Visiting and Exchange Students 2018–2019

Modules in Linguistics, Applied Linguistics, English Language Teaching, and Speech Science available to visiting and exchange students
# Table of Contents

A note on this handbook................................................................. 3
Emergency Procedure........................................................................ 4
Student Information System.............................................................. 4
Introduction......................................................................................... 5
List of modules.................................................................................. 6

Module Descriptions - Michaelmas Term............................................. 7
(i) Special module for visiting and exchange students ......................... 7
    LI1006 (5 Credits) The Applied Linguistics of English Language Teaching I
    (Daniela Modrescu)..................................................................... 7
(ii) B.A. (TSM) course modules.......................................................... 8
    LI233A (5 Credits) Language Learning (Gessica De Angelis)......... 8
    LI237A (5 Credits) Aspects of Written Language (Sarah O’Brien).... 9
(iii) M.Phil. course modules .............................................................. 10
    LI 7856 (10 Credits) Describing Grammar (John Saeed)................. 10
    LI 7860 (10 Credits) Technology, Language and Communication (B. O’Rourke) ................................................................. 12
    LI 7861 (10 Credits) Language Variation and Change (Jeffrey Kallen) .... 13
    LI 7872 (10 Credits) Formal Foundations of Linguistic Theories (Carl Vogel) ................................................................. 15
    LI 7874 (10 Credits) Speech Production, Hearing and Perception (Ailbhe Ní Chasaide) ................................................................. 17
    LI 7878 (10 Credits) Describing English Grammar (Jeffrey Kallen).... 18
    LI 7883 (10 Credits) Multilingualism (Gessica De Angelis, Lorna Carson) .... 19
(iv) Bachelor in Deaf Studies Modules ................................................. 21
    DF 103A (5 Credits) Perspectives on Deafness (John Bosco Conama) .... 21
    DF 108A (5 Credits) Introduction to Sign Linguistics (Lorraine Leeson) ...... 23
    DF 109A (5 Credits) Language Acquisition and Deafness (Colin Flynn, Lorraine Leeson, guest lecturers) ....................................................... 25
    DF 231A (5 Credits) Working with the Deaf Community .................... 27
    DF 234A (5 Credits) Translation and Interpreting, Philosophy and Practice ................................................................. 28
(v) M.Phil. in Chinese Studies Modules ................................................. 30
    LI 7001 (10 Credits) Modern Chinese History (Isabella Jackson)......... 30
    LI 7002 (10 Credits) Contemporary Chinese Society and Politics (Heidi Ningkang Wang-Kaeding) ................................................................. 31
    LI 7003 (10 Credits) Language and Writing Systems in China ............ 32

Module Descriptions - Hilary Term .................................................. 34
(i) Special course for visiting and exchange students .......................... 34
LI1007 (5 Credits) The Applied Linguistics of English Language Teaching II (Daniela Modrescu) ................................................................. 34
(ii) B.A. (TSM) course modules ........................................................... 35
LI231A (5 Credits) Aspects of Vocabulary (Elaine Ui Dhonnchadha) ...... 35
LI234A (5 Credits) Sociolinguistics (Jeffrey Kallen) ................................. 36
(iii) M.Phil. course modules .................................................................. 37
LI 7843 (10 Credits) Linguistic Typology (John Saeed) ............................ 37
LI 7857 (10 Credits) Language Acquisition (Gessica De Angelis) .......... 38
LI 7862 (10 Credits) Linguistic Pragmatics (John Saeed) ........................ 40
LI 7869 (10 Credits) Describing Meaning (John Saeed) ........................... 41
LI 7877 (10 Credits) The Pedagogical Grammar of English (Breffni O’Rourke) ............................................................................. 42
(iv) M.Phil. in Chinese Studies Modules .................................................. 44
LI 7886 (10 Credits) Governance and Politics of the PRC (Heidi Ningkang Wang-Kaeding) ................................................................. 44
LI 7887 (10 Credits) Business and Economy of Contemporary China (various lecturers) ................................................................. 45
LI 7889 (10 Credits) Chinese Language Varieties and Diaspora in a Global Context ....................................................................... 46
LI 7892 (10 Credits) Early 20th Century Chinese History (Isabella Jackson) 47
LI 8001 (10 Credits) China in Comparative Perspective (John Blair and Jerusha McCormack) ................................................................. 49

Academic standards in student work ....................................................... 51
Assignments ......................................................................................... 52
PRESENTATION ............................................................................... 52
SUBMISSION ..................................................................................... 53
GRADES ............................................................................................. 53
Appendix 1 – Plagiarism ....................................................................... 55
Appendix 2 – European Credit Transfer and Accumulation System (ECTS ) 59
Appendix 3 – Links to University regulations, policies, and procedures .... 59
Appendix 4 – Feedback and Evaluation .................................................. 60

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.

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 in the new system – 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 new 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 four categories:

(i) two course modules specially designed for visiting and exchange students (The Applied Linguistics of English Language Teaching I and The Applied Linguistics of English Language Teaching II);

(ii) some of the course modules that form part of the M.Phil. programmes in Linguistics, Applied Linguistics, Speech and Language Processing, and English Language Teaching.

(iii) some of the course modules that form part of the B.A. degree in Deaf Studies.

(iv) some of the modules that form part of the M.Phil. in Chinese Studies.

CLCS’s co-ordinator for visiting and exchange students is Professor Breffni O’Rourke. At the beginning of the academic year, in Freshers’ Week (week of 3rd September 2018), Professor O’Rourke arranges to see all visiting and exchange students who wish to take CLCS course modules (for times see the visiting students web pages – URL on cover of this handbook – or the noticeboard outside Room 4091 in the Arts Building). Visiting and exchange students who arrive in Dublin in January should visit Professor O’Rourke at the nominated times in the week of 14\(^{th}\) January 2019 (see visiting students web pages).

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 displayed on the noticeboard outside Room 4091. 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

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## Hilary Term

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Module Descriptions - Michaelmas Term

(i) Special module for visiting and exchange students

LI1006 (5 Credits) The Applied Linguistics of English Language Teaching I (Daniela Modrescu)

Aims
This module aims to introduce students to fundamental principles in English language curriculum design, particularly learner-centred approaches to curriculum design. It draws on the Common European Framework of Reference for Languages and the European Language Portfolio in its exploration of the curriculum planning cycle.

Syllabus
Specific themes addressed in the module include exploring different approaches to language curriculum design ranging from grammar-translation, the audiolingual method and the communicative approach; the move from a focus on teaching to a focus on learning; the curriculum planning cycle; portfolio learning; the contribution of the Common European Framework of Reference to the specification, content and assessment of language curricula. The module uses regular group-work to explore the application of these themes with reference to specific target learner groups. Week by week, key topics are introduced with reference to course readings. Topics are explored by the student groups as they gradually develop their expertise in curriculum design. Students are expected to relate their growing understanding to the proficiency levels of the Common European Framework of Reference for Languages (CEFR).

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

- Identify and analyse communicative approaches to language learning and teaching;
- Describe and evaluate different types of language teaching syllabuses and the theory and practice of learner-centred curriculum design.
• Relate the concerns of the Common European Framework of Reference for Languages and the European Language Portfolio to foreign language pedagogy.

Assessment
Students are required to submit a term essay of 3,000 words.

Suggested reading

(ii) B.A. (TSM) course modules

LI233A (5 Credits) Language Learning (Gessica De Angelis)

Aims
This module introduces students to key issues in foreign language learning in formal contexts.

Syllabus
Topics covered include theories of language learning, research findings in relation to successful and unsuccessful learners, the role of the mother tongue.

Learning outcomes
On successful completion of the module, students should be able to:
• Relate the nature-nurture debate to language acquisition research
• Identify the central issues on which language acquisition research has focused
• Summarize the principal findings which have emerged from language acquisition research
• Show the relevance of the findings of language acquisition research - in particular second language acquisition research - to second language teaching
• Apply the findings of language acquisition research to the student's own experience as an observer of language acquisition and to his/her own experience as a language learner.

Assessment
3000 word essay.

Suggested reading

LI237A (5 Credits) Aspects of Written Language (Sarah O’Brien)

Aims
The aim of this course is to introduce students to a range of perspectives - historical, social, linguistic, discourse-analytic, and cognitive - on a pervasive and hugely important linguistic phenomenon that is often taken for granted by literate people in literate societies: written language.

Syllabus
This module examines the phenomenon of written language from a range of perspectives. It begins by exploring the beginnings and historical development of writing, in the process considering the ways in which different writing systems (e.g., logographic scripts, syllabaries, and alphabets) represent different aspects of language. Further points of discussion are the debate around the social and individual consequences of literacy; the orthography of English; the mental processes involved in reading; written texts as coherent communicative acts; differences between the language of speech and the language of writing; and the relationship between written language and communication technologies.

Learning outcomes
On successful completion of the module, students 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
• Analyse written texts for structures and devices of cohesion and coherence
• Explain the role of reader knowledge in interpreting written text
• Explain the linguistic differences between spoken and written language
• Discuss the nature of written language as used in several communication technologies.

Assessment
Students are assessed by a mid-term presentation (50%) and a 2,500-word assignment (50%).

Suggested reading

(iii) M.Phil. course modules

LI 7856 (10 Credits) Describing Grammar (John Saeed)

Aims
The course's main aims are (i) to introduce students to the basic concepts of grammatical description, focusing on syntactic description; (ii) to familiarize students with the basic features of sentence structure: syntactic categories, constituency, and dependency; (iii) to give students experience of the practical description of the grammatical structures of languages; and (iv) to familiarize students with the tasks of formulating and evaluating syntactic argumentation.

Working methods
The topics of the course 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. The course assumes no previous knowledge of morphology and syntax.

**Syllabus**

The course topics include the basic features of sentence structure: syntactic categories, constituency, dependency, agreement, the subordination and coordination of sentences. The course also covers relationships within sentences (word order, grammatical relations and case systems) and valency processes (for example, passives, causatives and applicatives). A major theme is the relationships between syntactic and lexical rules. The course includes exercises in the syntactic description of English and other languages.

**Learning outcomes**

On successful completion of this module students should be able to:
- Demonstrate a knowledge of the basic features of sentence structure: syntactic categories, constituency, and dependency.
- Apply the tools of a functional and lexicalist view of grammar to the description of simple sentences in English and one or more other languages.
- Explain how cross-linguistic syntactic variation may be described.
- Analyse how syntactic rules and processes interface with other levels of linguistic knowledge, in particular with the semantics of verbal argument structure.

**Assessment**

Students write an assignment of 4,000 words developing themes introduced in the course and applying them to the syntactic description of one or more languages.

**Suggested reading**


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 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
Students write an assignment of 3-4,000 words exploring one or more aspects of language and communication as mediated by technologies.

Suggested readings

LI 7861 (10 Credits) Language Variation and Change (Jeffrey Kallen)

Aims
This module has three main aims: (i) to examine the principles of language change, including both internally- and externally-motivated change, (ii) to understand language change in relation to linguistic variation, and (iii) to explore the insights arising from different methods in studying language variation. Assignments encourage students to gain first-hand experience in the observation of language variation.

Syllabus
Specific themes addressed in the module include:
• Linguistic structure and language variation
• Dialectology: models of language change and variation
• Real- and apparent-time indications of change
• Speaker variables: age, gender, social class, ethnicity
• Social networks and communities of practice
• Standardization as a social process
• Dialect convergence and divergence
• Language contact and language change

Learning outcomes
On successful completion of the module, students should be able to:
• Understand the relationships between linguistic theory and language variation
• Identify socially-significant variables within languages and to examine these in the light of hypotheses on historical change
• Critically discuss language standardization as a social process
• Critically discuss processes of language contact, creolisation, diffusion, and death

Assignment
Students write an assignment of 3,000 to 4,000 words that presents and analyses a problem in (a) internal and external factors in historical change, (b) conflicts between standard and 'non-standard' realizations of a sociolinguistic variable, or (c) the outcome of dialect or language contact in a particular setting. Direct observation will be encouraged for any of these essay topics.

Suggested readings
LI 7872 (10 Credits) Formal Foundations of Linguistic Theories (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 is divided into 2/3 lecture and 1/3 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
- 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**

Students complete 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.
LI 7874 (10 Credits) Speech Production, Hearing and Perception
(Ailbhe Ní Chasaide)

Aims
This course aims to provide (i) an understanding of the whole process of speech communication, encompassing the speaker and the listener and (ii) an understanding of some of the major models of production, perception and hearing, and (iii) practical, hands-on, experience in conducting production and perception experiments. Central to the course is an understanding of the acoustic theory of speech production, and of the acoustic characteristics of speech sounds. Speech materials are analysed to illustrate the acoustic properties of speech, provide insight into to the underlying mechanisms of speech production, while also providing a basis for speech perception experimentation. The processes of hearing are dealt with along with the auditory transforms of the acoustic signal. Students are introduced to speech synthesis, and through synthesis based experimentation to the methods that may be used to explore the perceptual correlates of speech sounds.

Syllabus
Specific themes addressed within the module include:
- Acoustic theory of speech production
- Resonance
- Hearing and the auditory system
- Synthesis and its applications in speech perception
- Perception of stops: locus theory
- Categorical perception
- Analysis and synthesis of the voice source
- Perception of voice quality

Learning outcomes
On successful completion of this module, students should be able to:
- Explain the process of speech communication
- Describe the acoustic theory of speech production and have knowledge of the acoustic properties of speech sounds
- Assess some of the competing theories concerning the perception of speech
• Conduct speech production or perception experiments
• Interpret, present and write up experimental data

**Assessment**
The assessment is based on the conducting and writing up of experimental work on a key topic of the course, equivalent to 3-4,000 words.

**Suggested readings**

**LI 7878 (10 Credits) Describing English Grammar (Jeffrey Kallen)**

**Aims**
This module has three principal aims: (i) to examine the major syntactic and morphological features of English, using insights from more general linguistic theory, (ii) to understand the principles that account for grammatical variation across the different national varieties, styles, and registers that characterize English, and (iii) to develop a critical perspective on the role of standardization in English grammar. Students are encouraged to make use of data from their own experience as teachers or learners of English.

**Syllabus**
Students are encouraged to make use of data from their own experience as teachers or learners of English. Specific themes addressed in the module include:

• Grammar: description and prescription
• Words: characteristics and classification
• Clauses: simple, embedded, finite and non-finite
• Tense, voice, and aspect
• Adjectives, adverbs, adverbials: pre- and post-modification
• Contrasting English syntax with other languages
• Text type and register: corpus versus competence
• Discourse markers in speech and writing
• Variation and standardization in world and national Englishes

**Learning outcomes**

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

- Analyse the syntax of English sentences using insights from linguistic theory
- Compare and contrast major grammatical variations in English as a world language
- Assess the role of register and text type in conditioning grammatical choices
- Evaluate critically the position of grammatical standardization in English
- Be familiar with the use of electronic corpora in studying English grammar
- Evaluate the relationships between grammar in learner English and available English-language models

**Assessment**

Students will be assessed on the basis of one syntax exercise which is marked on a pass/fail basis and one 3,500 word essay. Students who are unsuccessful on the syntax exercise may be required to submit a supplemental exercise before the end of Hilary term.

**Suggested readings**


**LI 7883 (10 Credits) Multilingualism (Gessica De Angelis, Lorna Carson)**

**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**

The course will involve a site visit to a local example of multilingualism in practice. After this visit, students will write and submit a reaction paper (1000-1500 words) which is weighted at 40% towards the mark for the module. At the end of the course each student will submit a research paper (2000-2500 words) weighted at 60% of the final mark.


Suggested readings

(iv) Bachelor in Deaf Studies Modules

DF 103A (5 Credits) Perspectives on Deafness (John Bosco Conama)

Aims
This module introduces students to the range of ways in which deafness and Deaf people are categorised - by medical personnel, by hearing people, and by the Deaf community. Three major strands are covered: (1) Perspectives on Deafness: The Deaf Community, Culture and Historical Context (2) Medical, Social and Personal and (3) International Perspectives on Deafness In (1) we examine the variety of societal responses to Deafness over time.

Syllabus
We begin with references to Deafness and Deaf people in ancient times and trace changing attitudes to Deafness, signed languages and Deafhood up until contemporary times. We also explore the notion of Deaf culture and community and consider the objective symbols and behavioural norms of this culture.
This module introduces a continuum of perspectives of Deafness, and examines the range of practical and political implications of these views. We also consider the range of implications that this can have on a Deaf person's self-image. A range of views from Deaf deafened and hard of hearing people which have been pre-recorded are shared over the course of this module. This module also considers different ways of being Deaf in the modern world.
Major organisations from the Irish Deaf community are given attention, while at the same time the relationship between the developed and the developing worlds, with special emphasis on the European experience of Deafness are considered. In a European context, data from the Leonardo da Vinci SIGNALL I and SIGNALL II projects are drawn on (www.signallproject.com).

Learning Outcomes
On successful completion of this module, students should be able to:
• Describe the historical context that notions of Deafness are grounded within
• Describe the major milestones in Deaf history (e.g. establishment of Deaf education, formation of communities, the ‘Golden era’ of manualism, the rise of oralism, the Congress of Milan 1880, the introduction of oral education in Ireland and consequences thereof).
• Describe the major philosophical influences on responses to deafness (e.g. legal, religious, educational, rehabilitation, normalisation, eugenics, human rights, socio-cultural views, medical responses to deafness).
• Describe the medical model of deafness
• Describe the social model of deafness
• Describe the human rights agenda as it relates to the Deaf community
• Reflect on various definitions of the Deaf Community
• Define Deafhood
• Situate Irish Deaf community experiences in a broader EU and global context
• Outline contemporary responses to deafness and Deafhood
• Demonstrate knowledge of the main organisations for Deaf and hard of hearing people in Ireland
• Describe the minority communities within the Deaf community (e.g. Deaf Travelers, Deaf people with disabilities, Deaf-blind people, Deaf gay/lesbians, Deaf people of race, Deaf people who are members of minority religious communities in Ireland, etc.)
• Describe how educational context influences policy that impacts on the Deaf community

Assessment
Coursework: 1 x 2,500 word essay in MT (50%)
Online assessment quizzes (x3 in MT) (50%)

Suggested reading
Lane, Harlan 1999. The mask of benevolence: disabling the deaf community. 2nd ed. San Diego (Ca.): Dawn Sign Press.
DF 108A (5 Credits) Introduction to Sign Linguistics (Lorraine Leeson)

Aims
This module guides the student towards a basic understanding of the linguistic structures of ISL. This module introduces the basic descriptive parameters of the language. Focus is particularly on the phonetic, phonological, morphological and morph-syntactic breakdown of ISL, with reference to other signed language given to provide a cross-linguistic comparator. Topics covered include analysis of the basic parameters of a sign, compounding processes in ISL, verb categories in ISL, non-manual features, and use of space in ISL. Later, particular focus will be on the morpho-syntactic, semantics and pragmatics of ISL. Topics for discussion include the identification of word order in ISL, use of topic constructions, question marking, negation, reflexives and reciprocals in ISL, and passive constructions. Other issues addressed include: iconicity and gesture and their relationship to signed languages.

Syllabus
This module is taught across the academic year and guides the student towards a basic understanding of the linguistic structures of ISL. This module introduces the basic descriptive parameters of the language. Focus is particularly on the phonetic, phonological, morphological and morph-syntactic breakdown of ISL, with reference to other signed language given to provide a cross-linguistic comparator. Topics covered include analysis of the basic parameters of a sign, compounding processes in ISL, verb categories in ISL, non-manual features, and use of space in ISL. Later, particular focus will be on the morpho-syntactic, semantics and pragmatics of ISL. Topics for discussion include the identification of word order in ISL, use of topic constructions, question marking, negation, reflexives and reciprocals in ISL, and passive constructions. Other issues addressed include: iconicity and gesture and their relationship to signed languages.

Learning outcomes
On successful completion of this module, students should be able to:
• Use ELAN to search the Signs of Ireland digital corpus
• Describe the role of iconicity in ISL
• Describe the phonetic features of ISL
• Describe the 5 phonological parameters that make up a sign
• Describe the way in which new signs are created (borrowing, the productive lexicon, compounding, etc.)
• Describe the use of signing space in a signed language
• Describe the major categories of verbs in ISL
• Describe the major NMFs that occur in ISL
• Describe the function of role-shifting in ISL
• Describe how NMFs co-occur with other manual elements in ISL
• Recognise how temporal reference is marked in ISL
• Describe how aspect functions in ISL
• Demonstrate ability to gloss ISL texts accurately
• Describe the use of signing space in a signed language, with particular reference to verb agreement and role-shifting (also known as ‘constructed discourse’ and ‘constructed action’) strategies
• Demonstrate a basic understanding of semantic role assignment in ISL
• Describe the preferred word-order expressed in ISL
• Describe how reflexives and reciprocals are marked in ISL
• Describe how passives are marked in ISL
• Describe the role of topic-marking in ISL
• Describe how questions are marked in ISL
• Describe the functions of eye-gaze in ISL word order
• Describe features that are evident in narrative structure in ISL
• Describe the socio-cultural context that signed languages operate within, with particular reference to Irish Sign Language.
• Outline the historical context for ISL development.

Assessment
4 x coursework (100%)

Suggested reading


Additional readings will be recommended linked to specific topics covered in class.

**DF 109A (5 Credits) Language Acquisition and Deafness (Colin Flynn, Lorraine Leeson, guest lecturers)**

**Aims**

To introduce students to the range of theoretical perspectives & findings research on first and second language acquisition research; to describe the milestones for first language acquisition and to introduce students to critical issues relating to the language acquisition of deaf and hard of hearing children.

**Syllabus**

This module looks at the milestones for typical language acquisition for hearing children, and maps onto these the milestones for deaf children with access to ISL as a ‘mother tongue’. We contrast the situation for deaf and hard of hearing children who access either ISL and/or English as a second language and discuss the implications of late acquisition of language for deaf children. The backdrop to the discussion will entail review of the major theoretical positions on language
acquisition (e.g. discussion of the nature-nurture debate, the critical period hypothesis) and will draw on gesture research and data on second language acquisition and bilingualism. This course also includes reading seminars, which students will be expected to participate in fully.

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

- Describe the ways in which theories of language and language acquisition have changed over the last century;
- Describe the milestones in language acquisition for children - hearing and Deaf;
- Describe the five stages of sound production ((i) basic biological noises, (ii) cooing and (iii) laughing, (iv) babbling and (v) melodic utterances);
- Describe the principal findings which have emerged from first and second language acquisition research;
- Describe the relevance of findings from first and second language acquisition research to second language teaching;
- Describe phonological development in hearing and Deaf children with respect to spoken and signed languages;
- Describe the hallmarks of the nativist and behaviourist approaches to child language acquisition and their relevance to second language acquisition;
- Describe the role of gesture in sign language acquisition;
- Describe the role of home sign for non-native signers;
- Annotate and analyse a piece of child language signing with reference to the literature.

**Assessment**
2 x 2,500 word essays (100%)

**Suggested reading**
DF 231A (5 Credits) Working with the Deaf Community

Aims
This module explores the current issues that are shaped or experienced by those who are working with the Deaf community; in particular, it will focus on how these issues affect the Irish Deaf community. The module is roughly divided into two main areas: (i) a focus on general concepts relating to power, working relationships, etc., and (ii) themes and perspectives that can be identified in the various fields of working with the Deaf community.

Syllabus
This module explores the current issues that are shaped or experienced by those who are working with the Deaf community; in particular, it will focus on how these issues affect the Irish Deaf community. The module is roughly divided into two main areas: (i) a focus on general concepts relating to power, working relationships, etc., and (ii) themes and perspectives that can be identified in the various fields of working with the Deaf community.

Learning outcomes
On completion of this module, students will demonstrate an ability to:
• Classify differing perspectives on deafness impact on working relationships with/within the Deaf community
• Compare and contrast the concepts and strategies adopted by organisations / service providers to meet the needs / rights of Deaf community.

Assessment
2 x 2,500 word essays (100%)

Suggested reading
DF 234A (5 Credits) Translation and Interpreting, Philosophy and Practice

Aims
This module introduces students to current thought on translation and interpretation, with respect to both spoken and signed languages. Seminars will focus on exploring the literature with respect to interpretation philosophy and practice, and consider the practical applications of these findings for sign language interpreters. Analysis of interpreting performances will form a central component of this module, relating theory to practice. We will explore issues such as lexical equivalence, equivalence at word level, clause level and discourse level and compare and contrast grammatical equivalence with issues of situational and cultural context.

Syllabus
This module introduces students to current thought on translation and interpretation, with respect to both spoken and signed languages. Seminars will focus on exploring the literature with respect to interpretation philosophy and practice, and consider the practical applications of these findings for sign language interpreters. Analysis of interpreting performances will form a central component of this module, relating theory to practice. We will explore issues such as lexical equivalence, equivalence at word level, clause level and discourse
level and compare and contrast grammatical equivalence with issues of situational and cultural context.

**Learning outcomes**
On completion of this module, students will be able to:
- Describe the notion of equivalence at word level, clause level, sentence level, grammatical level and discourse level
- Outline the impediments to attaining absolute equivalence between language pairs and be able to give examples thereof
- Describe the strategies that are used by interpreters and translators in dealing with incongruence between language pairs
- Describe how cohesion operates in ISL and in English
- Analyse and evaluate social factors that influence an interpreter's activities (e.g. turn-taking, overlapping turns, power relations, etc.)
- Appraise the impact that cultural difference plays in interpreted events
- Demonstrate the ability to carry out an analysis of an interpreting performance focusing on interpreter strategies to minimise source text interference
- Demonstrate the ability to prepare an English language text for translation to ISL
- Demonstrate the ability to prepare an ISL text for translation to English

**Assessment**
Translation task (50%)
Analysis of translation process and product (2,500 words) (50%)

**Suggested reading**

**Important note:** a detailed reading list and weekly readings will be advised by the lecturer.

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**(v) M.Phil. in Chinese Studies Modules**

**LI 7001 (10 Credits) Modern Chinese History (Isabella Jackson)**

**Aims:**
This module introduces students to the history of modern China in the 20th century.

**Syllabus:**
This module introduces students to the history of modern China in the 20th century, beginning with the fall of the last dynasty, the Qing, which ended 2,000 years of imperial rule. We explore the causes and effects of the establishment of the Chinese Republic, the Second World War in China, the emergence of Communism, Mao and the Cultural Revolution, and the wider development of the People’s Republic of China. We use a range of original primary sources, from modernist literature to propaganda posters, to supplement the understanding gained from reading and lectures to gain a thorough understanding of modern Chinese history and how it is studied.

**Learning outcomes:**
1. Outline key events and developments in the history of modern China
2. Assess the causes and consequences of the establishment of the Chinese Republic, the Communist party, the Cultural Revolution and modernization within the People’s Republic of China
3. Analyse the impact of different aspects of political, social and cultural development on modern China
4. Undertake a basic analysis and evaluation of selected primary sources relating to 20th century Chinese history
5. Present and discuss in written and oral format analysis of key questions relating to the history of China during this period.

**Assessment:**
(i) Continuous assessment (in-class presentation) (20%)
(ii) Assignment of 3,000 - 4,000 words (80%)

**Suggested readings:**


**LI 7002 (10 Credits) Contemporary Chinese Society and Politics (Heidi Ningkang Wang-Kaeding)**

**Aims:**

The aim of this module is to ensure that students will develop a detailed understanding of the major issues in contemporary Chinese politics and society and be familiar with the main theoretical and empirical approaches to the study of these issues.

**Syllabus:**

This module provides an introduction to the politics and society of contemporary China, with a focus on power relations within the Chinese Communist Party and the interactions between politics and the society. Discussions are organized around topics that have attracted greatest academic and public interests in recent years. The module asks the following questions: What are the relationships among major power-holders within the Party? What challenges does Party leaders face from both within the regime and the society? What institutional and non-institutional strategies does the Party adopt to cope with these challenges? Will China face democratization or regime crisis in the near future? What impacts does the increasingly diverse and complex society have on China’s political system?
Learning outcomes:
1. Describe the key political and social changes experienced in China during the period covered by the module
2. Analyse, specify and appraise differing conceptions of power in China and how it affects Chinese society
3. Discriminate between differing theoretical conceptions of the role of the state in China and evaluate the impact of these differing conceptions on Chinese society.
4. Differentiate between theories of international relations and evaluate the explanatory power of these theories by reference to the role of China in international politics.

Assessment:
(i) Continuous assessment (in-class presentation) (20%)
(ii) Assignment of 3,000 - 4,000 words (80%)

Suggested readings:

LI 7003 (10 Credits) Language and Writing Systems in China

Aims:
This module introduces students to important issues of the Chinese language, including its writing system. It covers these issues from various perspectives and brings other issues of high relevance into the larger picture.

Syllabus:
This module introduces students to the Chinese language including its writing systems, from various linguistic/applied linguistic perspectives and from both
language-internal/external viewpoints. It aims to familiarise students to aspects of the history of Chinese language and its building blocks (sound system, word formation, syntax and meaning), as well as social and functional aspects. The evolution, development and transformation of the Chinese writing system are explored as part of this, including essential features of the Chinese characters and principles underlying their construction. Students are introduced to different varieties of Chinese and factors leading to language and standardisation. Important issues of high relevance such as culture are addressed in the module.

**Learning outcomes:**
1. Outline major stages in the history of the Chinese language
2. Understand theoretical perspectives within specific sub-domains (e.g. phonology, syntax, semantics and/or pragmatics) related to Chinese linguistics
3. Demonstrate understanding of the evolution and development of Chinese writing systems
4. Demonstrate basic knowledge of linguistic variation and change in East Asia related to Chinese language varieties
5. Compare and contrast varieties of Chinese
6. Critically discuss issues related to language variation and standardisation

**Assessment:**
(i) Continuous assessment (in-class presentation) (20%)
(ii) Assignment of 3,000 - 4,000 words (80%)

**Suggested readings:**
Module Descriptions - Hilary Term

**(i) Special course for visiting and exchange students**

**LI1007 (5 Credits) The Applied Linguistics of English Language Teaching II (Daniela Modrescu)**

**Aims**
This module aims to introduce students to fundamental principles in English language curriculum design and language testing, and to apply those principles to the design of language tasks and tests.

**Syllabus**
Specific themes addressed in the module include how to approach the teaching of grammar in the language classroom; the selection and use of authentic materials at various proficiency levels; the ways that media technologies can contribute to language learning; types of language test and their purpose; the testing cycle; the design of test items and test tasks. The module uses regular group-work to explore the application of these themes with reference to specific target learner groups. Week by week, key topics are introduced with reference to course readings. Topics are explored by the student groups as they gradually develop their expertise in curriculum design. Students are expected to relate their growing understanding to the proficiency levels of the Common European Framework of Reference for Languages (CEFR).

**Learning outcomes**
On successful completion of this module, students should be able to:
- Identify and evaluate approaches to learning/teaching grammar in language learning, pedagogical materials and use of authentic texts
- Understand models of language tests, issues in test administration and scoring, and the social dimension of language testing
- Relate the concerns of the Common European Framework of Reference for Languages and the European Language Portfolio to foreign language pedagogy.
- Apply this understanding to the design of appropriate language test items and their scoring.

**Assessment**
Students are required to submit a term essay of 3,000 words.
Suggested reading

(ii) B.A. (TSM) course modules

LI231A (5 Credits) Aspects of Vocabulary (Elaine Uí Dhonnchadha)

Aims
This module will attempt to demonstrate that almost everything in language is related in some way or other to words and that, conversely, the lexical dimension of language needs to be conceived of as rather more than just a list of lexical items.

Syllabus
The topics to be explored in this connection will include: lexis and syntax, lexis and morphology, lexical partnerships, lexis and meaning, lexis and phonology, lexis and orthography, lexical variation, lexical change, lexical acquisition and lexical processing.

Learning outcomes
On successful completion of this module students should be able to:
• Characterize the nature of the word and to explain why its definition is problematic
• Demonstrate the interaction between lexis and grammar
• Define and illustrate the syntagmatic semantic phenomenon of collocation and the principal paradigmatic meaning relations operative at a lexical level
• Characterize and illustrate the lexical dimensions of phonology and orthography
• Characterize and illustrate the lexical dimensions of language variation and language change
• Characterize and illustrate major features of lexical acquisition.
Assessment
3000 word essay.

Suggested reading

LI234A (5 Credits) Sociolinguistics (Jeffrey Kallen)

Aims
This module is an introduction to the study of language in relation to society.

Syllabus
Topics include regional and social variation in language, social factors in language change, bilingualism and language planning, language and culture, and language disadvantage and rights.

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

- Recognise the social significance of policy and conflict with regard to minority languages, language rights, and language planning
- Describe socially-significant variation in the use of language within specific language communities
- Identify socially-significant variables within languages and to examine these in the light of hypotheses on historical change
- Critically discuss language standardization as a social process
- Critically review relationships between language and other aspects of culture and cognition
- Conduct library or field research on language in its social context.

Assessment
3000 word essay.
(iii) M.Phil. course modules

LI 7843 (10 Credits) Linguistic Typology (John Saeed)

Aims:
The module’s mains aims are (i) to introduce students to the study of the structural similarities and differences between the languages of the world; (ii) to familiarize students with the principles of research in linguistic typology, including how representative language samples are established; (iii) to give students experience of the practical analysis of cross-linguistic patterns that are found in phonology, morphology and syntax; and (iv) to familiarize students with the tasks of formulating and evaluating typological argumentation.

Syllabus:
The module topics include the genetic classification of languages, phonological inventories, word order, word classes, case marking, classification systems, ergativity, complex predication, and spatial language and lexicalization. The module also covers methodology and sampling. An important element is weekly exercises in the typological description of languages unfamiliar to the students.

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

- Describe in detail the basic theoretical framework for the systematic analysis of language diversity
- Apply the tools of typological analysis to genetically unrelated languages
- Explain how competing claims about cross-linguistic structural properties may be evaluated
- Analyse how typological analysis relates to historical linguistics, areal linguistics and language contact.

Assessment:
Students write an assignment of 4,000 words.

Suggested readings:


**LI 7857 (10 Credits) Language Acquisition (Gessica De Angelis)**

**Aims**

The general aim of this module is to introduce students to the known facts, the principal theoretical issues and the current areas of debate relative to language acquisition. The module will include within its purview child language development involving a single language, the acquisition in childhood of two or more languages, and the learning of additional languages later in life. As well as examining the above acquisitional phenomena themselves, the module will outline the research methodologies deployed in their investigation.

**Working methods**

The topics of the module will be presented in lecture form and will be further explored in group discussion. Students will be pointed towards readings dealing with aspects of material covered in class and will be encouraged to link such material to their own experience as language learners and teachers.

**Syllabus**

- Specific themes addressed in the module will include:
- The major milestones of child language development
- Conceptual and lexical development
- Behaviourist and Nativist perspectives
- Constructionist and Interactionist perspectives
- Input modification and its effects
• The Critical Period Hypothesis
• Bi-/multilinguality
• Cross-linguistic and developmental aspects of multiple language learning

Learning outcomes
On successful completion of this module students will be able to:
• Discuss language acquisition on the basis of the agreed central facts of monolingual child language development, simultaneous bi-/multilingual acquisition and additional language learning.
• Engage in informed debate about the controversial questions associated with the above and of a range of theoretical perspectives attempting to address such question.
• Provide evidence of a critical awareness of the range of research methodologies used by language acquisition researchers.

Assessment
Students will write an assignment of 3500-4000 words on one of the syllabus themes.

Suggested readings:
Aims
The course’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
Students write an assignment of 3500-4000 words developing themes introduced in the course and applying them to the pragmatic description of conversation in a language.

Suggested readings

LI 7869 (10 Credits) Describing Meaning (John Saeed)

Aims
The course’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.

Working methods
The topics of the course 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.

Syllabus
Specific topics included 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
Students write an assignment of 4,000 words developing themes introduced in the course and applying them to the semantic description of one or more languages.

Suggested readings

LI 7877 (10 Credits) The Pedagogical Grammar of English (Breffni O’Rourke)

Aims
This module is concerned with the nature and development of L2 grammar, and with grammar as pedagogical content, with specific reference to English. The principal aims are to foster in students a critical awareness of a range of factors
affecting the acquisition of L2 grammar, and to provide them with a basis for critically assessing a range of approaches to the teaching of grammar.

Working methods
The module will be taught through a combination of lecture, workshop activities based on English grammar points and ELT materials, and student-led discussion.

Syllabus
Specific themes addressed in the module include:
- the nature of grammatical rules
- declarative and procedural knowledge
- the roles of conscious and unconscious grammatical knowledge in learning a second or foreign language
- the relationship between grammar and lexis

Learning outcomes
On successful completion of the module, students will be able to
- critically discuss a range of conceptions of “grammar” in relation to the enterprise of language learning and teaching
- critically discuss a range of factors affecting the acquisition of L2 grammar
- compare and evaluate a range of approaches to the teaching of grammar
- summarise and critically engage with the current research literature on the acquisition and pedagogy of L2 grammar
- evaluate the challenges posed by specific features of English grammar for the learner of English
- apply the theoretical insights gained to the teaching of English grammar
- evaluate pedagogical tasks and materials for English teaching

Assessment
Students write an assignment of 4,000 words exploring one aspect of the theory of grammar pedagogy, underpinned by an understanding of language acquisition. The essay should draw on one or more topics in English grammar by way of illustration and propose a systematic approach to its teaching in a stated context.

Suggested readings
(iv) M.Phil. in Chinese Studies Modules

LI 7886 (10 Credits) Governance and Politics of the PRC (Heidi Ningkang Wang-Kaeding)

Aims:
This module introduces students to the governance and political economy in contemporary China.

Syllabus:
This module provides an examination of political economy and governance in contemporary China, two closely related topics that have drawn extensive interests in policy and business circles. More specifically, it seeks to analyse how the Chinese state has reformed organizationally and institutionally to adapt the rapidly growing economy, what challenges the state currently faces in governance and regulation, and how political interests shape Chinese officials and other state actors’ domestic and overseas economic behaviors, in Africa for example. It also discusses major governance issues including the provision of public goods, media management, corruption, and the environment, with a focus on the political logic behind the government’s responses to these issues.

Learning outcomes:
1. Understand the evolution of China's political institutions and discuss their roles in the governance of China
2. Articulate the different theoretical and ideological viewpoints on China’s growth and stability in the last twenty years
3. Analyse the pressing public issues challenging the country in its path to development.
4. Debate the impact of geography, nationalism and ethnic structure on state-building in China
5. Analyse China's growth and importance as a political and economic power and analyse its role on the world stage.

**Assessment:**
(i) Continuous assessment - In-class presentation (20%)
(ii) 3,000 – 4,000 word assignment (80%)

**Suggested readings:**

**LI 7887 (10 Credits) Business and Economy of Contemporary China (various lecturers)**

**Aims:**
This module introduces students to business and economy of contemporary China.

**Syllabus:**
This module introduces students to business and economy of contemporary China since 1978 and during the series of reforms. The module explores the key macro- and micro-economic factors as well as social aspects that shape business in China today. Key issues covered include economic reform, agricultural and rural development, industrial development, exports and investment, services, state firms and state management of the economy, central-local relations and regional development.

**Learning outcomes:**
1. Understand how business in China is influenced by its institutional and economic environment
2. Understand business practices in China
3. Demonstrate a basic knowledge of current economic trends in China
4. Identify key issues faced by businesses in contemporary China
5. Utilise different theoretical perspectives and types of evidence in addressing questions relating to China's business environments
6. Apply critical analytical skills in evaluating different explanations of problems, issues and trends in China's business environment

Assessment:
(i) Continuous assessment - In-class presentation (20%)
(ii) 3,000 – 4,000 word assignment (80%)

Suggested readings:

**LI 7889 (10 Credits) Chinese Language Varieties and Diaspora in a Global Context**

**Aims:**
This module explores the nature of Chinese varieties as world languages including Mandarin, Cantonese and Hokkien. It outlines the origins and development of Chinese varieties outside China within the context of social, historical, and linguistic framework.

**Syllabus:**
This module locates the Chinese diaspora and language in a global perspective. It explores the nature of Chinese varieties as world languages including Mandarin, Cantonese and Hokkien. It also outlines the origins and development of Chinese varieties outside China within the context of social, historical, and linguistic framework. The module addresses the development of Chinese as a Heritage Language, and the international growth in interest in Chinese as a Foreign Language.
Learning outcomes:
On successful completion of this module, students should be able to:
1. Analyse general issues and concepts in the growth of Chinese language varieties within East Asia and internationally.
2. Evaluate theory and research in applied linguistics, sociolinguistics and education that are relevant to Chinese as a global language.
3. Describe and evaluate the development of Chinese as a Heritage Language
4. Assess the role of factors which may ensure intergenerational transmission of Chinese as a Heritage Language
5. Appraise the current position of Chinese as a Foreign Language in the contexts presented in the module and evaluate the potential for growth and curriculum initiatives

Assessment:
(i) Continuous assessment - In-class presentation (20%)
(ii) 3,000 – 4,000 word assignment (80%)

Suggested readings:

LI 7892 (10 Credits) Early 20th Century Chinese History (Isabella Jackson)

Aims:
The module develops in-depth understanding of a key period in modern Chinese history and develops the skills necessary for study and research in modern Chinese history.

Syllabus:
Shanghai in the 1920s has attained legendary status as ‘the Paris of the East’, a ‘Paradise for Adventurers’, a decadent but corrupt city where western imperialism met Chinese civilisation in a tumultuous period of modernisation and revolution. British bankers and American tycoons lived side by side with
Chinese and Russian dancing girls, dangerous underworld gang leaders and the most influential political and literary thinkers of the age. The Chinese Communist Party was established in Shanghai’s French Concession in 1921, the largest anti-imperial mass movement in Chinese history began on the streets of Shanghai in 1925, and the first bloody purge of the Chinese civil war took place in the city one night in 1927. This module will delve beneath the surface of this fascinating and formative period in the largest and most important Chinese city to come to a deep understanding of the changes in early 20th century China.

**Learning outcomes:**

1. Identify and critically discuss the major developments in Shanghai in the 1920s and their significance;
2. Analyse major themes in the historiography of Shanghai in this period;
3. Judge the merits of conflicting historical interpretations;
4. Identify relevant primary source materials available in libraries and online archives;
5. Interpret and analyse primary sources pertaining to this period of Chinese history; and
6. Synthesise research findings and formulate well-supported arguments in written work.

**Working methods:**

Lectures, discussion groups, group presentations by students.

**Assessment:**

(i) Continuous assessment, in-class presentation (20%)
(ii) Assignment: essay(s) up to 4,000 words (80%)

**Suggested readings:**


**LI 8001 (10 Credits) China in Comparative Perspective (John Blair and Jerusha McCormack)**

**Aims:**
This module approaches China as a civilisation in comparison with the ways of life cultivated in the West over the last 3000 years or so. We focus on bringing together specific comparative perspectives on education, on families, on governance systems, on economic and ecological attitudes, on human nature and psychology, and finally on values and world views.

**Syllabus:**
This module approaches China as a civilisation in comparison with the ways of life cultivated in the West over the last 3000 years or so. This depth in time helps to keep present-day developments in perspective. Tracking a whole way of life requires taking into account diverse concerns that are commonly treated as the preserves of distinct academic disciplines. Here the focus brings together specific comparative perspectives on education, on families, on governance systems, on economic and ecological attitudes, on human nature and psychology, and finally on values and world views. Students will be expected to apply the approaches they have already learned and to draw on their Study Abroad experiences in making connections between these various domains in both China and the West. The goal is a richer and possibly a more complicated perspective on ways of life that have endured and grown for millennia.
Learning outcomes:
On successful completion of this module, students should be able to:
1. Have a clear sense of the value and methods of comparing civilisations, taking into account the importance of ethnocentrism as a human universal;
2. Recognise the nature of cultural change in both in China and the West by tracing how traditional practices and ideas in both worlds compare to their modern counterparts;
3. Describe how the processes of abandoning traditional ideas and practices in both civilisations result in multiple and differently timed modernities;
4. Identify the ideas behind dominant worldviews that have the most enduring effects on life in China and the West;
5. Relate to how most Chinese people look at the world and how that perspective differs from that of most people in the West;
6. Critique the thinking that lies behind Chinese actions in today’s world – how Western questions may easily miss the perspectives that guide Chinese thinking; and
7. Explain ongoing conflicts between China and Western nations.

Assessment:
(i) In-class presentation (20%)
(ii) Continuous assessment – consisting of a final test and two papers of not more than 4,000 words on approved comparative topics (80%)

Suggested readings:
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 http://tcd-ie.libguides.com/plagiarism

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 http://tcd-ie.libguides.com/plagiarism. You should also familiarize yourself with the 2015-16 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 http://tcd-ie.libguides.com/plagiarism/ready-steady-write. 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 http://tcd-ie.libguides.com/plagiarism/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.


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.

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**SUBMISSION**

Assignments must be handed in at Room 4091, Arts Building on or before the date they are due. 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.

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**GRADES**

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

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<tr>
<td>I</td>
<td>70+</td>
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<td>II.1</td>
<td>60-69</td>
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<tr>
<td>II.2</td>
<td>50-59</td>
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<tr>
<td>III</td>
<td>40-49</td>
</tr>
<tr>
<td>F1</td>
<td>30-39 (fail)</td>
</tr>
<tr>
<td>F2</td>
<td>0-29 (fail)</td>
</tr>
</tbody>
</table>

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 82-91


Plagiarism

82 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.

83 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.

84 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 collusion 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.

85 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.

86 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 http://tcd-ie.libguides.com/plagiarism.

87 If plagiarism as referred to in §82 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.

88 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 §87 above must state their agreement in writing to the Director of Teaching and Learning (Undergraduate), or designate. 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.

89 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.

90 Provided that the appropriate procedure has been followed and all parties in §87 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 will inform the Junior Dean accordingly. The Junior Dean may nevertheless implement the procedures as referred to under conduct and college regulations §2.

91 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

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