

UNDERGRADUATE PROGRAMME SPECIFICATION

1. Awarding Institution/Body:	SOAS, University of London
2. Teaching Institution:	SOAS, University of London
3. Programme Accredited By:	N/A
4. Final Award:	BA Honours
5. Programme Title:	Linguistics and Amharic UGJF0126 Linguistics and Arabic UGJF0127 Linguistics and Bengali UGJF0125 Linguistics and Burmese UGJF0129 Linguistics and Chinese UGJF0123 Linguistics and Development Studies UGJF0020 Linguistics and Economics UGJF0011 Linguistics and Geography UGJF0007 Linguistics and Georgian UGJF0128 Linguistics and Hausa UGJF0134 Linguistics and Hebrew UGJF0121 Linguistics and Hindi UGJF0130 Linguistics and History Linguistics and History of Art and Archaeology Linguistics and Indonesian UGJF0136 Linguistics and Japanese UGJF0124 Linguistics and Korean UGJF0137 Linguistics and Law UGJF0099 Linguistics and Music Linguistics and Nepali UGJF0138 Linguistics and Persian UGJF0140 Linguistics and Politics UGJF0014 Linguistics and Sanskrit QQ19 Linguistics and Sinhalese Linguistics and Social Anthropology UGJF0017 Linguistics and South Asian Studies Linguistics and South East Asian Studies Linguistics and Study of Religions Linguistics and Swahili UGJF0139 Linguistics and Tamil Linguistics and Thai Linguistics and Turkish UGJF0135 Linguistics and Urdu Linguistics and Vietnamese
6. Registry Code:	
7. Programme Convenor:	Dr Monik Charette
8. Date of Revision:	March 3010
9. Criteria for Admission:	A Levels (ABB) IB: 34 points
10. Relevant QAA Subject Benchmarking group(s):	Linguistics
11. Educational Aims of the Programme:	The Linguistics programme at SOAS aims to enable students to fulfil and develop their intellectual potential through careful and analytic study of language. Particular emphasis is placed on understanding and exploiting theoretical approaches to the study of language, drawing on the African and Asian expertise of SOAS staff. By completion students will have developed valuable skills required for further independent study and research, and a variety of transferable skills of potential value in many different careers.

12. Programme Outcomes - *The programme provides opportunities for students to*

A Knowledge & Understanding	Teaching/Learning Methods & Strategies
1. Production, perception and transcription of linguistic speech sounds, paying special, but not exclusive,	A solid grounding in 1-5 is achieved through 4 compulsory courses spread over the 1 st and 2 nd year (or 1 st and 3 rd year,

<p>attention to those sounds found in African and Asian languages.</p> <p>2. Organisational principles framing natural language sound systems, paying special, but not exclusive, attention to those sound systems found in African and Asian languages.</p> <p>3. The principles for determining syntactic constituents and their inter-relations, paying special, but not exclusive, attention to the syntax of African and Asian languages.</p> <p>4. The principles of semantic contrast, and the role of sense, reference and denotation, paying special, but not exclusive, attention to African and Asian languages.</p> <p>5. In all these realms of linguistics to understand the nature of theoretical approaches and what constitutes an explanation</p> <p>6. A wide range of specialist areas in which linguistic principles are applied. For example, historical linguistics, computational linguistics, psycholinguistics.</p> <p>7. The technical and ethical issues involved in the collection of reliable data</p>	<p>for those combinations with a language where the second year is spend abroad) which are delivered through a combination of lectures and small group tutorials: General Linguistics, Introduction to Phonology (resulting specifically in acquisition of 1 and 2), Introduction to Grammatical Structure (concerned with 3) and Language and Meaning I&II (concerned with 4). This foundation is then built on in subsequent years through a mixture of optional modules, thereby achieving 6 and 7, and compulsory intermediate and then advanced seminars and guided assignments, focussing on 2, 3 and 4. An optional time abroad scheme, spent studying at UCLA in Los Angeles for either one term or the entire year in the second year of the course, provides further opportunity to develop 1-7. This is not available with degrees combined with languages. For degrees combined with non language subjects, the option of time at UCLA depends on individual agreement with the second department.</p> <p style="text-align: center;">Assessment:</p> <p>The first four courses which must be completed by joint honours students are 80% written exam and 20% coursework, which can take a variety of formats including analysis of data sets and essays, with students working individually and in groups. Courses in subsequent years are assessed by a variety of means; a small number are assessed entirely through unseen examination, whilst the majority have a major coursework component, with many based entirely on coursework. 1 is additionally assessed by oral examination. Students may optionally undertake a dissertation.</p>
<p style="text-align: center;">B Intellectual (thinking) Skills</p> <p>1. The ability to formulate and test linguistic hypotheses through an understanding of problems and the type of data that is relevant to their solution</p> <p>2. The ability to present coherent, logical arguments</p> <p>3. The ability to evaluate analytical presentations in a variety of theoretical frameworks</p> <p>4. The ability to demonstrate interrelationships between the different fields of linguistics</p> <p>5. The ability to generalise knowledge and methods from one area of study to other areas of study</p>	<p style="text-align: center;">Teaching/Learning Methods & Strategies</p> <p>In progressing from introductory courses, through to advanced courses students refine their intellectual skills and hone 1, 2 and 3 in particular. 4 is fostered through optional modules that specifically engage with interface issues and 5 is encouraged at all levels, but particularly through the option of floater units, where students are encouraged to take, for example, (African or Asian) language units to complement their linguistics studies.</p> <p style="text-align: center;">Assessment:</p> <p>See above.</p>
<p style="text-align: center;">C Practical Skills</p> <p style="text-align: center;">The programme aims to help students with the following practical skills:</p> <p>1. The ability to perceive, produce and transcribe a wide range of linguistic sounds</p> <p>2. The ability to analyse languages with which the student is not familiar at all levels of linguistic organisation, but especially focussing on phonology, syntax and semantics, in a variety of theoretical approaches</p> <p>3. The ability to apply and evaluate a variety of</p>	<p style="text-align: center;">Teaching/Learning Methods & Strategies</p> <p>1 is achieved through practical phonetic sessions with support provided by the Phonetics Laboratory and its technician, where students are able to use computer software to test their skills, and recording equipment to collect data.</p> <p>2 and 3 are achieved through small seminar groups and optional practical sessions with language informants, combining approaches from lectures and tutorials with field work techniques.</p> <p style="text-align: center;">Assessment:</p>

<p>techniques for gathering linguistic data e.g. organising and exploring electronic corpora, designing and administering laboratory experiments, elicitation of data through field work techniques</p>	<p>See above.</p>
<p style="text-align: center;">D Transferable Skills</p> <p>The programme will encourage students to:</p> <ol style="list-style-type: none"> 1. Locate and synthesize data in a variety of formats, including electronic formats 2. Analyse and evaluate competing theoretical claims 3. Communicate with clarity and precision, both in speech and writing 4. Develop skills necessary for independent work 5. Develop skills enabling effective team work 6. Develop effective time management and self organizational skills 	<p style="text-align: center;">Teaching/Learning Methods & Strategies</p> <p>1-6 are encouraged through close monitoring of progress throughout the course, with detailed feedback provided on coursework. 1 is fostered through the proffering of advice leading by example, and through collaboration with the library. 2 is developed during intermediate and advanced seminars with presentations on different theoretical approaches. 2, 3 and 5 are especially encouraged through class discussion, whilst 4 and 6 are learnt through managing to meet the various and sometimes conflicting deadlines for coursework. 6 is also encouraged through optional courses and support offered by SOAS' Learning and Teaching Unit.</p> <p style="text-align: center;">Assessment:</p> <p>See above.</p>

<p>The following reference points were used in designing the programme:</p> <ol style="list-style-type: none"> 1. School Learning and Teaching Strategy 2. Staff research 3. QAA framework for higher education qualifications 4. Relevant subject benchmark
<p>Subject Benchmark</p> <p>This programme was formulated with reference to the benchmark statement on Linguistics</p>
<p>Programme Structure: Students take the equivalent of four course units per year.</p>
<p>Regulation of Assessment: Details of the regulation of assessment are made available to students at registration, through Undergraduate handbooks and course handbooks.</p>
<p>Programme Requirements for 2-Subject Degrees: Students usually take 2 units from each side of degree, with some cope for floater units in other departments in later years.</p>

PLEASE NOTE: This specification provides a concise summary of the main features of the Programme and the learning outcomes that a typical student might be reasonably 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 School and may be checked by the Quality Assurance Agency for Higher Education.