

PROGRAMME SPECIFICATION

for publication on Departmental website and to be sent to External Examiner (see guidance notes on programme specification at <http://www.ucl.ac.uk/Registry/UCLStaff/>).

Programme title:	MA in Pragmatics
Final award (BSc, MA etc): (where stopping off points exist they should be detailed here and defined later in the document)	MA
UCAS code: (where applicable)	N/A
Intake cohort(s) to which this programme specification is applicable: (e.g. from 2001 intake onwards)	From 2004 onwards

Awarding institution/body:	University College London, University of London
Teaching institution:	University College London, University of London
Faculty:	Faculty of Life Sciences
Parent Department: (the department responsible for the administration of the programme)	Department of Phonetics & Linguistics
Web page address: (if applicable)	http://www.phon.ucl.ac.uk/
Method of study: Full-time/Part-time/Other	Full-time or part-time
Length of the programme: (please note any periods spent away from UCL, such as study abroad or placements in industry)	1 calendar year full-time; 2 calendar years part-time
Level on Framework for Higher Education Qualifications (FHEQ) (see Guidance notes)	Masters (M level)
Relevant subject benchmark statement (SBS) (see guidance notes on programme specifications)	Linguistics

<p>Brief outline of the structure of the programme / its assessment: (see guidance notes on programme specifications)</p>	<p>Programme Structure:</p> <p>The core of the programme is four courses in pragmatic theory (two per term), plus a pragmatics research seminar, and an additional option, chosen by the student in consultation with their advisor. In addition, students must take one course each in phonology and in syntax, since tackling some issues in pragmatics requires an understanding of linguistic structure. Finally, students must do a dissertation of between 10,000 and 12,000 words.</p> <p>The programme is assessed by a combination of three take-home exams and an unseen written examination (jointly worth 30%), three essays of 5,000 words each (jointly worth 30%) and the dissertation (worth 40%).</p> <p>[See Appendix A for more detail.]</p>	
<p>Board of Examiners:</p>	<p>i) Name of Board of Examiners:</p> <p>MA Linguistics</p> <p>ii) Name of External Examiner with overview of entire programme¹:</p> <p>Professor Noel Burton-Roberts</p>	
<p>Professional body accreditation (if applicable):</p>	<p>N/A</p>	<p>Date of next scheduled accreditation visit:</p>

EDUCATIONAL AIMS OF THE PROGRAMME:

The programme aims to develop the student's knowledge and understanding of current research in pragmatics, with special reference to Relevance Theory, and to prepare the student for independent research in this area. On completion of the programme, the student will be able to formulate appropriate research questions, to find and evaluate relevant literature by accessing the wide range of information sources available to academic scholarship, to develop and test new hypotheses, and to produce cogent, structured and professionally presented reports.

¹ If there is not currently an External with an overview of the entire programme, please leave this section blank.

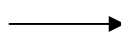
PROGRAMME OUTCOMES:

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

A: Knowledge and understanding

Knowledge and understanding of:

- 1 current research in pragmatics
- 2 foundational issues in pragmatics and how they are approached in a variety of frameworks
- 3 the key questions that drive current research in pragmatics
- 4 how pragmatics interacts with other systems of the mind
- 5 methods and concepts of linguistic and pragmatic analysis

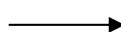


Teaching/learning methods and strategies:

Foundational issues are explored in Pragmatics Ia (1, 2, 3, 4, 5). All further teaching will be based on current research in pragmatics internal and external to the department (1, 3 and 5), with emphasis on the nature of research questions (3) and how to evaluate relevant literature (2, 3, 4 and 5). The interaction of pragmatics with other systems of the mind is a fundamental issue in much current research and will feature prominently in our teaching (4). Students will also be given some background in Phonology and Syntax to further their understanding of the interaction of pragmatics with these linguistic systems (4). Students will be required to carry out small-scale but serious research projects, under intensive supervision. This will enhance their knowledge and understanding of research methods (5).

Assessment:

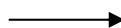
Learning outcomes for 1-5 will be assessed through a combination of examinations, essays and a dissertation. [For more detail see Appendix A]



B: Skills and other attributes

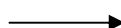
Intellectual (thinking) skills: -
able to:

- 1 reason critically
- 2 identify a problem
- 3 pose a cogent research question
- 4 exercise independence of thought
- 5 present a pragmatic hypothesis and mount systematic and logical arguments for and against it
- 6 analyse semantic and pragmatic phenomena, and, where necessary, manipulate the appropriate symbolic representational systems



Teaching/learning methods and strategies:

Intellectual skills are developed through the teaching and learning programme outlined in Appendix B. Each course, whatever its format, involves discussion of key issues, practice in applying concepts, both orally and in writing, analysis and interpretation of material, critical evaluation of pragmatic hypotheses and individual feedback for learners on work produced.



Assessment:

The assessments employed (exams, essays and dissertation) all place great emphasis on the student's ability to demonstrate the skills in 1-6, either through the production of coherent responses to problems set in an examination or through demonstration of the ability to sustain systematic and logical arguments for or against a pragmatic hypothesis in an essay or the dissertation.

C: Skills and other attributes

Practical skills (able to):

- 1 access the wide range of information sources available to academic scholarship, such as bibliographies, periodicals and on-line resources
- 2 produce cogent, structured and professionally presented reports
- 3 give a professional oral presentation
- 4 manage a project



Teaching/learning methods and strategies:

As students begin the process of 'mining' for information (which will start in term 1 and intensify in terms 2 and 3), they will be made familiar with various relevant information sources, including online resources, such as electronic abstracts services, archives and databases (1). All 4 courses in term 2 will require students to carry out small-scale but serious research projects, under intensive supervision (1 and 2). In pragmatics IIc, which will take the form of a research seminar, each student will be required to give an oral presentation (3). The dissertation and its associated research work will give students the opportunity to learn about managing a larger project (4) and producing a well-structured and professionally presented piece of work (2).

	→	Assessment: The oral presentations will not be assessed. Rather the emphasis here will be on practising in a safe environment. Skills 1 and 2 will be an integral part of the assessment of essays and the dissertation. The student's ability to respond to feedback under supervision and manage a project (4) is an integral part of the assessment of the dissertation.
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D: Skills and other attributes

Transferable skills (able to): 1 communicate effectively 2 present ideas orally and visually 3 use a computer as an investigative tool 4 listen actively 5 take initiative and demonstrate a proactive approach 6 act with independence	→	Teaching/learning methods and strategies: In each component of the course, whatever its format, students will participate in the discussion of key issues, both orally and in writing, (1, 2, 4 and 5). The supervision of student research work will be aimed at increasing the student's ability to carry out research independently (5 and 6), to use computers as a research tool (3) and to present ideas orally and visually (2). The intensive supervision of essay and dissertation work will provide students with a high level of feedback.
	→	Assessment: These skills are assessed as an integral component of students' written work, both in exams and in essays and the dissertation.

The following reference points were used in designing the programme:

- the Framework for Higher Education Qualifications (<http://www.qaa.ac.uk/cmntwork/nqf/ewni2001/contents.htm>;
- the relevant Subject Benchmark Statements (<http://www.qaa.ac.uk/cmntwork/benchmark/index.htm>);
- the programme specifications for UCL degree programmes in relevant subjects (where applicable);
- College teaching and learning policies;
- staff research.

Please note: This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each course unit/module can be found in the departmental course handbook. The accuracy of the information contained in this document is reviewed by the College and may be checked by the Quality Assurance Agency for Higher Education.

Programme Organiser(s) Name(s):	Professor Deirdre Wilson Dr Robyn Carston
Date of production/revision:	October 2003