

# School of Philosophy, Psychology and Language Sciences

## Linguistics & English Language

### Staff Student Liaison Committee

Tuesday, 6<sup>th</sup> February 2018 at 1pm

Room 7.01 DSB

#### Present

#### Staff:

J. Fruehwald (SSLC Convener) P. Ackema, C. Heycock

#### Students:

H. Yifei, K. Chen, A. Holtz, M. Sung, E. Kouhi, J. Strenger,

#### In Attendance:

M. Gray (Minute Taking)

#### Apologies

H. Giegerich

#### 1. Welcome from SSLC Convenor

#### Pre- Honours Reports and Feedback

#### The Pre - Honours student raised the following point:

##### 1<sup>st</sup> year

- Students found the available lecture recordings useful however they highlight that this could potentially impact upon attendance rates.
- Tutorial materials are too easy and some students would like the material to be more challenging.
- It would be useful if tutors recapped what has been covered in lectures before the tutorials begin.
- The self-test questions on Syntax are useful – it would be good if this could be provided for other topics.
- Some tutors are not engaging (*JF highlighted that training is offered to help tutors engage their students in discussion – the benefits of this training should be highlighted to tutors.*)

- LEL1A - Students would like more information in advance about the structure of this Exam – type of questions and the way they should structure their answers.

*(JF student have an impulse to reduce uncertainty regarding exams)*

## 2<sup>nd</sup> years

- **Tutorials** - Some students have raised concerns regarding the knowledge base of some of their tutors – This was prevalent in some of the 2E sessions. *(PA mentioned the procedure in place to monitor tutors throughout the year. This will flag any issues arising in tutorials etc)*
- Students found the available lecture recordings useful however they highlight that this could potentially impact upon attendance rates
- Students would like lecture recording for 2E. *(JF highlighted that this should eventually be made available)*
- 2D is well-organised – the first four classes are really helpful in establishing the course aims.
- Some students struggle to engage with Old English in 2C.
- Some students would like to know the average mark and percentage of people achieving an A in exams. *(Staff highlighted that this could have a negative impact and it is unlikely to be provided)*
- Some students would prefer an increased use of gender-neutral language in tutorials and lectures.

## 3<sup>rd</sup> and 4<sup>th</sup> years

### **Honours Reports and Feedback**

#### **The Honours student raised the following point:**

- The marking for Speech Processing, it would have been useful if the scaling information had been given to students before grades were returned.
- FLA - feedforward and feedback did not overlap, contained different information.
- It was highlighted that help navigating etymology sources for Historical Phonology would be useful.
- Better information regarding why the strike is happening, when the strike is happening and how it will affect assignments/dissertations. As far as staff can provide such information.  
*(The University will release information to students when it becomes available)*
- There are current Issues in Phonology and Historical Phonology assignments due on the same day (March 1). Students have not received information about when they will get the assignments and what they will entail.

- General deadline overlap, could students have information about this when they choose courses?

**Minutes End**