

Programme specification 2012/2013

School of Oriental and African Studies

The following information forms the programme specification at the School of Oriental and African Studies, University of London. It gives definitive information relating to a programme of study and is written for a public audience, particularly prospective and current students. It is also used for other purposes such as initial programme approval, and is therefore produced at the start of the programme development process. Once approved, it forms the base-line information for all statements relating to the programme and is updated as approved amendments are made.

CORE INFORMATION

Programme title	BA Linguistics and ...
Final award	BA Honours
Intermediate awards	n/a
Mode of attendance	Full-time
UCAS code	<p>Linguistics can be combined with:</p> <p>African Studies, TQ51 BA/AFLG</p> <p>Arabic +, QT16 BA/ALG</p> <p>Burmese ++, QT1H BA/BULG</p> <p>Chinese +, QT11 BA/CHLG</p> <p>Development Studies, LQ93 BA/DVSLG</p> <p>Economics, LLQ13 BA/ECLG</p> <p>Geography **, LQ73 BA/GELG</p> <p>Georgian, QT19 BA/GHLG</p> <p>Hausa +, QTC5 BA/HALG</p> <p>Hebrew +, QQ14 BA/HELG</p> <p>History, QV31 BA/HLG</p> <p>History of Art/Archaeology, VQ31 BA/HAALing</p> <p>Indonesian ++, QTCH BA/ILG</p> <p>Japanese +, QT12 BA/JLG</p> <p>Korean +, QTCJ BA/KOLG</p> <p>Law, MTDH BA/LWI</p> <p>Music, QW33 BA/LGMS</p> <p>Persian, QTD6 BA/LGP</p> <p>Politics, LQ23 BA/LGPOL</p> <p>Sanskrit, QQ19 BA/SLG</p> <p>Social Anthropology, LQ61 BA/LGSA</p> <p>South Asian Studies (4 years), tbc</p> <p>South Asian Studies, TQH1 BA/LGSAS</p> <p>South East Asian Studies, TQJD BA/LGSEA</p> <p>Study of Religions, QV16 BA/LGSR</p> <p>Swahili +, QTD5 BA/LGSW</p> <p>Thai ++, TQ31 BA/LGTH</p> <p>Turkish +, QTC6 BA/LGTU</p> <p>Vietnamese ++ TQ3D BA/LGV</p> <p>+ 4-year degree with (compulsory) one year spent abroad</p> <p>++ 3 or 4-year degree with option of one year abroad</p> <p>** Taught at King's College London</p>
Professional body accreditation	n/a

Date specification created/updated	21 April 2011
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WHY CHOOSE THIS PROGRAMME?

Why study at SOAS?	SOAS is unique as the only higher education institution in the UK specialising in the study of Africa, Asia and the Middle East. The School also has the largest concentration of specialist faculty concerned with the study of these areas at any university in the world. SOAS is consistently ranked among the top higher education institutions in the UK and the world and it also offers a friendly, vibrant environment for students in a diverse and close-knit community.
What is special about this programme?	The programme aims to develop the students' intellectual potential through careful and analytic study of language with particular emphasis placed on understanding and exploiting theoretical approaches to the study of language, drawing on the African and Asian expertise of SOAS staff. The two-subject programme allows students to combine the study of Linguistics with the intensive study of a language or another discipline.
Who would it suit?	It is suitable for students who would like to develop intellectual capacity through analysis of linguistic data from a variety of languages and who wish to understand the underlying principles in the language system. The programme equips students with foundations for PG programmes for language-related careers involving language documentation, language revitalization, speech therapy, and language teaching among others.
Programme structure	The students take a variety of linguistics courses typically offered as the combinations of lectures and tutorials. The students are first introduced to an overview of linguistics (General Linguistics) and enrol on foundational and intermediate courses in studies of Grammatical Structures, Sound Systems and Meaning. Students also have a variety of optional courses to choose from (e.g., Language, Society and

	Communication, Linguistic Typology, Historical Linguistics, Psychology of Language) in their third and/or fourth year. Highly motivated students can also engage in an Independent Study Project or an Extended Essay. The exact programme structure may vary depending on the syllabus of the other subject.
Assessment summary	The foundational courses primarily assess students with a number of course assignments and exams. Intermediate and advanced courses are often assessed only by essays.

ENTRY REQUIREMENTS

SOAS has general minimum entrance requirements for registration for an undergraduate degree and these can be viewed at [\(http://www.soas.ac.uk/admissions/ug/entryreq/\)](http://www.soas.ac.uk/admissions/ug/entryreq/)

- **A Levels:** AAB
- A Level language preferred
- **IB:** 36 (6/6/6)
- **BTEC:** DDM
- **Scottish Highers:** AAABB
- **Scottish Advanced Highers:** AAB
- **Irish LC:** 340 points from 5 Higher level subjects at grade C1 or above
- **Advanced Placement:** 4 4 5 (Two semesters UCAS Group A) plus US HSGD with GPA 3.0
- **Euro Bacc:** 80%
- **French Bacc:** 14/20
- **German Abitur:** 2.0
- **Italy DES:** 80/100
- **Austria Mat:** 2.0
- **Polish Mat:** 75%

PROGRAMME AIMS

What will this programme give the student an opportunity to achieve?

- To provide a foundational knowledge of theoretical linguistics in three core areas: Grammatical Structure, Phonology, Semantics;
- To develop an ability to analyse data from unfamiliar languages at all levels of linguistic organization, especially focusing on the foundational areas above, in a variety of theoretical approaches;
- To have some familiarity with and to understand the wider contexts of linguistic study, for example with regard to language change, to the social significance of language and dialect, or to psychological aspects of language acquisition, production and comprehension.
- To acquire in-depth knowledge in a language or a second discipline

PROGRAMME LEARNING OUTCOMES

What will the student learn?

Knowledge

1. Production, perception and transcription of linguistic speech sounds, paying special, but not exclusive, attention to those sounds found in African and Asian languages.
2. Organisational principles framing natural language sound systems, paying special, but not exclusive, attention to those sound systems found in African and Asian languages.
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.
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.
5. In all these realms of linguistics to understand the nature of theoretical approaches and what constitutes an explanation.
6. Some knowledge of specialist areas in which linguistic principles are applied, for example, historical linguistics, sociolinguistics, or psycholinguistics.
7. The technical and ethical issues involved in the collection of reliable data.

Intellectual (thinking) skills

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.
2. The ability to present coherent, logical arguments.
3. The ability to evaluate analytical presentations in a variety of theoretical framework.
4. The ability to demonstrate interrelationships between the different fields of linguistics.
5. The ability to generalise knowledge and methods from one area of study to other areas of study.

Subject-based practical skills

1. The ability to perceive, produce and transcribe a wide range of linguistic sounds.
2. The ability to analyse languages with which the student is not familiar at all levels of linguistic organisation, but especially focusing on phonology, syntax and semantics, in a variety of theoretical approaches.
3. The ability to apply and evaluate a variety of techniques for gathering linguistic data e.g. organising and exploring electronic corpora, designing and administering laboratory experiments, elicitation of data through field work techniques.

Transferable skills

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 teamwork.
6. Develop effective time management and self-organizational skills.

PROGRAMME STRUCTURE AND REQUIREMENTS FOR GAINING AN AWARD

How will the student's study be structured? How will they achieve an award?

Structure, duration and requirements for gaining an award

SOAS has standard requirements relating to the structure and duration of undergraduate programmes and for the award and classification of these programmes. Details can be found at

<http://www.soas.ac.uk/registry/degreetregulations/file60378.pdf>

Students take the equivalent of 4 course units each year. The programme structure varies depending on the syllabus of the second subject, especially whether and when the students are required to study abroad and how many units of courses are required in the first year (see the structure diagram for details).

Programme structure diagram

Below is a structure diagram for this programme.

3 year programme

Level	Year of study	Course code	Course title	Credit	Status	Notes
4	1	152900069	General Linguistics	30	Core	
4	1	152900071	Introduction to Grammatical structure	30	Core	
	1		2 further units in the other subject	60		Depending on the syllabus of the other subject one open option may be allowed
4	2	152900070	Introduction to Phonology	30	Core	
5	2	tbc	Meaning and Interpretation	15	Core	
5/6	2	n/a	A Linguistics course from List A	15	Compulsory	
5/6	2		2 further units in the other subject	30		Depending on the syllabus of the other subject one open option may be allowed
5/6	3	152900032	Intermediate Syntax	15	Compulsory	
5/6	3	152900062	Intermediate Phonology	15	Com	

					pulso ry	
5/6	3	n/a	Linguistics courses to the value of 1 unit from List A or List B or an open option	30		
	3		2 further units in the other subject	60		Depending on the syllabus of the other subject one open option may be allowed, but not more than one open option can be taken in any year.

4 year programme with 2 units of Linguistics in Year 1

Level	Year of study	Course code	Course title	Credit	Status	Notes
4	1	152900069	General Linguistics	30	Core	
4	1	152900071	Introduction to Grammatical structure	30	Core	
	1		2 further units in the other subject	60		Depending on the syllabus of the other subject one open option may be allowed
4	2 or 3	152900070	Introduction to Phonology	30	Core	
5	2 or 3	tbc	Meaning and Interpretation	15	Core	
5/6	2 or 3	n/a	A Linguistics course from List A	15	Compulso ry	
5/6	2 or 3		2 further units in the other subject	30		Depending on the syllabus of the other subject one open option may be allowed
5/6	4	152900032	Intermediate Syntax	15	Compulso ry	
5/6	4	152900062	Intermediate Phonology	15	Compulso ry	
5/6	4	n/a	Linguistics courses to the value of 1 unit from List A or List B or an open option	30		
	4		2 further units in the other subject	60		Depending on the syllabus of the other subject one open option may be

						allowed, but not more than one open option can be taken in any year.
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4 year programme with 1 unit of Linguistics in Year 1

Level	Year of study	Course code	Course title	Credit	Status	Notes
4	1	152900069	General Linguistics	30	Core	
4	1		Three units in the other subject	90		
4	2 or 3	152900071	Introduction to Grammatical structure	30	Core	
4	2 or 3	152900070	Introduction to Phonology	30	Core	
5	2 or 3	tbc	Meaning and Interpretation	15	Core	
5/6	2 or 3	n/a	A Linguistics course from List A	15	Compulsory	
	2 or 3		1 further unit in the other subject	30		
5	4	152900032	Intermediate Syntax	15	Compulsory	
5	4	152900062	Intermediate Phonology	15	Compulsory	
5/6	4	n/a	Linguistics courses to the value of 1 unit from List A or List B or an open option	30		
	4		2 further units in the other subject	60		Depending on the syllabus of the other subject one open option may be allowed, but not more than one open option can be taken in any year.

The availability of optional/elective courses may vary in a given academic session due to factors such as staff absence and student numbers. For an up to date list of courses running in a given academic session please refer to the degree structures as listed on the SOAS website for the degree programmes taught by each Department.

List A (courses for year 2 or 3)

- [Language, society & communication](#) 152900083 (0.5 Unit)
- [Morphology](#) 152900036 (0.5 Unit)
- [Psychology of language](#) 152900082 (0.5 Unit)
- [Phonetics](#) 152900094 (0.5 Unit)
- [Topics in lexical semantics](#) 152900065 (0.5 Unit)

- [Language in Africa](#) 155900867 (Africa Department; also available in year 1; available in year 3 only by permission of the Associate Dean Learning & Teaching)
- [Altaic morpho-phonology](#) 152900096 (0.5 Unit)
- [Historical linguistics](#) 152900037 (0.5 Unit)
- [Linguistic Typology](#) 152900044 (0.5 Unit)
- [The Languages of the Caucasus](#) 152900099 (0.5 Unit)
- [Introduction to Arabic Linguistics](#) 152900095 (0.5 Unit)
- [The Structure of Bantu Languages](#) 155901257 (Africa Department)
- [Structure of Japanese 1](#) 155900747 (Japan & Korea Department) (0.5 Unit)
- [Structure of Japanese 2](#) (Japan & Korean Department) (0.5 Unit)
- [Extended Essay in Linguistics A](#) 152900097 (0.5 Unit)
- [Extended Essay in Linguistics B](#) 152900098 (0.5 Unit)

List B (courses for year 3 only)

- [Issues in Semantics](#) 152900021 (0.5 Unit)
- [Current Issues in Phonology](#) 152900041 (0.5 Unit)
- [Advanced Syntax](#) 152900033 (0.5 Unit)
- [Dynamic Syntax](#) 152900093 (0.5 Unit)
- [Topics in the Structure of Chinese](#) 152900066 (0.5 Unit)
- [Independent Study Project in Linguistics](#) 152900009

TEACHING, LEARNING AND ASSESSMENT

What methods will be used to achieve the learning outcomes?

Knowledge

- A solid grounding in 1-5 is achieved through three core first year courses 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 one core 2nd year course on semantics (Meaning and Interpretation). The study in subsequent years builds on this foundation through a mixture of optional modules, thereby achieving 6 and 7, and compulsory intermediate and then advanced seminars and guided assignments, focusing on 2, 3 and 4.

Assessment: All first year courses 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 an Independent Study Project.

Intellectual (thinking) skills

- In progressing from introductory courses in their first year, through to advanced courses in their final year, 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 linguistic studies.

For assessment, please see above.

Subject-based practical skills

- 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.
- 2 and 3 are achieved through small seminar groups and optional practical sessions with language informants, combining approaches from lectures and tutorials with fieldwork techniques.

For assessment, please see above.

Transferable skills

- 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.

For assessment, please see above.

REFERENCE POINTS

What has been the basis for the design of this programme?

1. School learning and teaching strategy
2. QAA framework for higher education qualifications
3. QAA subject benchmark statement Linguistics (2007)
4. QAA subject benchmark statement Languages and related studies (2007)

Our programme addresses the benchmark standards for introducing the broader areas of the field of linguistics, with emphasis in some courses on descriptive richness and theoretical depth, using SOAS' special status to present a particularly wide range of linguistic data. Additionally, we have regularised one part of the programme to make the introductory – intermediate – advanced progressions through the programme more transparent.

QUALITY ASSURANCE AND ENHANCEMENT

SOAS has internal procedures to assure the quality of provision to be offered to students and to enhance the quality in the light of experience following delivery, taking into account the input of external experts and students. The procedures are set out in the School's Quality Assurance Handbook and can be viewed at (<http://www.soas.ac.uk/add/qualityassurance/quality-assurance-handbook/>).

SOAS is also subject to periodic external review from bodies such as the Quality Assurance Agency for Higher Education and relevant professional and statutory regulatory bodies.

The procedures described in the Quality Assurance Handbook are in place to provide a high quality student experience for those choosing to study at SOAS, and student input and evaluation of their experiences is greatly valued. Students make an input to the ongoing development of their programmes, and the environment in which they operate, in a number of ways, including:

- formal student evaluation as part of the annual programme review;
- student representation on School committees at various levels (through the Students' Union) where many relevant issues are discussed.

FURTHER INFORMATION

- [SOAS Vision and Strategy Statement](#);
- [Undergraduate Handbook](#);
- [Quality Assurance Handbook](#);
- [UCAS website](#);
- [QAA website](#).