

**School of Philosophy, Psychology and Language Sciences**  
**Linguistics & English Language (LEL)**  
**Staff Student Liaison Committee**  
**Tuesday 12<sup>th</sup> March at 1pm**  
**Room 7.01 DSB**

**Present**

**Staff:** J. Fruehwald (SSLC Convener), P. Iosad (Senior Personal Tutor/LEL2D course organiser) C. Cowie, P. Ackema, P. Honeybone, S Holt.

**Students:** F. Melzer, A. Lee, I. Douglas, J. Kim, A. Holtz

**In Attendance:** Michael Gray (Student Support Office)

**1. Welcome from SSLC Convener**

JF – discussed the creation of paper handbooks/hard copies at the most recent LEL staff meeting and this was discussed at SUGSC on the 11<sup>th</sup> of Feb 2019. The creation of hard copies LEL handbooks from 2018/19 onwards was approved and will be available for download from the website.

**2. Pre- Honours Reports and Feedback**

**Year 1**

- The first year class reps arranged a feedback session for 1<sup>st</sup> year student to discuss LEL 1A and 1B. The session received positive feedback.
- Earlier release of readings would be appreciated. If semester 2 readings were available before the winter break this would be useful.
- Contemporary Linguistics: an introduction by William O’Grady was in short supply via the Hub this semester. There are more copies available in different additions. Students can use the other additions as long as it covers the content they are required to learn.
- Student would like guidance regarding essay/assignment content. Should it be in a descriptive or an argumentative style?
- The PPLS Writing centre workshops provided conflicting advice staff were expecting them to produce.
- Annie H asked how the first years feel about FamiLing – It was highlighted that the first years found FamiLing useful and it helped create a sense of community.
- Some students have been discouraged against speaking to their tutors about course work feedback. PH explained that tutors wouldn’t always have capacity to offer feedback.
- It was suggested that a document should be created that would address frequently asked questions about essay writing. This would be for 1<sup>st</sup> year students. JF will discuss this with Jim Donaldson. **(ACTION)**
- MCQ AVAILABILITY AND EXAM QUESTIONS – THIS CAN BE OVERWHELMING. STUDENT WOULD LIKE DATES OF THIS.
- The class reps have received feedback regarding LEARN. Pre-honours students feel that it isn’t fit for purpose and would prefer to use PIAZZA instead. JF will make enquires about this.

- Lecture recordings – It was highlighted that the university should focus on providing all the resources necessary for learning and then allow students to choose freely how to use those resources while giving them guidance on best practice. Lecture recording can be useful for many students to revisit for revision. Students have different learning needs and learning strategies and an inclusive university should accommodate for all. Student would like more information regarding lecture recording in the student handbooks.

## Year 2

- Pre-hons student would like more information regarding the Hons sessions. PI informed the meeting that these sessions have been recorded and are available to all pre-hons students.
- More consistency is needed in LEL2D regarding tree drawings. Student are receiving contradictory information in tutorials and lectures. PI highlighted that Rob Truswell is creating guidance around this issue. Student are encouraged to speak to the course organiser in the meantime if this issue is causing concern.

### **3. Honours Reports and Feedback**

- There is a dissertation course folder on LEARN called stats that is empty. This should be removed.
- There was much discussion regarding stats. Would it be possible to create a pre-honours stats course to help student easy into this for honours? Students wanting to access stats support via the writing centre find the online form they need to complete intimidating. JF mentioned that this couldn't be changed due to the nature of the support. Student should speak to their supervisor if they need help completing the form.
- Dissertation – Students are given an allocation of hours with their dissertation supervisor. More guidance around how this time should be used would be beneficial.
- Honours student would like more information about how graduation works. It was highlighted that this is administered via a central team and more information can be found on the website. Students are encouraged to contact student administration for further information <https://www.ed.ac.uk/student-administration/graduations>
- **Course specific feedback:**
  1. Middle English – feedback suggests this course references the old English course in a way that assumes all students have taken old English.
  2. Psycholinguistics – Students are really enjoying this course this session.
  3. Phonological Theory – Student have 3 hours for this assessment. Some academic staff have suggested that student do not need the full 3 hours however, student feel the 3 hours is necessary to complete the assessment.
  4. Second Language Acquisition – More guidance around course expectation is needed.
  5. Simulating Language - More guidance around course expectation is needed.
  6. Origins of Evolution of Language – The lecture content is general. Student struggle with the transition from the lecture content to the reading materials.

**The Convenor thanked everyone for attending. The meeting closed at 2.30pm.**

**End.**