilingualism
- Heritage and minority languages
- Second language acquisition
- Speech and language processing: implication for technology

This general module is an introduction to three main areas of linguistics: (1) language variation and change, (2) multilingualism, bilingualism and second language acquisition/learning, and (3) speech and language processing, from the perspectives of the human and machine. The first area explores how languages vary in different social and geographic contexts and how language can change over time. The second illustrates the difference between individual and social multilingualism and discusses patterns of language learning in monolinguals, bi/multilinguals and heritage language learners. The third focuses on speech and language processing - by human and machine. It considers how speech and language technology can be used in pedagogical contexts, and to enhance communication for those with disabilities.

### **Learning Outcomes:**

On successful completion of this module, students should be able to:

- LO1. Explain the basic principles of language, variation and change
- LO2. Identify key differences between dialects, varieties and languages
- LO3. Analyse a variety of linguistic problems
- LO4. Identify the social and linguistic dynamics of language change over time
- LO5. Discuss critically topics related to bi/multilingualism and language acquisition and learning
- LO6. Evaluate theories of second language acquisition and learning
- LO7. Explain factors that impact on the rate and route of acquisition of second languages.

- LO8. Identify applications of speech and language technology

### **Assessment Details:**

Take-home test (100%)

Students are required to complete a take-home test with three questions, one in each of the following areas:

- (1) language variation and change,
- (2) multilingualism, bilingualism, and second language acquisition/learning, and
- (3) speech and language processing: human and machine

### **Recommended Reading:**

Fromkin, V., Rodman, R., Hyams, N. 2017. An introduction to Language (11th edition). Boston: Cengage. (e-book available via TCD Library).

O'Grady, W., Archibald, J., Aronoff, M., Rees-Miller, J. 2017. Contemporary Linguistics. An Introduction (7th edition). Boston/New York: Bedford/St. Martin's.

## ***(ii) M.Phil. course modules***

### **LI7860 Technology, Language and Communication**

Credits: 10

Lecturer: Breffni O'Rourke

#### **Aims**

Participants in this module will explore how language and communication are mediated by various technologies, including that of writing. Students will be encouraged to reflect on the relationship between language, communication and technologies on one hand and individual language processing, interactional processes, and the nature of discourse on the other. Lectures, readings and discussions will range over historical, socio-cultural and individual-cognitive levels of analysis as appropriate.

#### **Working methods**

The module will be taught through a combination of lectures and workshop activities.

## Syllabus

Specific themes addressed in the module are likely to include:

- The historical development of writing; the properties of writing systems
- The effects of literacy on our perception of language
- The historical and cultural significance of the printing press
- Audio and video technologies
- Computer-mediated communication
- Mobile-phone text messaging
- Digital literacies

## Learning outcomes

On successful completion of the module, a student should be able to:

- Explain the key steps in the historical emergence of writing
- Explain, with examples, how each of the major writing systems represents language structure
- Discuss the social, cognitive and linguistic significance of writing itself and of the printing press
- Explain the linguistic differences between spoken and written language
- Discuss the nature of written language as used in several communication technologies
- Analyse the linguistic and discourse structure of linguistic interaction in a number of different communication technologies

## Assessment

In previous years, students wrote an assignment of 3-4,000 words exploring one or more aspects of language and communication as mediated by technologies.

## Suggested readings

Joinson, A. N. (2003). *Understanding the psychology of Internet behaviour*.

Basingstoke: Palgrave Macmillan

Rogers, H. (2005). *Writing systems: A linguistic approach*. London: Blackwell.

Schmandt-Besserat, D., & Erard, M. (2008). *Origins and forms of writing*. In C.

*Bazerman* (Ed.), *Handbook of research on writing* (pp. 7-26). New York:

Lawrence Erlbaum

Scott, K. (2015). The pragmatics of hashtags: Inference and conversational style on Twitter. *Journal of Pragmatics*, 81, 8–20

Sproat, R., 2010. *Language, Technology, and Society*. Oxford: Oxford University Press.

- Tagg, C., 2015. *Exploring Digital Communication: Language in Action*, 1. Abingdon: Routledge.
- Walther, J. B., Van Der Heide, B., Ramirez Jr., A., Burgoon, J. K., and Peña, J. (2015). Interpersonal and hyperpersonal dimensions of computer-mediated communication. *The handbook of the psychology of communication technology*, pp. 4-22. New York: Wiley.
- Yus, F. (2011). *Cyberpragmatics: Internet-mediated communication in context*. Amsterdam: John Benjamins.

## **LI7862 Linguistic Pragmatics**

Credits: 10

Lecturer: TBC

### **Aims**

The module's main aims are (i) to introduce students to inferential theories of pragmatics; (ii) to familiarize students with Relevance Theory in particular; and (iii) to give students experience of the practical description of conversational data.

### **Working methods**

The topics of the course are introduced in lectures and explored and developed in workshops and seminars. Practical description will focus on English but student speakers of other languages will be encouraged to apply their analyses to their first languages.

### **Syllabus**

Specific topics included in this module include:

- Grice and conversational maxims
- the principle of Relevance
- conceptual and procedural meaning
- the under-specification of meaning and processes of contextual enrichment
- lexical pragmatics
- coherence relations in discourse
- metaphor, irony and humour
- the functions of discourse connectives

### **Learning outcomes**

On successful completion of this module, students should be able to:

- demonstrate a theoretically informed awareness of the importance of inference and context to linguistic communication
- demonstrate an understanding of attempts to classify communication types
- explain Relevance Theory
- apply Relevance Theoretical analyses to conversational data

### **Assessment**

In previous years, students wrote an assignment of 3,000-4,000 words

### **Suggested readings**

Clark, Billy. 2013. *Relevance theory*. Cambridge: Cambridge University Press.  
**(Textbook)**

Huang, Yan. 2007. *Pragmatics*. Oxford: Oxford University Press.

Blakemore, Diane. 1992. *Understanding Utterances: An Introduction to Pragmatics*. Oxford: Blackwell.

Carston, Robyn. 2002. *Thoughts and Utterances: The Pragmatics of Explicit Communication*. Oxford: Blackwell.

Wilson, Deirdre and Dan Sperber. 2012. *Meaning and Relevance*. Cambridge: Cambridge University Press.

Grice, H. P. 1989. *Studies in the Way of Words*. Cambridge, MA: Harvard University Press.

Levinson, Stephen C. 2000. *Presumptive Meanings: The Theory of Generalized Conversational Implicature*. Cambridge, MA: MIT Press.

Levinson, Stephen C. 1983. *Pragmatics*. Cambridge: Cambridge University Press.

## **LI7869 Describing Meaning**

Credits: 10

Lecturer: TBC

### **Aims**

The module's main aims are (i) to introduce students to the basic challenges facing the linguist seeking to analyze meaning communicated through language; (ii) to familiarize students with some leading representational and denotational approaches to semantics; and (iii) to give students experience of the practical description of the semantic structures of languages.

## Module Content

The topics of the module are introduced in lectures and explored and developed in workshops and seminars. Exercises and discussion will focus on a range of languages in addition to English.

Specific topics addressed in this module include:

- theories of reference
- lexical relations and the dictionary
- the logical structure of language
- verbal argument structure
- event structure
- information structure
- metaphor and metonymy

## Learning outcomes

On successful completion of this module, students should be able to:

- apply the arguments for distinguishing the fields of semantics and pragmatics
- describe the basic aspects of lexical semantics, including the status of lexemes and major lexical relations in English and one or more other languages
- describe, analyse and apply formal approaches to semantics
- assess the relationship between context and meaning
- describe some cognitive accounts of figurative uses of language

## Assessment

In previous years, students wrote an assignment of 3-4,000 words developing themes introduced in the course and applying them to the semantic description of one or more languages.

## Suggested readings

Saeed, John I. 2016. *Semantics*. Fourth edition. Oxford: Wiley-Blackwell.  
(Textbook)

Allen, K. 1996. *Linguistic Meaning*. 2 volumes. London: Routledge Kegan Paul.

Cruse, D. A. 1986. *Lexical Semantics*. Cambridge: Cambridge University Press.

Ungerer, F. and H.-J. Schmid. 2006. *An Introduction to Cognitive Linguistics*. Second edition. Harlow, England: Pearson Education.

Lakoff, George. 1987. *Women, Fire and Dangerous Things: What Categories Reveal about the Mind*. Chicago: University of Chicago Press.

Lyons, John. 1977. *Semantics*. 2 volumes. Cambridge: Cambridge University Press.

## **LIP12005 Corpora in Speech and Language Processing**

Credits: 10

Lecturer: Elaine Uí Dhonnchadha

*Note: students must have a computer science/technical background to take this module.*

### **Aims:**

This module aims to:

- introduce students to corpus design, collection, pre- processing and annotation, and the role of language data in speech and language processing
- enable students to gain experience of using various types of corpora, various corpus analysis and query tools, and corpus processing software,
- familiarise students with the research literature in the field relating to language models and algorithms

### **Module Content:**

Corpora are used in machine learning, in the development and testing of speech and language processing tools, and the development of linguistic knowledge bases.

Topics covered in this module may include:

- corpus design and pre-processing
- types of annotation, e.g. parts-of-speech, phrase structure, semantic categories etc. and manual and automatic methods of annotation, and evaluation
- the exploitation of corpora in a variety of natural language processing/generation applications, using a variety of software tools and methodologies

### **Learning Outcomes:**

On successful completion of the module, students should be able to:

- identify the benefits and challenges of using corpora in various computational linguistic domains
- analyse requirements and formulate a corpus plan
- differentiate between current machine-learning algorithms and their applications
- present a synopsis of literature in the field

- use various types of corpora and corpus processing interfaces and tools.

### **Assessment:**

In previous years, assessment involved an assignment of 3,000-4,000 words.

### **Suggested Readings:**

Relevant papers are assigned each week for class discussion.

#### Recommended reading:

Dunn, J. 2022. *Natural Language Processing for Corpus Linguistics*. Cambridge: Cambridge University Press. DOI:

<https://doi.org/10.1017/9781009070447>

Ide, N and Pustejovsky, J. (Eds.) 2017. *Handbook of Linguistic Annotation*. Springer.

Jurafsky, D. & Martin, J., 2020: *Speech and Language Processing*. Third Edition. Upper Saddle River, N.J.: Prentice Hall

<https://web.stanford.edu/~jurafsky/slp3/> (textbook)

Klein, E., Loper, E. and Bird, S. 2009. *Natural Language Processing with Python – Analyzing Text with the Natural Language Toolkit*. O'Reilly Press.

<https://www.nltk.org/book/>

Lu, X. 2014. *Computational Methods for Corpus Annotation and Analysis*. Springer.

[https://www.researchgate.net/publication/266707568\\_Computational\\_Methods\\_for\\_Corpus\\_Annotation\\_and\\_Analysis](https://www.researchgate.net/publication/266707568_Computational_Methods_for_Corpus_Annotation_and_Analysis)

Pustejovsky, J. & Stubbs, A. 2012. *Natural Language Annotation for Machine Learning: A Guide to Corpus-Building for Applications*. O'Reilly Media

Madnani, N. (2007). *Getting Started on Natural Language Processing with Python*. In XRDS: Crossroads, Volume 13 Issue 4.

[https://datajobs.com/data-science-repo/NLP-\[Nitin-Madnani\].pdf](https://datajobs.com/data-science-repo/NLP-[Nitin-Madnani].pdf) (2012)

Manning, C and Hinrich Schütze, H. (1999). *Foundations of Statistical Natural Language Processing*. MIT Press. Cambridge, MA.

<https://nlp.stanford.edu/fsnlp/>

<https://mitpress.mit.edu/books/foundations-statistical-natural-language-processing>

*Developing Linguistic Corpora: a Guide to Good Practice*. (n.d.)

<https://users.ox.ac.uk/~martinw/dlc/index.htm>

#### Journals and Conference Proceedings:

- Association of Computational Linguistic Proceedings
- Language Resources and Evaluation Journal
- Natural Language Engineering
- Digital Humanities Scholarship

- International Journal of Corpus Linguistics
- <https://arxiv.org/search/cs>

## Academic standards in student work

### ATTRIBUTION AND PLAGIARISM

All quotations from published and unpublished sources *must* begin and end with quotation marks and be accompanied by a full reference (see below). ***The following practices are unacceptable and will be treated as plagiarism:***

- copying without acknowledgement;
- selective copying (which omits words, phrases or sentences from the original) without acknowledgement;
- close summary without acknowledgement.

No student found guilty of plagiarism will be (i) awarded a degree or diploma or (ii) supported in applications for admission to other courses of study either at Trinity College or elsewhere.

To ensure that you have a clear understanding of what plagiarism is, how Trinity deals with cases of plagiarism, and how to avoid it, you will find a repository of information at <https://www.tcd.ie/teaching-learning/academic-policies/assets/plagiarism-mar2020.pdf>

We ask you to take the following steps:

- (i) Visit the online resources to inform yourself about how Trinity deals with plagiarism and how you can avoid it at <https://www.tcd.ie/teaching-learning/academic-policies/assets/plagiarism-mar2020.pdf>. You should also familiarize yourself with the most recent Calendar entry on plagiarism located on this website and the sanctions which are applied;
- (ii) Complete the 'Ready, Steady, Write' online tutorial on plagiarism at <https://libguides.tcd.ie/academic-integrity>. **Completing the tutorial is compulsory for all students.**
- (iii) Familiarise yourself with the declaration that you will be asked to sign when submitting course work at <https://libguides.tcd.ie/academic-integrity/declaration>
- (iv) Contact your College Tutor, your Course Director, or your Lecturer if you are unsure about any aspect of plagiarism.

**Plagiarism is a serious disciplinary offence: see also the College regulations on plagiarism printed at the end of this handbook.**

## REFERENCES

Students should ensure that they follow good academic practice in the presentation of essays and other written work. In assignments and dissertations references should be given in the main body of the text, giving the author and year of publication of the material being cited. Specific page references must be given for quotations. Using the 'author/date' system yields references such as:

Bialystok (2001) [for reference to a work as a whole]

Coleman (2002, p. 115) [for reference to one page in a work]

Tonhauser (2007, pp. 838-841) [for reference to several pages]

A complete alphabetical list of references must be included at the end of each piece of work. Each type of work cited (book, article in a book, article in a journal, etc.) has a particular format which should be followed carefully. Detailed information on references, essay format, and the use of linguistic examples is given to students during orientation week: the following forms should be remembered as a guide to the most-commonly used published sources.

Bialystok, Ellen. 2001. *Bilingualism in Development: Language, Literacy, and Cognition*. Cambridge: Cambridge University Press.

Coleman, J. 2002. Phonetic representations in the mental lexicon, in J. Duran and B. Laks (eds.), *Phonetics, Phonology, and Cognition*, pp. 96-130. Oxford: Oxford University Press.

Tonhauser, Judith. 2007. Nominal tense? The meaning of Guaraní nominal temporal markers. *Language* 83: 831-869.

# Assignments

## **PRESENTATION**

**Language.** The discursive component of assignments must be written in English. Illustrative materials and examples may be in any appropriate language.

**Length.** The discursive component of assignments, including quotations from secondary sources, must not exceed the limits stated in the module handout. *Students are required to note the word count on the front of each assignment. They will be penalized for exceeding the stated word limit.*

**Printing requirements.** Assignments should be word-processed and printed *on one side of the paper only*, using double or 1.5 spacing, with a margin of at least one inch (2.5 cm) at the top, bottom, left, and right of the page. *Examiners will pay particular attention to the presentation of assignments, and candidates whose work is deficient in this regard will be penalized.*

**Title page.** Each assignment must begin with a title page that contains the following information (in this order): the full name of its author; the student number of the author; the title of the assignment or the task that it fulfils; the part of the course to which it is attached (where applicable); the term and year in which it is submitted.

**Pagination.** All pages must be clearly and sequentially numbered.

**Binding.** Assignments need not be bound in any formal sense, but all pages must be firmly fixed together, e.g. by a strong staple.

**References.** Every assignment must include an alphabetical list of references, presented according to the conventions set out above.

**Doubtful cases.** Candidates who are uncertain how to apply the above conventions to any of their assignments should consult with the member(s) of staff responsible for the part(s) of the course in question.

## **SUBMISSION**

All submitted work must be accompanied by a coversheet which should contain the following completed declaration:

"I have read and I understand the plagiarism provisions in the General Regulations of the University Calendar for the current year, found at <http://www.tcd.ie/calendar>.

I have also completed the Online Tutorial on avoiding plagiarism 'Ready Steady Write', located at <https://libguides.tcd.ie/academic-integrity/ready-steady-write>."

Please refer to your relevant School/Department for the format of essay submission coversheets.

Unless they present a medical certificate to the course coordinator, **students are automatically penalized for late submission of an assignment – 5% if the assignment is up to one week late and 10% if the assignment is between one and two weeks late.** Without a medical certificate, no assignment will be accepted later than two weeks after the submission date.

### **GRADES**

Assignments are graded according to the scale in general use in the university:

I	70+
II.1	60-69
II.2	50-59
III	40-49
F1	30-39 (fail)
F2	0-29 (fail)

In general the four passing classes are to be interpreted as follows:

I demonstrates a full understanding of key issues, an ability to construct a detailed argument on the basis of that understanding, and a capacity for developing innovative lines of thought

II.1 demonstrates a full understanding of key issues and an ability not only to construct a detailed argument on the basis of that understanding, but to generate additional insights

II.2 demonstrates a full understanding of key issues and an ability to construct a detailed argument on the basis of that understanding

III demonstrates an adequate understanding of key issues and an ability to construct a basic argument.

Grades received as part of student feedback are provisional; final grades are decided at the Court of Examiners meeting in late May. Results are communicated to the student's home university by Academic Registry.

# Appendix 1 – Plagiarism

## *Extract from General Regulations and Information, University Calendar, Paragraphs 96-105*

<https://www.tcd.ie/calendar/undergraduate-studies/general-regulations-and-information.pdf>

### **Plagiarism**

#### **96 General**

It is clearly understood that all members of the academic community use and build on the work and ideas of others. It is commonly accepted also, however, that we build on the work and ideas of others in an open and explicit manner, and with due acknowledgement.

Plagiarism is the act of presenting the work or ideas of others as one's own, without due acknowledgement.

Plagiarism can arise from deliberate actions and also through careless thinking and/or methodology. The offence lies not in the attitude or intention of the perpetrator, but in the action and in its consequences.

It is the responsibility of the author of any work to ensure that he/she does not commit plagiarism.

Plagiarism is considered to be academically fraudulent, and an offence against academic integrity that is subject to the disciplinary procedures of the University.

#### **97 Examples of Plagiarism**

Plagiarism can arise from actions such as:

- (a) copying another student's work;
- (b) enlisting another person or persons to complete an assignment on the student's behalf;
- (c) procuring, whether with payment or otherwise, the work or ideas of another;

(d) quoting directly, without acknowledgement, from books, articles or other sources, either in printed, recorded or electronic format, including websites and social media;

(e) paraphrasing, without acknowledgement, the writings of other authors.

Examples (d) and (e) in particular can arise through careless thinking and/or methodology where students:

(i) fail to distinguish between their own ideas and those of others;

(ii) fail to take proper notes during preliminary research and therefore lose track of the sources from which the notes were drawn;

(iii) fail to distinguish between information which needs no acknowledgement because it is firmly in the public domain, and information which might be widely known, but which nevertheless requires some sort of acknowledgement;

(iv) come across a distinctive methodology or idea and fail to record its source.

All the above serve only as examples and are not exhaustive.

### **98 Plagiarism in the context of group work**

Students should normally submit work done in co-operation with other students only when it is done with the full knowledge and permission of the lecturer concerned. Without this, submitting work which is the product of collaboration with other students may be considered to be plagiarism.

When work is submitted as the result of a group project, it is the responsibility of all students in the group to ensure, so far as is possible, that no work submitted by the group is plagiarised. In order to avoid plagiarism in the context of collaboration and group work, it is particularly important to ensure that each student appropriately attributes work that is not their own.

## **99 Self plagiarism**

No work can normally be submitted for more than one assessment for credit. Resubmitting the same work for more than one assessment for credit is normally considered self-plagiarism.

## **100 Academic Integrity: avoiding plagiarism**

Students should ensure the integrity of their work by seeking advice from their lecturers, tutor or supervisor on avoiding plagiarism. All schools and departments must include, in their handbooks or other literature given to students, guidelines on the appropriate methodology for the kind of work that students will be expected to undertake. In addition, a general set of guidelines for students on avoiding plagiarism is available on <https://libguides.tcd.ie/academic-integrity>.

**101** If plagiarism as referred to in §96 above is suspected, in the first instance, the Director of Teaching and Learning (Undergraduate), or their designate, will write to the student, and the student's tutor advising them of the concerns raised. The student and tutor (as an alternative to the tutor, students may nominate a representative from the Students' Union) will be invited to attend an informal meeting with the Director of Teaching and Learning (Undergraduate), or their designate, and the lecturer concerned, in order to put their suspicions to the student and give the student the opportunity to respond. The student will be requested to respond in writing stating his/her agreement to attend such a meeting and confirming on which of the suggested dates and times it will be possible for them to attend. If the student does not in this manner agree to attend such a meeting, the Director of Teaching and Learning (Undergraduate), or designate, may refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to under CONDUCT AND COLLEGE REGULATIONS §2.

**102** If the Director of Teaching and Learning (Undergraduate), or designate, forms the view that plagiarism has taken place, he/she must decide if the offence can be dealt with under the summary procedure set out below. In order for this summary procedure to be followed, all parties attending the informal meeting as noted in §101 above must state their agreement in writing to the Director of Teaching and Learning (Undergraduate), or designate. If one of the parties to the informal meeting withholds his/her written agreement to the application of the summary procedure, or if the facts of the case are in dispute, or if the Director of Teaching and Learning (Undergraduate), or designate, feels

that the penalties provided for under the summary procedure below are inappropriate given the circumstances of the case, he/she will refer the case directly to the Junior Dean, who will interview the student and may implement the procedures as referred to under CONDUCT AND COLLEGE REGULATIONS §2.

**103** If the offence can be dealt with under the summary procedure, the Director of Teaching and Learning (Undergraduate), or designate, will recommend one of the following penalties:

(a) Level 1: Student receives an informal verbal warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will be assessed and marked without penalty;

(b) Level 2: Student receives a formal written warning. The piece of work in question is inadmissible. The student is required to rephrase and correctly reference all plagiarised elements. Other content should not be altered. The resubmitted work will receive a reduced or capped mark depending on the seriousness/extent of plagiarism;

(c) Level 3: Student receives a formal written warning. The piece of work in question is inadmissible. There is no opportunity for resubmission with corrections. Instead, the student is required to submit a new piece of work as a reassessment during the next available session. Provided the work is of a passing standard, both the assessment mark and the overall module mark will be capped at the pass mark. Discretion lies with the Senior Lecturer in cases where there is no standard opportunity for a reassessment under applicable course regulations.

**104** Provided that the appropriate procedure has been followed and all parties in §101 above are in agreement with the proposed penalty, the Director of Teaching and Learning (Undergraduate) should in the case of a Level 1 offence, inform the course director and where appropriate the course office. In the case of a Level 2 or Level 3 offence, the Senior Lecturer must be notified and requested to approve the recommended penalty. The Senior Lecturer may approve, reject, or vary the recommended penalty, or seek further information before making a decision. If the Senior Lecturer considers that the penalties provided for under the summary procedure are inappropriate given the circumstances of the case, he/she may also refer the matter directly to the Junior Dean who will interview the student and may implement the procedures

as referred to under CONDUCT AND COLLEGE REGULATIONS §2. Notwithstanding his/her decision, the Senior Lecturer will inform the Junior Dean of all notified cases of Level 2 and Level 3 offences accordingly. The Junior Dean may nevertheless implement the procedures as referred to under CONDUCT AND COLLEGE REGULATIONS §2.

**105** If the case cannot normally be dealt with under the summary procedures, it is deemed to be a Level 4 offence and will be referred directly to the Junior Dean. Nothing provided for under the summary procedure diminishes or prejudices the disciplinary powers of the Junior Dean under the 2010 Consolidated Statutes.

See also:

[Plagiarism Policy](#)

[Academic Integrity \(Avoiding Plagiarism\)](#) (Library Guide)

## Appendix 2 – European Credit Transfer and Accumulation System (ECTS)

**The European Credit Transfer and Accumulation System (ECTS)** is an academic credit system based on the estimated student workload required to achieve the objectives of a module or programme of study. It is designed to enable academic recognition for periods of study, to facilitate student mobility and credit accumulation and transfer. The ECTS is the recommended credit system for higher education in Ireland and across the European Higher Education Area.

The ECTS weighting for a module is a **measure of the student input or workload** required for that module, based on factors such as the number of contact hours, the number and length of written or verbally presented assessment exercises, class preparation and private study time, laboratory classes, examinations, clinical attendance, professional training placements, and so on as appropriate. There is no intrinsic relationship between the credit volume of a module and its level of difficulty.

The European **norm for full-time study over one academic year is 60 credits**. 1 credit represents 20-25 hours estimated student input, so a 10-credit module will be designed to require 200-250 hours of student input including class contact time, assessments and examinations.

***ECTS credits are awarded to a student only upon successful completion of the course year** . Progression from one year to the next is determined by the course regulations. Students who fail a year of their course will not obtain credit for that year even if they have passed certain component courses. Exceptions to this rule are one-year and part-year visiting students, who are awarded credit for individual modules successfully completed.*

## **Appendix 3 – Links to University regulations, policies, and procedures**

[Academic policies](#)

[Student complaints procedure](#)

[Dignity and respect policy](#)

## **Appendix 4 – Feedback and Evaluation**

All modules will be evaluated by anonymous survey of students towards the end of the module.

[Student evaluation and feedback](#)